IMPROVING VOCABULARY ACHIEVEMENT THROUGH ANIMATED VIDEO TO EIGHTH GRADE STUDENTS IN SMP NEGERI 23 BANDAR LAMPUNG

(Undergraduate Thesis)

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ABSTRACT

IMPROVING VOCABULARY ACHIEVEMENT THROUGH ANIMATED VIDEO TO EIGHTH GRADE STUDENTS IN SMP NEGERI 23 BANDAR LAMPUNG

By

Rahayu Prihandini

Vocabulary is part of English component, which plays an essential role in mastering all English skills; listening, reading, speaking, and writing. In fact, many students still need more vocabulary and motivation to learn English. Therefore, this research aimed at finding out i) whether there is a significant improvement of students' vocabulary achievement after the implementation of animated videos and ii) which content word that improve the most and improve the least after implementing animated videos. This research is a quantitative research with a pre-test, a set of treatments, and a post-test. This research was conducted in SMP Negeri 23 Bandar Lampung academic year 2022/2023, with 29 students of the 8H class as the sample. The instrument used in this research was a vocabulary test in the multiple choice form, and the researcher used pre-test and post-test to collect the data. The researcher used Repeated Measure t-test with a significance level of 0.05 in analyzing the data. The result showed the students' mean score increased from 62 on the pre-test to 81 on the post-test, which gained 19 points. The computation result showed that the t-ratio (12.760) was higher than the t-table (2.048), and the significant value of the test is lower than alpha (0.000<0.05). It is also revealed that verb was the content of word that most improved than the other content words. It can be concluded that the use of animated video is effective to improve students' vocabulary achievement.

Keywords: *Vocabulary achievement, content word, animated video*

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Faculty of Teacher Training and Education

FACULTY OF TEACHER TRAINING AND EDUCATION
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Research Title : **IMPROVING VOCABULARY ACHIEVEMENT THROUGH ANIMATED VIDEO TO EIGHTH GRADE STUDENTS IN SMP NEGERI 23 BANDAR LAMPUNG**

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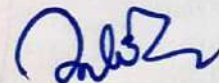
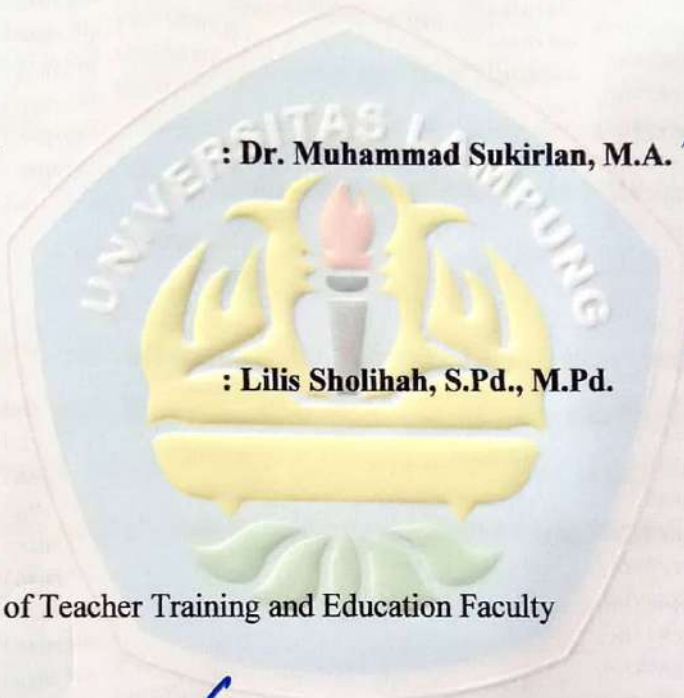Chairperson : Drs. Huzairin, M.Pd. ....

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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 9 Juni 2023
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CURRICULUM VITAE

Rahayu Prihandini was born in Metro on March 26th, 2000. She is the second child from a kind-hearted couple, Muhsinin and Winarti. She has one brother named Agung Rizki Saputra and one sister named Umi Kulsum.

She graduated from SD Negeri 5 Metro Timur in 2012. Then, she continued her study at MTsN 1 Lampung Timur and graduated in 2015. In the same year, she continued her study at SMK Negeri 1 Metro, majoring in accounting. Then in 2019, she was accepted as a student in the English Education Study Program of Teacher Training and Education at Lampung University. As a student at the University of Lampung, she actively participated in several organizations and became a volunteer. She was very grateful to be accepted as part of the Kampus Mengajar batch 3, where in this program, she can share the knowledge she has gained while being a student at Lampung University with students at UPT SDN 2 Metro Barat. It was fun and memorable journey that she could spend her last year student as a teacher at UPT SDN 2 Metro Barat.

DEDICATION

I respectfully dedicated this work to:

Me in the future, thank you for battling and not giving up even though your world is not running well. My beloved parents, Muhsinin and Winarti, thank you for believing in me that I could complete my study and thank you for being a home for me to return after each exhausting journey that I have traveled. My beloved brother and sister, thank you for all the unconditional support, prayer, and love. My beloved friends in English Education 2019 of Lampung University. My beloved lecturers and my almamater, University of Lampung.

MOTTO

"So, surely with hardship comes ease. Surely with 'that' hardship comes 'more'

ease."

(Q.S Al-Insyirah: 5-6)

"Work on yourself, for yourself. And remember to always give your best in

everything"

(Rahayu Prihandini)

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The writer would like to offer her major appreciation and respect to the following individuals and institutions since this research would not have been possible without the support, encouragement, and assistance of numerous well-deserving people and institutions:

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Finally, the writer realizes that this research still needs improvement. There may be areas for improvement in this research. Therefore, comments and suggestions are always open for the better. The writer hopes this research can positively contribute to educational development, readers, and those who want to conduct similar research.

Bandar Lampung, Juni 2021

Rahayu Prihandini

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I. INTRODUCTION

This chapter consists of background of the problem, formulation of the research, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1 Background of the problem

English, as an international language, is used in almost every sector; business, education, technology, and science. Nowadays, the use of English in Indonesia begins from Elementary school, Junior high school, and Senior high school. In learning English as a foreign language, students need to know vocabulary first and understand the meaning of the words before progressing to the next level. Furthermore, English is a very popular language spoken and learned by almost everyone. As a result, the significance of English cannot be overstated or ignored because English is the most widely spoken language in the world. Since the English vocabulary contains hundreds of thousands of words, teachers and students are challenged to learn as many as possible.

Vocabulary is part of the English component that plays an important role in mastering all English skills; listening, reading, speaking, and writing. Vocabulary is all the words that people use and know, the word that people used when they talk to others, and a table of a word that contains meaning for learning a foreign language. Richards and Renandya (2010) stated that vocabulary is essential

component of language proficiency, forming the foundation for how well learners speak, listen, read, and write. It means that the students' mastery of vocabulary it will help them to develop four skills (writing, listening, speaking, and reading).

When students' vocabulary is limited, it is difficult for them to express their opinions, ideas, and feelings. According to Wilkins (1972) as cited in (Thornbury, 2002) without grammar, very little can be conveyed, but without vocabulary, nothing can be conveyed. We can understand the language even if we know nothing about grammar; on the other hand, the language will tell us nothing if we know nothing about vocabulary. It means that students/learners who only learn grammar without learning vocabulary will have difficulty comprehending the text, communicating with others, or expressing and writing their ideas.

