

**IMPROVING THE STUDENTS VOCABULARY ACHIEVEMENT BY
USING ANIMATION VIDEO OF THE SEVENTH-GRADE STUDENTS
AT SMPN 4 TERBANGGI BESAR**

(An Undergraduate Thesis)

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2023

ABSTRACT

IMPROVING THE STUDENTS VOCABULARY ACHIEVEMENT BY USING ANIMATION VIDEO OF THE SEVENTH-GRADE STUDENTS AT SMPN 4 TERBANGGI BESAR

By

Irvan Saputra

This research aimed to improve students' vocabulary achievement through animation videos. This research was quantitative. The samples were 24 students of class VII at SMP Negeri 4 Terbanggi Besar. The instruments used in this research were vocabulary tests to test the significant improvement of the student's vocabulary achievement after the student taught through animation videos. Vocabulary tests were used to collect the data. The pre-test and the post-test used 30 multiple-choice questions. This research used one group pre-test and post-test designs. The data were computed by using SPSS 26.0 for Windows. This research showed that the student's average progress score from the pre-test was 49.8, became 73.5 in the post-test, and the gain score was 23.7. The significance value was 0.000 is less than 0.05 ($0.00 < 0.05$) could infer that H_a accepted. Based on the results of using Animation Video to improve students' vocabulary achievement. The researcher concluded; this strategy can be used effectively in teaching English Vocabulary. This research focused on three aspects: nouns, verbs, and prepositions. Based on data from the research, most students experienced an increase in the noun and verb aspects. The significant score increases in noun and verb questions because these two aspects are closely related to students' daily life.

Keywords: *Vocabulary, Animation Video, Vocabulary achievement*

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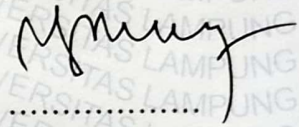
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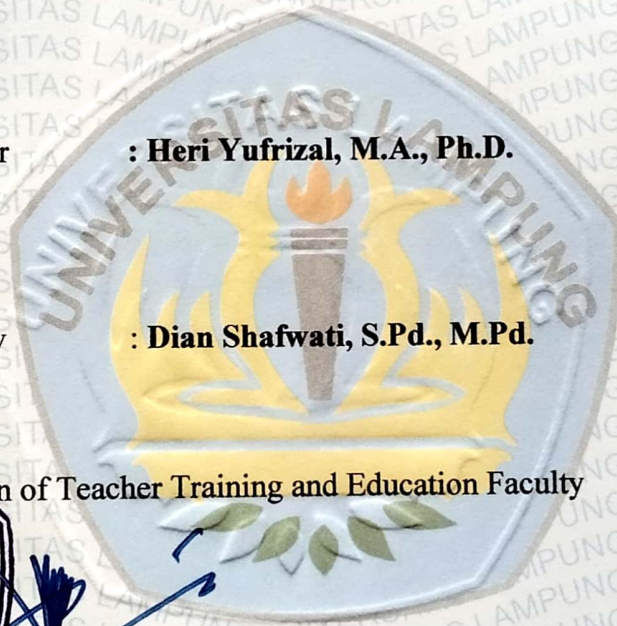
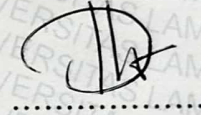
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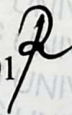
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak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

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Yang membuat
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CURRICULUM VITAE

The writer's name is Irvan Saputra. He was born in Gunung Sugih on May 31st 2001. He is the third child of Jauhari and Rohila. He has two brothers named Ody Iqbal and Fahri Yansyah. Also, He has one sister named Imelda Putri.

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DEDICATION

By the name of Allah Subhanahu Wa Ta'Ala, this script is proudly dedicated to all great teachers who instil hope, dreams, and future, my patient advisors, my beloved parents, siblings, and all the kindest people involved.

MOTTO

What hurts you, blesses you. Darkness is your candle.