Andrean et al (2019) reported that the seventh-grade students of SMP Negeri 13 Pontianak, in the teaching and learning process in the classroom, not all of students were active in the classroom, it is because students did not have a quiet background about English before. Similarly, Silfia & Rusli (2018), who conducted the research in SD Negeri 2 Baruga, found that in learning English the student's vocabulary mastery is still low and they still have difficulty understanding the meaning of words and writing them correctly. These issues arise because students need to be more highly motivated to attend English class and are more likely to become bored in English class. Another research conducted by Destiana et al., (2020) in SMPN 14 Bandar Lampung found that students have

many difficulties mastering vocabulary because they are still confused about remembering the words and are unmotivated to learn English.

Teaching is a complex process that needs many components to achieve the learning goals. A teacher should find and create the best way to achieve the learning goals. One of the best ways to achieve the learning goals is by using media/technology in the teaching-learning process. There are many kinds of media such as pictures, comics, cartoons, radio, tape recorders, power points, video animations, etc. In line with this Sherman (2003) proposed that videos can be used as a fun way for students to learn vocabulary and provide many benefits. It means that media have an essential role in helping students understand the materials in the learning process easier. It can be varied in many forms and adjusted with the lesson, students' characteristics, and conditions in the class. Generally, teaching media means all tools employed by the teacher to deliver teaching material to students in the teaching-learning process to achieve specific learning goals.

In relation to Sherman's statements above, numerous studies have examined the effect of using animated video as teaching media and have shown a positive impact on EFL classrooms. For example, a previous study conducted by Vitasmoro et al., (2019) showed that the students were more active in the classroom, and stopped talking about something unrelated to the topic discussed. Andrean et al., showed that the improvement of students' vocabulary mastery and the video made the students enjoy the learning process. Another research from

Marpaung (2021), in a Public School Cimahi, showed a significant improvement in students after being taught through animation video, the result of the study showed that the groups of the students improved their open words vocabulary.

According to the results of the researcher's pre-survey at SMP Negeri 23 Bandar Lampung, the researcher found that the students need assistance in learning English. This occurred due to the pandemic, and all students participated in online learning activities. Aside from that, one of the reasons is a need for more motivation to learn English. As a result, teachers must choose and create learning methods to motivate students to learn English. Considering the mentioned studies and the problem that the researcher found, the researcher is interested in conducting the research to contribute in developing theories and provide a new perspective on using animated video as teaching media. Action from this is also expected to overcome the problems of students' low motivation in learning vocabulary. Therefore, the researcher decided to design a problem to be researched with the title: "Improving Vocabulary Achievement Through Animated Video To Eighth Grade Students In SMP Negeri 23 Bandar Lampung."

1.2 Research Question

Based on the above problems, the research problem can be formulated as follows:

1. Is there any significant improvement in students' vocabulary achievement after being taught through animated video?

2. What content word improves the most and improves the least after being taught through animated video?

1.3 The objectives of the Research

Based on the research questions above, the objectives of this research were formulated as follows:

1. To find out whether there is a significant improvement of students' vocabulary achievement after being taught through animated video.

2. To find out what content word improves the most and improves the least after being taught through animated video.

1.4 The Uses of the Research

In relation to the objectives of the research, the findings of the study may be useful both theoretically and practically:

1. Theoretically

The result of this research may support the previous theories and contribute useful information for future research regarding the implementation of animated videos to improve students' vocabulary.

2. Practically

The result of this research can be used as a reference for teachers in teaching-learning to improve vocabulary achievement using animated video as the media. Motivate the students to learn vocabulary by using animated video as the resource learning process and also to be used as a reference for future research and also can give a contribution to developing theories about teaching vocabulary through animated video

1.5 The Scope of the research

This research was focused on implementing an animated video to improve vocabulary achievement for students in Junior High school and on seeing the significance of students' vocabulary achievement on content words (nouns, verbs, adjectives, and adverbs). This research was conducted on the eighth-grade students of SMP Negeri 23 Bandar Lampung. The researcher used one pre-test, a set of treatments, and a post-test to determine the improvement of students' vocabulary achievement.

1.6 The Definiton of Terms

In order to specify the topic of the research, the researcher provided some definitions of the terms related to the research. These are the definition of terms which are related to the research:

1. Vocabulary

Vocabulary is the list of words that make up a language; the words that are known and used by language learners. Vocabulary is a component of language provides and proficiency of the basis for how learners listen, speak, write, and read (Richards and Renandya - 2010).

2. Teaching Vocabulary

One of the most discussed aspects of teaching English as a foreign language is vocabulary instruction (Susanto, 2017). Teaching vocabulary is the process of providing learners with knowledge of vocabulary and how to use it in daily life. This is a method for teachers to deliver vocabulary in various ways in

order to ensure that students understand what they need to know about vocabulary.

3. Animated Video

Animated video is an object that moving across the screen. It can be people, animals or plants with slight progressive changes in each frame

4. Achievement

Achievement can be defined as the mastery of major concepts and principles, important facts and propositions, skills, strategic knowledge, and knowledge integration (Niemi, 1999)

II.   LITERATURE REVIEW

This chapter concerned with the discussion about review of the previous study, concept of vocabulary, types of vocabulary, content words, procedure of teaching vocabulary, concept of animated video, the advantages and disadvantages of using animated video as teaching-learning process, procedure of teaching English vocabulary by using animated video, theoretical assumption, and hypothesis.

2.1 Review of the Previous Studies

There have been several studies dealing with teaching vocabulary through animated videos that have been conducted by researchers. The previous studies will be discussed in greater detail below:

As in the introduction, Vitasmoro et al., (2019) in *Improving Student's English Vocabulary Mastery through Animation Cartoon* she conducted a research in TK Kusuma Mulia Wonorejo to find whether classroom action research can help the students in solving the problems about teaching English vocabulary. The research design is classroom action research and the research divided into two cycle. The research has shown that improvement on the student's vocabulary and the change of the classroom's condition. It can be seen by the students' behavior during the class, the students more active in the classroom and the students stop talking about something unrelated to the topic discussed and also the students are easier to recognize the words and use them bravely. Based on the result above that the researcher suggest to use animation cartoon as media for teaching-learning

process, it is not only help the students in learning English vocabulary but also help teacher create a new interesting technique while teaching vocabulary.

In line with the previous study, Marpaung, (2021) in *Animation and Video in Improving Open Words Vocabulary* conducted his study in improving open words vocabulary through animation and video at VIII grade students in Public School, Cimahi. The purpose of the research is to find out whether vocabulary learning through animation and video in groups learning perform better than individual learning. This study was using experimental research, one class was taught in group learning where the students learn in group and the other class was taught in individual learning where the students learn individually not in a group. The result of the research showed that both groups of students improved their open words vocabulary, but students who are taught through animation and video in group learning perform better than students who learn individually.

The next previous research with the tittle *Teaching Vocabulary To Young Learners by Using Animation Video* was done by Silfia & Rusli, (2018) who conducted a classroom action research (CAR) in the fourth-grade students of SD Negrei 2 Baruga. This research was divided into two cycles, where in each cycle consist of planning, action, observation/evaluation, and reflection. The result of the research found that teacher's and students' activities always improve in each cycle. In the first cycle, there were 18 students who met the target and 12 students who did not. The total grade point average of 20 students was 2075, with the highest score of 85 and the lowest score of 40. There were 18 KKM students with

a mean of 6916. This cycle's classical completeness was 60%. There were 28 students who completed the second cycle and two students who did not. The total grade point average of the 30 students was 2395, with the highest score of 90 and the lowest score of 60. Based on the result of students' achievement, the researcher concluded that using animation vocabulary could improve students' vocabulary.

To be more concrete, other research was from Mubarok et al.,(2016) entitled *The Effect of Using Animation Video on the Eight Grade Students' Vocabulary Achievement at SMPN 5 Jember*, they conducted the research by using experimental class (that was taught vocabulary by using animation video) and control class (that was taught vocabulary by using lecturing technique) to find out significant effect of using animation video on the eighth grade students' vocabulary achievement at SMPN 5 Jember. The data were gathered by conducting interview, documentation, and students' scores of vocabulary test. In this research the researcher used three kinds of vocabulary test: homogeneity test, try out test, and post-test. The result showed that 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. The value of significant column was 0.638 and it was higher than 0.05, while in the t-test column, the value of significance (2 tailed) was less than 0.05 that was 0.000 with the significance interval of 95%, it can be concluded that the result of t-test analysis was significant. As the result the

research stated that the experimental group that was taught vocabulary by using animation video performed and got better scores than the control group that was taught by using lecturing and question-answer method.

Considering all the previous studies that already mentioned above, it can be concluded that animated video can be implemented as media for teaching-learning vocabulary for students. The difference between this study and previous researches are the difference in the location of study conducted, the difference in the use animated video and the difference of populations and samples chosen. In addition this study will be focused to find out is there any improvement of students' vocabulary achievement and which content word that most significantly improved (adverbs, verbs, adjectives, and nouns).

2.2 The Concept of Vocabulary

In this concept of vocabulary the researcher would like to discuss of the definition of vocabulary, aspects of vocabulary, and types of vocabulary.

2.2.1   Definition of Vocabulary

When we talk about language, we cannot separate it from vocabulary. It is important to use the right words when having a conversation with others. There are several vocabulary definitions. When someone learns a new language, indirectly they learn about vocabulary, because without vocabulary someone can't deliver the ideas or opinions. According to Barnhart (2008:697) vocabulary is a set of words used by a person, class of people, profession, etc. Talking about vocabulary Lessard-Clouston (2013:2) as cited in Rusyda & Suparman (2014)

defines vocabulary as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. Another definition of vocabulary is stated by Cameron (2001) that vocabulary, as one of the knowledge areas in language, plays an important role in language acquisition for learners. It can be concluded that vocabulary is a word used by all the people and contains meaning. Therefore, learners must first master in vocabulary in order to communicate effectively and give or receive ideas and information.

According to Hanson and Pandua (2011) in (Pratiwi et al., 2022), vocabulary refers to words we use to communicate in oral and written language. In addition Richards and Renandya (2010) believing that vocabulary plays crucial part in one's foreign language learning and language proficiency that can affect how well learners speak, listen, read and write. Moreover, Cahyono & Widiati (2015), stated that vocabulary is a core component of language proficiency which leads learners how to speak, write, and read. In addition Stahl (2005) as cited in (Hiebert & Kamil, 2005:95) also stated that the concept of vocabulary is the knowledge of words and their meanings, knowing a word not only implies a definition, but also how that word fits into the context.

From the definitions, it can be concluded that vocabulary is a tool that used by learners or class of people to convey their ideas or opinions, the learners must comprehend how to form word, understands the meaning of word, and use them

properly both in oral or written. Learning vocabulary is not only learning new words or their meanings, but also learning how to use them properly in context and pronounce them correctly. When learners mastery in grammar but lack of vocabulary, they will not be able to communicate or express their ideas in language. Mastering in vocabulary will help the learners to develop four skills (listening, writing, speaking, and listening), it is also useful for students while doing homework or explaining something to others.

2.2.2 Aspects of Vocabulary

Vocabulary is the first and most important aspect of learning English. Students must refrain from using vocabulary when speaking, writing, reading, or listening in English. As a result, a lack of vocabulary mastery frequently causes many problems for students. According Lado (1972) as cited in (Mardianawati, 2012), there are five aspects of vocabulary, they are as follows:

1) Word Meaning

   When the teacher teaches about word meaning, the students get involved in a semantic processing process that assists in student learning. Additionally, the teacher should explain that a word may have more than one meaning when used in a different context. The use of dictionaries should be the primary method for discovering meaning.

2) Spelling

   Spelling is essential for learning vocabulary because it helps with reading. It contributes to the strengthening of the connection between sounds and letters. Students should be relaxed about spelling; otherwise, it will inhibit

their writing. As a result, an English teacher should maintain students' pronunciation and correct spelling of English words.

3) Pronunciation

Pronunciation of a word is what we hear when someone says the word. Most words have only one pronunciation, but sometimes a word has two or more pronunciations.

4) Word Classes

Word classes are word categories. In semantic feature analysis, word class is an important feature. One word does not belong in each of the following groups of words. Word classes include nouns, verbs, adverbs, adjectives, and prepositions. This classification of a language's words is based on their function in communication.

5) Word Use

Word use refers to how a word, phrase, or concept is used in a language. Word use can also involve grammar and thus be the subject of in-depth examination.

To summarize, there are five aspects of vocabulary proposed by Lado; word meaning, spelling, word classes, pronunciation, and word use. The students should pay attention to these aspects when learning vocabulary. From the aspects of vocabulary, the researcher will focus on word meaning in this research. This is what the students need to learn based on the syllabus.

2.2.3   Types of Vocabulary

According to experts, there are numerous types of vocabulary. According to Hiebert & Kamil (2005:3), categorize kinds of vocabulary into two types, oral vocabulary and print vocabulary. First, oral vocabulary refers to a set of words which we know the meanings when we speak or read orally. Second, print vocabulary refers to the words which the meaning is known when we write or read silently. In addition, there are two types of vocabulary, content words and function words (Chung & Pennebaker, 2007). Content word is an admittedly crude way to understand what people are saying, while function words include pronouns, prepositions, articles, conjunctions, and auxiliary verbs. Vocabulary has two kinds, receptive and productive vocabulary (Nation, 2001, pp. 37-38). Receptive vocabulary refers to the words that native speakers or foreign learners know that word and able to recognize it when it is heard or when it is seen. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right, but hardly ever use. It is used passively in either listening or reading. While productive vocabulary refers to Knowing how to pronounce a word, how to write and spell it, how to use it in a grammatical pattern alongside the word that usually collocates with it; it also involves not using the word too frequently if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there are any. In relation to kinds of vocabulary Nation (2001, pp. 15-17) also stated that there are four kinds of vocabulary in the texts:

1) High frequency words. These words are almost 80% of the running words in the text;

2) Academic words. Typically, these words make up about 9% of the running words in the text;

3) Technical words. These words make up about 5% of the running words in the text;

4) Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

Furthermore Montgomery (2007) classified vocabulary into four types, they are:

1) Reading vocabulary

A person's reading vocabulary consists of all the words that he or she can recognize while reading. This is the most wide-ranging type of vocabulary because it includes the other three.

2) Speaking vocabulary

A persons' speaking vocabulary is all the words that he or she can use in speech or talk to other. Due to the spontaneous nature of the speaking vocabulary, words are often misused.

3) Writing vocabulary

A person's writing vocabulary consists of all the words that he or she can recognize when writing. Words are used in a variety of written text, from

formal essays to social media feeds. Many written words are rarely used in speech. When communicating, researchers typically use a limited vocabulary.

4) Listening vocabulary

A persons' listening vocabulary is all the words he or she can recognize when listening a speech. This vocabulary is aided in size by context and tone of voice.

In addition, Thornbury (2002, pp. 3-12) indicates ten kinds of vocabulary. Here are follows:

1) Word Classes

It is known well as parts of speech such as noun, verb, adverb, adjective, pronoun, preposition and conjunction.