-Jalaludin Rumi-

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Having completed this work, the author realized that some individuals always supported and gave him a helpful suggestions in conducting this paper; as that matter, the author would like to reveal his sincerest gratitude and honor to:

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Finally, the author hopes that this work will be beneficial to the readers and will be helpful as a reference for further researchers who want to conduct similar research.

Bandar Lampung, 16 Juni 2022

The Author,
Irvan Saputra

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CHAPTER I

INTRODUCTION

This chapter presents the background of the topic, the research question, the research's objective, the research's uses, the research, the scope of the research, and the definition of key terms.

1.1 Background of the Topic

Learning a new language cannot be severed from the vocabulary. "Vocabulary is also an essential skill and component in achieving language because used for all language skills, namely listening, speaking, reading, and writing" Rohmatillah (2014). When students have much vocabulary, it will help them develop language skills quickly. Furthermore, according to Rohmatillah (2014), mastering vocabulary is one of the essential aspects of learning foreign languages. To communicate well in a foreign language, we need to have sufficient vocabulary and be able to use it properly. Vocabulary is one element that cannot be severed from language learning as it combines four language skills: listening, speaking, reading, and writing.

"Vocabulary has also been an important issue for teachers and students in learning a foreign language" (Susanto, 2017). Whether written or oral, understanding a text depends mainly on vocabulary mastery. If we have much vocabulary, we will quickly understand the author's opinions expressed in written or spoken texts. Otherwise, we will not know anything.

Allen (1999) stated that we know what we want to say but often cannot find the right words. Therefore, mastery of vocabulary becomes one of the indicators to measure the depth of a person's knowledge. As Wilkins (1972) pointed out, grammar can be more conveyed; with vocabulary, something can say. Although students' grammar is excellent, they can only express meaning with an extensive vocabulary.

Vocabulary instruction has traditionally have done by introducing students to new words found in the text, showing them a list of new words provided by their native language meaning. Then the teacher gives the students time to remember the words. After a while, the teacher checks their understanding by asking them to examine the vocabulary again or about the meaning of the language they learned. Therefore, many students think learning vocabulary is learning a list of new words with their meanings in their mother tongue. They do not know how to use these words in an authentic context.

Most students have realized the importance of vocabulary in learning a foreign language. They also have strategies to improve their vocabulary. They usually carry a bilingual dictionary. When they find unfamiliar words, they find new meanings in the dictionary and write them in notebooks. Nevertheless, after a while, they soon realized there were more effective ways to improve their vocabulary.

Students usually get bored while studying this way because they often need to remember as soon as they write. Sometimes this situation leads them to assume that they have a bad memory, which is the problem causing them to lose motivation. Allen (1999) commented that traditionally teaching vocabulary, often considered assigning, defining, and testing, did not improve students' speaking, reading, and writing skills compared to looking up words in a dictionary.

In these times, especially in Indonesia, it is quite a challenge for students to generate vocabulary in a sufficiently broad context; these students generally provide. Vocabulary can be quite generic as an example of surrounding objects; therefore, this study focuses on vocabulary mastery. It turns out that learners with basic English language skills often need help learning English, such as difficulty identifying parts of speech for the same vocabulary. The pronunciation problem causes by differences in elements between English and Indonesian and differences in the distribution of phonetic features between English and Indonesian (Wiwiek, 2018).

Many English teaching mechanisms are carried out, and multimedia has attracted the attention of many people to English teaching as a communication mechanism. Adding other technologies like multimedia should play a fundamental role in promoting authentic communication. In a sense, the effectiveness of media channels for disseminating information enhances communication and understanding (Dwyer, 1978). Multimedia technologies such as television, computers, video recorders (VCR), compact discs (CD-ROM), and interactive multimedia support instructional technologies to integrate real-life situations involving the target language into language teaching.

Many researchers have provided strong evidence that multimedia has a beneficial effect on language learning due to its rich and authentic contribution.