2) Word Families

It clarifies about affix and the shift of word. For instance: Plays-Played-playing= inflexions, Play-replay-playful=derivatives

3) Word Formation

Word-formation can denote either a state or a process, and it can be viewed either diachronically or synchronically. For instance:

a) Compounding: over+load=Overload, black+board= Blackboard, master+piece= Masterpiece

b) Blending: breakfast+lunch= Brunch

c) Clipping: Motorbike= Bike, telephone= Phone, Hamburger= Burger

4) Multi-word units

Multi-word units or lexical chunks are words that basically not joined to form compounds but in a group of more than one word. For instance: do up, look for, bits and pieces, etc.

5) Collocation

There is a looser kind of association called collocations. Two words are collocates if they occur together with more than chance frequency. So, in simply way collocation is a word usually found together. For instance: this week, first time, etc.

6) Homonyms

Words that share the same form but having unrelated meanings are called homonyms. For instance: Trunk= Belalai or Trunk= batang pohon, Saw= gergaji or Saw= melihat

7) Polysemes

Polysemes are words that have a variety of over laping meanings. For instance:

   a) I *held* the picture up to the light

   b) I was *held* overnight in a cell

8) Synonyms and Antonyms

Synonyms are words that share a similar meaning. For instance: old, ancient, antique, aged, elderly= all of these words are synonyms, they share the common meaning of not young or new. While antonyms are words that have opposite meaning such as young >< old, rich >< poor

9) Hyponyms

Hyponyms is a word that can be defined in terms of their relationship with other words-whether, for example, they belong to the same set, or co-occur in similar texts. For instance: A kiwi is a kind of bird (and kind of fruit)

10) Lexical fields

Lexical fields are words that can have the same or similar meanings but be used in different situations or for different effects. For instance: Christmas (Chirstmas Eve, the christmas tree, lights, snow, fireplace)

From the description above, we can conclude that every expert has differences in categorizing the types of vocabulary. The researcher can conclude that there are various types of vocabulary based on the function and content of words, as presented by Chung & Pennebaker (2007). Therefore, the researcher choose content words for the research. It is because content word commonly used in daily conversation and vocabulary by students.

2.2.4   Vocabulary Achievement

As mentioned before, achievement is defined by Niemi (1999) as the mastery of major concepts and principles, essential facts and propositions, skills, strategic

knowledge, and knowledge integration. Another definition proposed by APA (1999), as cited in Algarabel & Dasí (2001), achievement is viewed basically as the competence a person have an area of content. This competence is the result of many intellectual and nonintellectual variables. Moreover, Steinmayr (2014), stated that achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environment, specifically in school, college, and university.

In order to know the success of obtaining the student's vocabulary is by seeing how the students already achieve it through the process and treatment given. So the researcher concluded that vocabulary achievement is the amount of vocabulary that the students have reached after the treatment is given.

2.3 Content Word

Content of words are useful in analyzing vocabulary. Content words are words that have meaning and provide information for learners to understand a language. Content words are noun, verbs, adjective, and adverbs. A noun tells about objects (Phone, Bike, Table), a verb tells about an action (eat, sing, read), an adjective tells about the details of the objects or people, and adverb present how, when, or where something is done (midnight, at library). The following are the further explanation of kinds of content words:

2.3.1 Concept of Nouns

According to Fries (1970, p. 45) nouns are define in terms of the grammatical categories to which they are subject. In addition Macfadyen (2007) stated that nouns are word used to name people, animals, places, things, and abstract concepts. Furthermore Frank (1972, p. 6) classified nouns into five types:

1. Concreate Noun

A concrete noun is a noun that names anything (or anyone) that can be perceived through physical sense (taste, touch, sight, hearing, or smell). For instance: phone, book, as in sentences:

   a. Would someone please answer the phone.

   b. My father gives me a book by Tere Liye.

2. Abstarct Noun

An abstract noun is usually the name of a quality, state or action. For the instance: courage, ability, goodness. As in sentences:

   a. We can't imagine the courage it took to do that.

   b. She possessed her mother's ability as a diplomat and an opportunist.

   c. Kindness and goodness promote family happiness.

3. Proper Noun

A proper noun is the name of some particular person, place, or thing. A proper noun always begins with a capital letter, for Instance: Ms. Anne, Lampung, as in sentences:

   a. Ms anne is my favorite teacher at school.

    b.   Lampung is my grand father's hometown.

  4.   Countable and Uncountable Noun

Countable nouns are for things we can count using numbers. They have a singular and a plural form. The singular form can use the determiner "a" or "an". If you want to ask about the quantity of a countable noun, you ask "How many?" combined with the plural countable noun. For instance: cars, three cars, as in sentences:

    a.   My uncle has a car.

    b.   My uncle collects three cars.

Whereas, uncountable nouns are for the things that we cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted (liquids, powders, gases, etc.). Uncountable nouns are used with a singular verb. They usually do not have a plural form. For instance: sugar, hair, as in sentences:

    a.   Do you have some sugar? I need some sugar for my coffee.

    b.   She has a beautiful hair.

  5.   Collective Noun

A collective noun is the name of a group of person, things or animals were taken together and spoken of as one whole. For the instance: crew, committee, as in sentences:

    a.   All the crew give their best on this project.

    b.   The school committee held a meeting today.

In this research, the researcher chose concrete nouns as the material for teaching vocabulary by using animated videos. The reason why the researcher uses concrete nouns in teaching is based on the knowledge of the eight grade students who are familiar with concrete nouns.

2.3.2 Concept of Verbs

A verb is a word that expresses an action or aids in the formation of a statement. The verb is the most important component of a sentence. Verbs are actions performed by things that have a part of speech that does not have case inflection but is inflected for tense, person, and number, indicating an activity or process performed or undergone. According to Macfadyen (2007), verbs express actions or activities of the subject of a sentence. Verbs have three tenses: present tense; which indicate that an action is being carried out, past tense; it means an action that has been done, future; which indicate that the action will be done. In addition, here are the types of verbs as stated by Ginger (2016):

1) Action verbs express specific actions, and are used any time you want to show action or discuss someone doing something. As in sentence: "My mother bakes cookies"

2) Transitive verbs are action verbs that always express doable activities. These verbs always have direct objects, meaning someone or something receives the action of the verb. As in sentence: "Ardhito writes a song for his daughter"

3) Intransitive verbs are action verbs that always express doable activities. These verbs always have no direct objects, meaning someone or something receives the action of the verb. As in sentence: "The bus arrives at 3 8 a.m"

4) Irregular verbs are those that do not take the regular spelling patterns of past simple and past participle verbs .As in sentence: "My sister wrote a letter yesterday"

5) Regular verbs are those that take the regular spelling patterns of past simple and past participle verbs. As in: "Sarah watched a movie last Monday"

Based on the kinds of verbs that already mentioned above, the researcher chose irregular verbs and regular verbs as the material in Teaching Vocabulary by using animated video. The reason is because action verb is based on the syllabus.

2.3.3   Concept of Adjectives

Adjectives are words that describe or clarify a noun. Adjectives describe nouns by providing information about the size, shape, age, color, origin, or material of an object. Adjective can be defined as various of the organization of language, in particular, at the levels of morphosyntax, semantics, syntactic usage (Pustet, 2006). Another definition is from Harmer (1997:37) who proposed that an adjective is a word that gives more information about noun or pronoun. Furthermore Khamying (2007) classified adjectives into eleven type:

1) Descriptive adjectives are used to attribute or qualify people, animals, things, or places in order to describe its features. For instance: "The *rich* woman who lives in the *big* house is sarah's aunty".

2) Proper adjectives are used to modify nouns in terms of the nationality, this type originates from proper nouns. For instance: "Justin Bieber is an *American* singer".

3) Quantitative adjectives are used to modify nouns for particular details in quantifying. For instance: "There are so *many* students who enrolled the scholarship."

4) Numeral adjective is aimed to modify noun for particular details in exact quantifying which is divided into three perspectives: cardinal number (exact quantity), ordinal number (hierarchical number), and multiplicative number (double number). Here are some examples in the sentences:

    1) My brother bought *seven* books from the Bookstore

    2) I am the *second* daughter of my family

    3) My bestfriend and I ordered *double* cheese burger

5) Demonstrative adjective shows the noun if it is singular or plural and whether the position of the noun is near or far from the person who is speaking or writing such as *this, that, these, and those.* As in sentences:

    1) Whose pen is *this*?

    2) *That* is my new car

    3) My mother brings all these apples from the market

    4) *Those* men are so dangerous looked from how they dress up

6) Interrogative adjectives are used to ask questions about nouns or in relation to nouns such as *who, which, what, whose, and where*. As in sentence: "*where* have you been?".

7) Possessive adjectives are used to show who owns or possesses something such as *my, your, our, his, her, your, and their*. As in sentence: "It is *her* car".

8) Distributive adjectives are used to modify nouns by dividing or separating into different parts. As in sentence: "Dolpins communicate with each other through sound".

9) Emphasizing adjectives are used to modify nouns by highlighting or emphasizing the texts. As in sentence: "I saw you with my *own* eyes"

10) Exclamatory adjectives are used to modify nouns by using interjection words. As in sentence: "what an amazing trip it was".

11) Relative adjectives are used to modify nouns and combine sentences which are related between the first and first sentences. As in sentence: "I have a cat that eats a lot".

Based on the eleven types of adjectives that researcher already mentioned above, the researcher used descriptive adjectives and demonstrative adjective in Teaching vocabulary based on the curriculum 2013 and syllabus.

2.3.4 Concept of Adverbs

Adverbs are words that change or simplify the meaning of verbs, adjectives, other adverbs, clauses, or sentences that change or simplify the expression, place, time,

or degree. Adverb has a part of speech without inflection, in a modification of or in addition to a verb. Adverb also does not change the form but has characteristic forms of its own. Based on Harmer J. (1997, p. 37) who stated that an adverb is a word (or group of words) that describes or adds to the meaning of a verb, an adjective, another adverb or whole sentence. Moreover, Macfadyen (2007) stated that an adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. In line with that Macfadyen (2007, pp. 1-21) summarizes the category of adverbs into five, they are:

1) Adverbs of manner

These adverbs tell us the manner or way in which something happens. They answer the question "how?" such as bravely, happily, loudly and quickly. As in sentence: "She lives happily ever after"

2) Adverbs of place

These adverbs tell us the place where something happens. They answer the question "where?" such as by, near, here and there, up, west, far, down. As in sentence: "My house is near with the Super market".

3) Adverbs of time

These adverbs tell us something about the time that something happens such as now, later, soon, still, then, today, and tomorrow. As in sentence: "The exam will be held today in F.22".

4) Adverbs of frequency

These adverbs tell us how often something is done or happens such as never, occasionally, often, once, twice, and always. As in sentence: "I meet my dentist twice a month".

5) Adverbs of degree

These adverbs tell us the level or extent that something is done or happens such as fairly, rather, too, hardly, quite, and very. As in sentence: "The class is unusually quite today".

Based on some kinds of adverbs which are already mentioned above, adverb of place is chosen as the material for teaching vocabulary through animated video.

2.4 General Concepts Of Media (Audiovisual)

Teaching media is required in the teaching and learning processes to assist students in becoming active participants. Gerlach & Elly (1980) propose that establishes conditions which enable learners or students to acquire knowledge, skills and attitudes. They also claim that the term instructional media includes a wide range of materials, equipment and technique: chalkboards, bulletin boards, filmstrips, slides, motion picture, TV, programmed instruction, models, demonstrations, charts, maps, book and combination of these. Hornby (1984:727) defines media as mass communications, e.g. television, radio and the press. There are a lot of media in teaching and learning processes proposed by Gerlach & Elly (1980):

1. Still picture

They form as photographs of any objects or events which can be presented in textbook illustration, bulletin board materials, slides, filmstrip frames or overhead transparencies.

2. Audio recording

They are made on magnetic tape on discs or a motion picture sound tract. These are the actual events or sound effects reproductions.

3. Motion picture or video tape recording

It is a moving image produced in color or black and white from live action or graphic representation, objects or events can be in normal, slow, time lapse or stop motion.

4. Audio-video electronic

All types of audio-video electronic distribution system eventually appear on a cathode ray tube (television monitor) included or television.

5. Real things, simulation and models

They include people, events, objects and demonstration. Real things are the actual objects or events. Simulation is a copy of real situation designed to be as similar as possible to the actual events.

6. Programmed and computer-assisted instructions

They are sequences of information (verbal, visual or audio) designed to elicit predetermined responses. The most common examples are programmed textbooks or instructional programs prepared for computers. The audiovisual aids can be interpreted as any substances which play an important role in teaching and learning process. They help the students or

learners master the material more interestingly. Audiovisual aids as one of the media are not new things in the instructional world. Things such as television and video compact disk are often found in the teaching learning processes.

2.5 Types of Video

Video is commonly used in teacher preparation programs. Teacher use video for various purposes. The following are the further explanation of kinds of videos:

1. Video Games

According to Gee (2006) stated that video games are games and then turn to features more directly connected with video games as games of a certain sort. However, we have to keep in mind that the "non-game" features may not work as well for learning if they are detached from the "game" features. Needless to say that a videogame is a game. It is obvious but we have to clearly remember this. Before being a cultural form, an art form, a narrative form, an education tool and more, videogames are games.

2. 360-Degree Video

360-degree videos (or 360° videos) are shot in all directions so that viewers can see all directions while the video is playing (Snelson & Hsu, 2020). 360° videos will take footage from all directions to give the viewer a full and complete view. Interest in implementing 360° video has emerged with the advancement of low-cost technology and the increase in online video content. However, only some

social media such as Facebook or Youtube support this feature with this type of video.

    3. Animation Video

According to Trueit (2008) animation is a series of still images that appear to be moving when shown quickly one after another. In addition Harrison and Hummell (2010) define it as a quick display of a sequence of static images that create the illusion of motion. So, it can be concluded that animated video is an object that moving across the screen. It can be people, animals or plants with slight progressive changes in each frame.

Based on some kinds of videos which are already mentioned above, animation video is chosen to be implemented as the media for conducting the research.

2.6 Concept of Animated Video

Animation is a medium. Media can change something, from an imagination, an idea, a concept, to a visual, until finally giving an influence to the world is not only a barrier in the world of animation Faris as cited in (Sadiman A. S., 2006). According to Heinich and friends (2002:196) proposed that animation is basically made up of a series of photographs or drawing of small displacements of objects or images. They also defined video combine motion, color, and sound in ways that can dramatize ideas better than any other medium. Meanwhile, Brown & Lewis, (1977) defined it as a collection of films prepared through pictures that, when projected, create the illusion of movement. In addition Harrison & Hummell

(2010) stated that animated video is a quick display of a sequence of static images that create the illusion of motion.

From the definitions above, it can be concluded that animated video is a story of a community that is related to daily activities in a verb which contains drawings, models, or images of person, and animals appear to move with slight progressive changes in each frame. The use of animation video is expected to improve students' motivation to read, understand the concept and then improve their learning skill especially in vocabulary. The selection of appropriate media in learning English is not only limited in the short-term goals to improve student learning and obtaining maximum learning outcomes as expected by the teacher, but this will give a long-term impact for the learners themselves. Also Bhavard as cited in Guspartioa et al (2014) believe that animated videos can improve students' English skills. He said that technology might provide many options that make teaching fun and more effective and improve students' progress.