Wood (2001) mentioned that as a tool, animated pictures allow students to focus more on vocabulary because animated pictures are interactive and also engage most of the senses. As they try to make sense of the words concerning the scene they see on the screen, students are exposed to the word's pronunciation and written form simultaneously.

Although many media can teach English vocabulary, such as using objects, drilling, spelling, active involvement, pictures, mime, gestures, enumeration, contrast, and animation videos, the researcher focuses on video animation. The use of animated videos in the teaching and learning process can melt the learning atmosphere, and it is also used as a simple tool for learning vocabulary and pronunciation of English dialogues to correct wrong words without causing insecurity for students.

Therefore, by using animation video to teach English vocabulary, students will more easily understand what they are learning, the learning process will be more interesting, and students will be stimulated to observe and- try to do it actively. At this time, especially in Indonesia, English is valued as the first foreign language taught in the Indonesian education system, mainly in junior schools. In the current curriculum, junior high school students learn foreign languages, especially English, in class, at home, and in society.

Some research studies compared the use of animation videos to improve vocabulary achievement. Research conducted by Ika (2012) shows that animated videos can improve students' vocabulary mastery in the sixth-grade students of MIN Nglunge, Polandharjo—in line with previous research conducted by Ika in teaching vocabulary to Young Learners by using Animation Video, Indah, and Nasrullah, Silfia (2018) conducted the research to find whether the use of animation video can improve vocabulary mastery of grade IV students of SD Negeri 2 Baruga. In addition, Setyatama (2019) researched developing the second-grade students of VHS Nusa Putera 1 Semarang by short-film or animation video to improve students' vocabulary mastery. Similar to the previous research, this research used animation videos to improve students' vocabulary. However, this research was conducted by seventh-grade junior high school students who had just got an English lesson when entering junior high school.

However, because English is not the national language of Indonesia, mastering foreign language vocabulary by students is challenging. Based on the researcher's pra observation at SMP 4 Terbanggi Besar, the researcher found that most of the students need help learning English. The reason for choosing this location is that there needs to be research related to vocabulary in this school. The results of interviews conducted with English subject teachers at VII grade SMPN 4 Terbanggi Besar, the teaching methods used could be more enjoyable. Hence, learning activities become passive, and students need to be more enthusiastic about participating in English learning activities in class. The teacher says that the students struggle to understand difficult words or phrases. A fundamental problem is a need for more vocabulary, especially in the VII grade. Most seventh-grade students are just getting English lessons in junior high school, so most still lack in mastering English vocabulary. Therefore, the researcher hopes the use of animation video from the English Sing-Sing Youtube Channel can improve English vocabulary Achievement entitle "Improving the Students' Vocabulary Achievement by Using Animation Video of the Seventh-Grade Students at SMPN 4 Terbanggi Besar" in the Teaching and learning process.

1.2 Research Question

Based on the previous background, the researcher formulated the problem research question: "Is there any significant improvement in students' vocabulary achievement after being taught through animation video from English Sing-Sing Youtube Channel?"

1.3 Objective of the Research

The specific objective of this research was "To find out the significant improvement of students' vocabulary achievement after being taught through animation video from English Sing-Sing Youtube Channel.

1.4 The Uses of the Research

The researchers hope that this study's results will positively impact English language teaching, especially vocabulary acquisition, and will be helpful for future research. The researcher divides the contribution as follows:

1) Theoretical:

The research results may be helpful to support and complement existing theories on vocabulary in previous research and as a reference for further research.

2) Practical:

This research will help students understand the material and provide knowledge about using media, such as audiovisual media, in English classes.

1.5 Scope of the Research

As reflected in the title of the research, the scope of the research was to improve the students' vocabulary achievement using animation videos. This research focuses on the significance of students' mastery of content words after learning

vocabulary through animation videos. The participants were SMPN 4 Terbanggi Besar students in seventh grade.

1.6 Definition of Key Terms

1) Media

Media is anything that can be used to convey messages in a way that stimulates students' feelings, thoughts, willingness, and attention and encourages learning (Miarso, 2009).

2) Animation video

Harrison and Hummell (2010, p. 20) define animation video as a quick display of a sequence of static images that create the illusion of movement.

3) Vocabulary

Hanson and Pandua (2011) state that vocabulary refers to the words we use to communicate in spoken and written language. To communicate effectively in spoken and written language, students must be able to flexibly use words that we know and understand.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the review of the literature related to the research. The first part is a review of the previous studies. The second part is a summary of the theoretical analysis. And last part is about the theoretical assumption.

2.1 Review of the Previous Studies

Some research studies have been found to compare the use of animation videos to improve vocabulary achievement. The researcher has read several studies related to the research, and all of those studies used video as the media for learning English proeses. Previous studies include (Ika, 2012; Indah et al. 2018; Setyatama, 2019).

Animation Videos to improve students' vocabulary mastery. Ika (2012) pointed out that determining whether and to what extent animated videos can improve students' vocabulary mastery. This study is a classroom action research conducted on the sixth-grade students of MIN Nglunge, Polandharjo.

The study results show that animated videos can improve students' vocabulary mastery. These indicators can be seen: students can spell vocabulary, most students can pronounce correctly, students can grasp the meaning well, and students can recognize vocabulary. Based on the research results, animated video is an effective presentation technique that can improve students' learning enthusiasm and achievement in vocabulary learning.

In teaching vocabulary to Young Learners using Animation videos, Indah, Nasrullah, and Silfia (2018) stated that it is to find whether animation videos can improve vocabulary mastery of grade IV students of SD Negeri 2 Baruga.

This research was a classroom action research that uses animated videos to teach vocabulary to young learners. The research was conducted in two cycles, each consisting of three meetings. The subjects of this study are the fourth graders of SD Negeri 2 Baruga, with eight boys and 22 girls. The instruments used in this

study include observation sheets for teacher and student activities and vocabulary tests. Researchers have found that using animated videos to teach English can improve students' vocabulary. After conducting this study, the improvement in student performance can be seen; 93% prove that it has reached the classic score. In addition, teacher-student activities accounted for 82.14% and 68.70%. In other words, SD Negeri 2 Baruga 4th grade students' vocabulary has been improved through animated videos.

The effectiveness of using Animation Video for Vocational High School Students to improve vocabulary mastery, Setyatama (2019) stated that to develop the second-grade students of VHS Nusa Putera 1 Semarang in the academic 2019/2020 short-film or animation video to improve students' vocabulary mastery.

The method of this research was classroom action research in an online way. The test was given in pre-test and post-test. The result showed that the output of the significance value was $= 0.320 \geq 0.05$, and the mean scores of the experimental group pre-test and post-test increased from 80.88 to 83.63. It means there was an increase but not significant.

Looking at previous studies, the researcher states that animated videos can develop students' vocabulary. The difference between this study and previous studies was that this study focuses on vocabulary and students' difficulties in learning through animation videos. Moreover, the researcher has determined that using interesting learning media has a relationship with students' vocabulary mastery. Therefore, these factors may be interlinked. , But despite this, not many academic studies have focused on using video animation from English sing-sing youtube Chanel to improve students' vocabulary.

2.2 Concept of Vocabulary

The review of the theoretical studies in this research includes the definition of vocabulary, the types of vocabulary, the material of vocabulary in junior high school, the definition of animation video, the types of animation, the advantages, and the procedure of teaching vocabulary.

2.2.1 Definition of Vocabulary

Without vocabulary, people cannot express their feelings well, either verbally or in writing. This means that when people learn a new language, they must understand the vocabulary. Vocabulary can be defined in various ways. Experts suggest some vocabulary terms.