There are many various of animation, according to Awad (2013:29) who classified animation into three types:

1) Traditional animation

The film was originally created on paper. To create the illusion of movement, each frame is slightly different from the previous one. These drawings are copied onto a transparent acetate fiberboard called a cell and then filled with a specified color or tone paint. As a result, this technology is also known as

paper/cell technology. This technique first appeared in the twentieth century. Photographic or scanned structures have replaced hand-painted film frames in the twenty-first century.

2) Full animation

Full animation is the process of creating high-quality traditional animated films with detailed drawings and visible movement.

3) Computer animation

A computer as a program that uses animation software to create and replicate a single flame (Bancroft 2016). A digital animation is a picture that can be created digitally. It focuses on processing images of moving and interacting people and objects. Animation software programs, such as Mice or Animator, are known for their usability.

From the kinds of animation proposed by Awad (2013:29), the researcher will use computer animation when conducted the treatments, because it is the most useful and accessible type in the classroom.

2.7 Teaching Vocabulary Through Animated Video

Teaching is a learning process activity between teachers and students in the classroom by paying attention to their needs, experience and expertise to learn certain things and achieve something desired. As stated by Brown, (2007:7-8) who says that teaching is showing or helping someone to learn or to do something, giving instruction, guiding in the study, providing with the knowledge, and causing to know or understand. Teaching vocabulary is considered as one of

the most discussed parts of teaching English as a foreign language (Susanto, 2017). One of the most important aspects of any language class is the teaching of vocabulary. In order for students to understand and use the words, good vocabulary teaching technique is required. People need to use words to express or deliver their thought, so that teaching vocabulary is important in the English language. The more learners learn and mastery in vocabulary, they will get the better skill in vocabulary and used them in the conversation or written text. From the explanation above the researcher conclude that learning vocabulary is the basic and also the most important aspect for learner to encounter a new language.

Teaching vocabulary implies more than just presenting new words; it also requires the students' ability to understand and use the words correctly. Teachers sometimes believe that teaching vocabulary is simple. They simply introduce new words, conduct exercises, ask students to remember the words, and then manage a test.. As stated by Sadiku (2017) that teaching has not been an easy work, specifically in teaching vocabulary; hence, teacher is required to be careful in choosing the match teaching technique if he/she wants to get satisfactory result of teaching. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners (Pavičić Takač, 2008:19). From the statement above, the researcher concludes that if the teacher wants all the students to remember new vocabulary then it needs to be learned, practiced, and revised to prevent students from forgetting. Besides that, the use of the right

techniques in teaching will help both of teacher and students in the achievement of teaching-learning process.

In addition, the following is teaching vocabulary through animated video proposed by the researcher:

To improve students' vocabulary achievement, the researcher wants to introduce the use of animation video as media in teaching and learning vocabulary for learners. The aim of the use of this media is to make the student easier to learn and enrich their vocabulary. The followings are the steps to learning vocabulary through animated video:

1) The first step is for the teacher to start and prepare the class. In this activity, the students prepare to watch a short animated video.

2) The second step is the teacher brainstorms to prepare the students' background knowledge of vocabulary, especially verbs, adverbs, nouns, and adjectives before watching the video.

3) The third step is the teacher will asks the students to retell their memorable experiences in the past

4) Next, the teacher form a character, background, and plot focused on the story for the students. The short animated video is shown to the end, at which time the teacher can play the short animated video twice.

5) Next, the students ask to take note of the vocabulary they get in the short animated video that has been shown

6) The last step is for the teacher to evaluate the students of the short animated video given before. According to the above vocabulary teaching procedure, the teacher assumes all the activities above will be used in the classroom.

2.8 The Procedure of Teaching Vocabulary by Using Animated Video

This research aims to improve students' vocabulary achievement by using animated videos. The use of appropriate media such as video is important to attract students' interest in following all the activities while learning vocabulary. According to Talaván (2007) there are three procedures for teaching vocabulary through video; Pre-viewing, viewing, and post-viewing. This technique's implementation steps are as follows:

1. Pre-viewing

Pre-viewing is when students are asked to do some action before being shown a video.

2. Viewing

Viewing refers to an activity when students are asked to watch a video. The video can be shown with or without subtitles, and the subtitles can be standard or bimodal.

3. Post-viewing

Post-viewing refers to an activity when students are asked to try to remember all the words or expressions related to the video that has been shown.

Moreover, Sand (1956, p. 353-355) and Brown et al (1983, p. 244-245) in Nurmayasari (2011) suggested some procedures in applying video or audio visual media in teaching English.

1. Preparing yourself

   Before the teacher showing the video, the first thing to do is previewing the video and make some notes about the storyline of the video to students. Teacher may invite some students to preview the video and see their point of view about it.

2. Preparing the environment

   The classroom should be set up to be as pleasant as possible after the film has been prepared. A speaker and a laptop or computer should be placed suitably so that students can have a clear view of the film while watching it.

3. Preparing the students

   When students watch the movie, the teacher should explain why it is necessary for them to do so and what benefits they will receive from watching it. The teacher can also invite the students to talk on the video's content and then relate it to what they already know and don't know.

4. Showing the video

   Try to present the movie without interruption, such as by asking a question in the middle of the video, and make students comfortable while they watch it.

5. Carrying out the follow up

The teacher asks the students about the video's content after it has been shown to get their feedback. They can talk to their classmate about the video as well. The follow-up is required to find any potential misunderstandings. If there is any confusion, the teacher might repeat the explanation.

Another procedure proposed by Sadiman A. S (1993) there are three main steps of using video as the media in teaching-learning process:

1. Preparation

   Preparation refers to when the teacher prepares the media that will be used carefully.

2. Implementation

   Implementation refers to when the teacher explains the objectives to be achieved and the material by using media.

3. Follow-up.

   Follow-up refers to the stage when the teacher has finished the explanation and does a follow-up with students by giving a test, discussing the material, and talking about less evident and difficult material to understand.

From the procedures already mentioned above, the researcher chose the procedure proposed by Talaván (2007), which are pre-viewing, viewing, and post-viewing when the researcher conducts the teaching vocabulary through an animated video.

2.9 The Advantages and Disadvantages

The researcher believes that there are some advantages and disadvantages of using animated video in teaching vocabulary.

2.9.1   Advantages

An animated video can be a good stimulator as well as a helpful illustrator for foreign language learners. According to (Harmer J. , 2003, p. 282), video can add a special extra dimension to the learning experience. To conclude, the use of animated video will give the learners new experience in learning the language. Harmer also states there are any four advantages of video in the teaching-learning process. The following are the advantages of using animated video:

1) Seeing language-in-use

   By using video, students not only hear the language, but also know how the language is used. It conveys the general meaning and moods through expression, gesture, and other visual clues.

2) Cross-cultural awareness

   Video has a great value in allowing the learners to see the new situations or cultures beyond their environment. It provides learners a chance to see and recognize such things in other countries.

3) The power of creation

When students use the video camera, they have the opportunity to create something enjoyable and memorable. It can be a good way for them to remember and enrich their vocabulary mastery.

4) Motivation

Students' interest increase when they have the opportunity to hear and see the language in use because it makes them feel happier and more relaxed.