According to Hatch & Brown (1995), vocabulary refers to a list or collection of words in a particular language or a list or group of words that individual speakers may use. Hatch & Brown (1995) also stated that vocabulary is the only system involved in alphabetical order. Students must be able to use and understand the words they know flexibly to communicate effectively using spoken and written language. In other words, vocabulary helps learners to use languages, including English, orally and in writing.

Another definition of vocabulary comes from Richards & Renandya (2002), who argue that vocabulary is essential to language proficiency and provides many foundations for learners to speak, listen, read, and write. Learners often do not reach their potential without rich vocabulary and strategies for absorbing new vocabulary. They may tire of taking advantage of language learning opportunities in their field, such as: Listening to the radio, listening to native speakers speak, using language in different contexts, reading, and watching television.

From the description above, researchers have concluded that vocabulary is basic knowledge and useful material in the form of words that learners often use when learning a certain language. In the context of foreign language learning, vocabulary is one of the components of language, including content words. If learners master a lot of vocabulary and can use it effectively, researchers say it will be easier to communicate effectively with others.

2.2.2 Types of Vocabulary

According to Nation (2001), there are two types of vocabulary. They are receptive and productive words. Receptive vocabulary refers to vocabulary native speakers and foreign learners can recognize and understand but rarely use. It is called

passive vocabulary, both in listening and reading. Productive vocabulary is actively used in speaking or writing. Listening vocabulary is generally larger than speaking vocabulary, while reading vocabulary is larger than writing vocabulary. From this, it can be concluded that four units can represent the vocabulary. They read vocabulary, listen and vocabulary, speak vocabulary, and write vocabulary.

Therefore, researchers choose receptive vocabulary as teaching materials for conducting research. Reading vocabulary consists of words that a person finds when reading. While listening, vocabulary is the words you hear and understand when you talk to others or listen to the radio or television.

2.2.3 Vocabulary Sizes

In the following section, there is information on dealing with the number of vocabulary items. There will be several issues to be discussed regarding this statement.

1. Vocabulary Required for First Language Learners

Nation and Waring (197:7) state that students must know 3,000 words of a language. These words should be studied well before focusing on other words. They also said that after these high-frequency words were learned, the teacher then concentrated on teaching students to learn low-frequency words. The strategies that can be applied are (1) guessing based on the context and (2) using word parts and the technique of memorizing the first foreign-language word pairs. One way to manage vocabulary learning is through indirect and incidental learning, such as extensive reading, problem-solving group discussions, and formal classroom activities. In addition, they added that vocabulary frequency lists play an essential role in curriculum design and setting learning objectives. This does not mean that curriculum design should include it as a reference when considering the vocabulary part of a language curriculum; teachers need to have a list of references to assess whether a particular word is worth paying attention to and whether the text is worth paying attention to or suitable for application in the classroom.

2. Vocabulary for Indonesian Language Learners

It is clearly stated in the curriculum and basic syllabus that the aim of teaching English in junior high school is for students to have an interest in and ability to use English as a second language. In addition, students are expected to use a structure and vocabulary that is more advanced than 1000-1500 items (Ministry of Education and Culture, 1994:3). The study period for the vocabulary project is three years, and the classification is shown in the table below:

Table 2.1 :The List of Vocabulary Items

No	School	Class	Number of items
1.	SMP	I	250
		II	250
		III	500
Total			1000

(Depdikbud, 1994: 4)

Hopefully, after graduating from Junior High School, the students are expected to be able to use English in listening, speaking, reading, and writing with a Vocabulary size of around 1000 items.

Several linguists have conducted many studies on the quantity of vocabulary mastery of Indonesian learners. Hazzenberg and Hulstij, quoted by Kwelju (2002:20), suggest that this situation is not conducive to reading. Readers need a high-frequency word family of approximately 5,000 words to read easily while reading a novel requires a minimum of 7,000 words. In addition, many researchers believe that a person needs at least 10,000 words to read many books in college. In addition, students' collocation knowledge is also very limited. Referring to the vocabulary data of Indonesian junior high school students, the researcher can see that the students lack vocabulary mastery. Researchers can also assume that most junior high school students in Indonesia have a vocabulary of under 1,000 words.