2.9.2   Disadvantages

The disadvantages of using animated video in teaching and learning vocabulary are:

1) The teacher need a long time to prepare all the material or the tools

2) The activity can not be conducted if the school doesn't provide electronic support such as LCD, speaker sound, or computer to play the video as well as internet access

3) The activity can not run smoothly if there any electrical problem

4) It was boring if the video was overused without good interaction between the students and the teacher.

2.10   Theoretical Assumption

In line with the theories mentioned above, the researcher assumes that Vocabulary is the foundation when a learner wants to learn a foreign language. When learners have mastered Vocabulary, they can develop other skills (writing, listening, reading, and speaking). In fact, some students still need to comprehend their

Vocabulary because they did not have a quiet background in English before and the effect of online learning because of the pandemic. Therefore, the use of suitable media is needed. It is to attract learners get attracted to learn a language. Moreover, the advantage of using animated videos as a medium in the teaching-learning process involves the senses of hearing and sight, which can make the learning process more meaningful and it will remain in their memory. Referring to that, the use of animated video can be utilized to help the learners improve their Vocabulary as it provides audio-visual aid to make the learners aware of the language use and enjoy the learning process.

2.11 Hypothesis

Based on the research questions, theories, and theoretical assumption that has been mentioned earlier, the researcher proposes the hypothesis as below:

There is any significant improvement in students' vocabulary achievement after being taught through animated video in learning English vocabulary to Eight-grade Students Junior High School

III. METHODOLOGY

This chapter presents the research methods which cover research design, population and sample, variable, data collecting technique, research instrument, research procedure, data analysis, and hypothesis testing.

3.1 Research Design

This research was intended to investigate whether there was any improvement of students' vocabulary achievement after being taught through animated video. In order to answer the research question, the researcher used the one-group pre-test-post-test design. In this research, the pre-test was given to the students to measure their vocabulary achievement before the treatment, and the post-test was given after the treatments to find out whether there is any improvement in students' vocabulary achievement after being taught through animated video. There were five meetings; the first meeting was pre-test; the second till the fourth were the treatments; and the fifth meeting was post-test. The research design is illustrated as follows:

$$\boxed{\text{T1 X T2}}$$

Notes:

T1 : T1 is a Pre-test for students' vocabulary achievement before the treatment is given

X : X is the treatment or teaching vocabulary through animated video

T2 : T2 is a Post-test for students' that given after having treatment

(Setiyadi, 2018)

According to the research design above, the first step given to students is a pre-test. The pre-test is given to students before the treatment begins to know how far their understanding of vocabulary has come. The treatment of this research used animated video as media for teaching-learning process. Then, after the treatment, the students will be given a post-test to determine the improvement in the students' vocabulary achievement after being taught through animated video.

3.2 Population and Sample

The population of this research was the eighth grade students of SMP Negeri 23 Bandar Lampung. There are nine classes of the eight grade in this school, with 29 students in each class. The researcher focuses on teaching vocabulary by implementing animated videos. The sample of this research was class 8th H students, academic years 2022/2023 because the English teacher said that class is still lacking in vocabulary. The class has 29 students consisting of 15 females and 14 males in the class. This research was conducted in five meetings; one meeting was for conducting the pre-test, three meetings were for conducting the treatments, and one meeting was for conducting the post-test.

3.3 Variable

Variables are the objects used for research, and their forms are abstract and real. Brown J. D (1988) has five types of variables in statistical language research:

dependent variables, independent variables, moderating variables, power variables, and intervention variables. In this research, the researcher focused on independent variables and dependent variables.

3.3.1 Indpendent Variable

The independent variable is the variable that causes or changes the dependent variable. This variable affects another variable. It is called "independent" because it is not influenced by any other variables in the study. Therefore, the independent variable of this research was the application of the animated video.

3.3.2 Dependent Variable

Dependent variable is the effect. Its value depends on changes in the independent variable. A dependent variable is the variable that changes as a result of the independent variable manipulation. The dependent variable of this research was students' vocabulary achievement. So, students' vocabulary achievement was the dependent variable of this research.

3.4 Data Collecting Technique

This research used techniques of collecting quantitative data. There were three techniques of collecting data applies in this research; they were pre-test, treatments (teaching vocabulary through animated video), and post-test.

1. Pre-test

The pre-test was the first test given before a treatment. The exercise of the pretest was about the vocabulary aspect. The purpose of the pre-test was to measure students' vocabulary achievement before receiving treatment by watching a short animated video. The researcher gave the test based on the short animated video material. After giving the pre-test, the researcher gave the students treatment next time.

2. Post-test

A post-test was given after the treatment was done. Similar to the pre-test, the test on the vocabulary based on short animated video material was given. The aimed of the post-test was to find out the result of the treatment to measure whether there was an improvement in the students' vocabulary achievement after the treatments.

3.5 Research Instrument

Instruments refer to the measuring tools that were used by the researcher to measure the variable items in the data collection process. A vocabulary test was used as the instrument. The test consists of pre-test and post-test which contain of the content words. The pre-test refers to knowing the students' previous vocabulary before given the treatment, whereas the post-test refer to knowing the students' vocabulary after given the treatment.

Table1. Specification of the try-out test

No.	Word Classes	Item Number	Total	Percentage of Item
1.	Noun	2,4,7,812,15,17,20,21,23,	15	30%

		27,31,38,45,49		
2.	Adjective	5,9,10,16,18,26,29,33,34, 36,39,40,43,46,47	15	30%
3.	Verb	1,11,14,19,22,24,25,30,32,50	10	20%
4.	Adverb	3,6,13,28,35,37,41,42,44,48	10	20%
Total			50	100%

3.6 Research Procedure

In collecting data, the researcher conducted the following procedures:

1. Determining the problems

This research originated from several problems that occurred in the teaching-learning process, teaching and learning English as a foreign language. Some students have difficulty in understanding and producing English words due to their lack of vocabulary.

2. Determining The Population and The Sample

The population of this research was all students of the eight grade of SMP Negeri 23 Bandar Lampung, in the second semester of 2022/2023 academic year. The researcher chose one class as the sample which was 8th H as the representative.

3. Selecting the instrument and material

The instruments were vocabulary test. The teaching materials were searched and modified from several sources on the internet, students' English textbooks, also high school English syllabus.

4. Administering the Pre-test

The pretest was given to find out students' vocabulary achievement before being taught through Animated Video. The test consists of 30 multiple-choice items with four alternative answers (A, B, C, and D) for each, one was the right answer and the others were the distracters. The test conducted in 90 minutes.

5. Conducting the treatment

After giving the pretest to the students, the researcher conducted the treatment three times by using the animated video. The students were taught and guided to understand the single words in from of content words (noun, verb, adjective, and adverb) by providing the exercises. The students were asked to work in group.

6. Administering The Post-test

Post-test was given to determine students' vocabulary achievements after being taught through animated video. The post-test was administered for about 60 minutes to determine the students' vocabulary achievement after the treatment. The students were given a multiple-choice vocabulary test which was similar with the pre-test. It had 30 items and with four options (A, B, C, and D), one was the right answer and the others were the distracters. Content words were focused in this research such as nouns, verbs, adjectives, and adverbs.

7. Analyzing the result of the test

The data of the research were statistically examined by using SPSS (Statistical Package of the Social Science). It was used to find out the means of pretest and

posttest and how significant the improvement after students being taught through animated video.

8. Making a report and discussion

3.7 Validity and Reliability

In this subchapter, the researcher would like to explain about the validity and reliability.

3.7.1 Validity

The test can be valid or effective if the test measures the object under test and meets the standard, (Hatch & Farhady, 1982, p. 250). According to Setiyadi (2018, p. 19), there are five types of validity of measuring instruments in foreign language teaching research which are: Face validity, Content validity, Predictive validity, Construct validity, Concurrent validity. In this research, the researcher emphasized content validity and construct validity to measure the validity of the test.

1. Content Validity

Content validity is the extent to which a test measures a representative sample of the subject matter content (Hatch & Farhady, 1982, p. 251). According to (Setiyadi, 2018, p. 20), if the test has represented all the ideas of the material which would be measured, the test has fulfilled the content validity. To fulfill the content validity, the researcher considers the items or questions and analyses whether the test has represented the whole material that will be

measured. The vocabulary test was made based on the junior high school English curriculum, and the vocabulary range was taken randomly using systematic random sampling.

2. Construct Validity

According to Setiyadi (2018, p. 22), construct validity is needed for the test instrument, which has some indicators in measuring one aspect or construct. Construct validity examines whether the test is completely compatible with the theories about what will be measured, namely vocabulary. A test can be said to be valid if the test items are: measure each aspect that corresponds to the specific purpose of instruction, which in this test, each item was designed based on the word classes of vocabulary. In this research, the researcher made the test items related to types of vocabulary (content words).

3.7.2 Reliability

The use of reliability was to measure between pre-test and post-test. According to (Setiyadi, 2018, p. 13) reliability is a consistency of measurements or that is the extent to which a test can be trusted to produce a stable score, relatively unchanged even though it is tested in different situations. The research used the formula as follows:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Notes:

r_{xy} : reliability coefficient between odd and even number items

N : number of samples

x : odd number items

y : even number items

$\sum x$: total score of odd number items

$\sum y$: total score of even number items

$\sum xy$: total score of odd and even number items

If the half-test reliability has been determined, the researcher used Spearman-Brown's Prophecy formula to determine the reliability of the whole test.

$$r_k = \frac{2r_{xy}}{1+r_{xy}}$$

Notes:

r_k : the reliability of the whole test

r_{xy} : the reliability of the half test

The criteria of reliability are as follows:

0.00-0.20   = very low

0.21-0.39   = low

0.40-0.59   = average

0.60-0.79 = high

0.80-1.00 = very high

(Hatch & Farhady, 1982)

3.8 Level of Difficulty

The difficulty level was used to classify the test items into difficult and easy ones. The items should not be easy for the students. To see the difficulty of the test, the research used the following formula:

$$LD = \frac{U + L}{N}$$

The formula can be described as follows:

LD = level of difficulty

U = refers to the number of upper group students who answer correctly

L = refers to the number of lower group students who answer correctly

N = the total number of students in upper and lower groups

The criteria are as follows:

0.00-0.30 = Difficult

0.31-0.70 = Average

0.71-1.00 = Easy

(Heaton, 1975)

3.9 Discrimination Power

Discrimination power was the ability of the item to differentiate between the high-level and low-level students on the test. Discrimination power was used to differentiate between the students who got the high score and those who got the low score.

The researcher used the following formula to calculate the discrimination power:

$$DP = \frac{U - L}{{}^{1}/_{2}\,N}$$

Notes:

DP : discrimination power

U : the number of upper group students who answer correctly

L : the number of lower group students who answer correctly

N : the total number of students in upper and lower groups

The criteria are as follows:

DP: 0.00 – 0.19 = Poor

DP: 0.20 – 0.39 = Satisfactory

DP: 0.40 – 0.69 = Good

DP: 0.70 – 1.00 = Excellent

DP: - (Negative) = Bad items, should be dropped

(Heaton, 1975)

3.10 Data Analysis

In analyzing the data, the researcher used quantitative approaches in order to answer each of the research questions. The quantitative data were analyzed by

comparing the mean score of pre-test and post-test, then processed by using the T-test in Statistical Package for Social Science or SPSS. The aimed of this activity was to know whether there is any significant improvement after students being taught through animated video. To analyze the data, the researcher needed to calculate the score of pre-test and post-test, and also find the average and the mean of pre-test and post-test.

The following were the formula of scoring and mean of pre-test and post-test:

$$\overline{X} = \frac{\sum x}{n}$$

Notes:

$\overline{X}$: average score / mean

$\sum x$: total score of students

n : the number of students

(Arikunto, 1997)

$$S = \frac{R}{N} X100$$

Notes:

S : Score of the test

R : Total of the right answer

N : Total number of the items

(Arikunto, 1997)

3.11 Hypotesis Testing

After collecting data in form of scores, the researcher determined whether the hypothesis was accepted or refused. The researcher analyses the data to investigate whether there was an improvement in students' vocabulary achievement before and after being taught vocabulary through an animated video in the teaching-learning process.

The hypothesis of this research was:

$$H_1 = Sig. < 0.05$$

H_1: There is any significant improvement of vocabulary achievement through animated video in eighth grade students'

V. CONCLUSION AND SUGGESTION

This chapter describes the conclusion of the result of the research and also the suggestion from the researcher to other researchers and English teachers who want to apply animated videos in teaching vocabulary.

5.1 Conclusion

This research aimed to find out whether the implementation of animated videos can improve students' vocabulary achievement and what content words significantly improved after the implementation of animated videos. Having conducted the research at the second grade of SMP Negeri 23 Bandar Lampung and analyzing the data, the researcher concluded as follows:

1. The student's vocabulary achievement significantly improved after being taught through animated videos. Since using animated videos was interesting and entertaining, it encouraged the student's motivation to learn English, and also, the students learned vocabulary easier. It was proven by the increase in students' mean scores in the post-test, which was higher than the post-test. The students' mean score increased from 62 to 81, gaining 19 points. It was also found that the t-value (12.760) was higher than the t-table (2.048) and the significant value of the test is lower than alpha (0.000<0.05).

2. Animated videos were able to improve students' vocabulary achievement, especially in content word. It was found that verb was the most improved

word, followed by noun and adjective, and the least word improved was adverb.

3. The student's difficulties in learning vocabulary was comprehending the spelling, meaning, pronouncing, and using the word in the appropriate context. These challenges are less disruptive and more challenging to overcome. Using animated videos in teaching vocabulary may overcome problems since they allow students to enjoy the learning process and make it simple for them to remember vocabulary by watching the videos. They were overjoyed to be able to relax and watch the videos since the cinematic and story was good.

5.2 Suggestions

Considering the conclusions, some suggestions were proposed as follows:

1. Since there was a significant improvement in students' vocabulary achievement after the implementation through animated videos, English teachers are suggested to use this technique in teaching vocabulary, especially to help the students who lack vocabulary and motivation to attend English class; it might be able to improve the students' vocabulary achievement, this way of learning make students remember both the given the word and the new word since the video has good story and cinematic. Using animated videos in teaching vocabulary also helps students enrich their vocabulary because from watching the videos, the students are trying to find a new word and content words.

2. In order to increase students' vocabulary achievement in adverbs, the teacher is suggested to strengthen students' memory about adverbs and also give more exercise to the students dealing with the adverbs. For instance, the teacher can provide animated videos with more adverbs in the story to make the students easy to memorize the new vocabulary of adverbs.

3. In order to minimize the students' problems in learning vocabulary through animated videos. The teacher should pay close attention to the students and provide feedback at the end of class to reduce the students' difficulty in learning vocabulary through animated videos. For example, the teacher could explain the meaning of words that are present in the animated video to help the students not only remember the new word by watching the video but also help them comprehend the vocabulary well.

4. For further researchers, are recommended to continue and improve the implementation of animated video in teaching vocabulary and it would be better if the further researcher chose a different skills or subject from this study and also provide more interesting animated video.

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