The researcher points out that the Vocabulary achievement of students in Indonesia should be improved so that the main aim of the English Teaching-learning process in Indonesia can be reached.

2.3 Content Words

Content words are useful in analyzing vocabulary. Based on words classification by Fries (1974:45), content words represent the name of subject or things, that is called noun (book, chair, and pen), and action done with these things, which is called verb (swim, sit, and fly), the qualities of these things, that is adjective (big, strong and sharp), and the word that adds more information about place, time, manner, that is called adverb (morning and at school). The following is a further explanation regarding the types of content words:

2.3.1 Noun

Nouns are sometimes defined in terms of the grammatical categories to which they belong. Such definitions tend to be language-specific, because nouns do not have the same categories in all languages. Agreeing with this statement, Macfadyen (2007) states that nouns are words used to name people, animals, places, things, and abstract ideas.

However, this type of definition has been criticized by contemporary linguists as uninformative. Nouns can also be identified with our five senses. Nouns also can be identified with our five senses. For example, there are tables, chairs and books in that room. For further explanation, Macfadyen (2007) states that noun can be classified into six types:

1. Concrete nouns are nouns that name anything (or anyone) that can be perceived through physical sense. Concrete nouns (pencil) such like *“there is a pencil on the table.”*
2. Abstract nouns are usually the names of quality, states, or actions.

- a. Quality such as *kindness, darkness and lightness, honesty, wisdom, and bravery*. For example: "*We watched the sun fade into the darkness.*"
 - b. State, such as *childhood, youth, health, illness, death, and life*. Such as: "*The accident resulted in four people deaths.*"
 - c. Action, for example: *laughter, movement, judgment, struggle, fight, flight and treatment*. Example: "*I am always ready for a fight.*"
3. Proper nouns are the names used for specific people, places or things. Proper nouns start with a capital letter, such as Mr. Budi and Hanoi, like: (1) "*Mr. Budi is an English teacher in my school*", (2) "*Hanoi is the capital of Vietnam*".
 4. Count noun (count noun) is a noun with a singular or plural form. It refers to anything that can be counted (or anyone). For example, tables and doll. Such as: (1) "*There are two tables in my room*", (2) "*She has a pretty doll.*"
 5. Uncountable nouns are nouns that have no plural form and refer to things that cannot be counted as usual. Uncountable nouns always have singular verbs in sentences. Examples of uncountable nouns are sugar and sand, such as (1) "*I add some sugar for my coffee*", (2) "*I have sand in my shoe*".
 6. A collective noun is the name of a group of people, things, or animals that are put together and talked about as a whole. Examples of collective nouns are committees and classes. Such as (1) "*The school committee is meeting in office room*", (2) "*That class is calm.*"

This study chose concrete nouns as vocabulary teaching materials and used animated videos from the English Sing-Sing youtube channel. The reason for using concrete nouns in teaching vocabulary is based on the knowledge of second year students who are familiar with certain nouns.

2.3.2 Verb

In many languages, verbs are inflected (changed form) to encode tenses, aspects, emotions, and voice. A verb can also agree with person, gender and/or one of its parameters, such as subject or object. According to Macfadyen (2007), the function of verbs is to express the action or activity of the subject of the sentence. The verb has a temporal tense: present, which means that the action is being performed; in the past, it means an action that was completed; in the future it means an action to be taken. Example: "My brother goes to school." Additionally, based on Ginger (2016), there are several verb types:

1. Action verbs express specific actions and can be used when you want to perform actions or discuss someone doing something. For example: "*Galih plays basketball.*"
2. Transitive verbs are action verbs that always express feasible activities. These verbs always have a direct object, meaning that someone or something accepts the action of the verb. For example: "*J. K. Rowling wrote a book.*"
3. Intransitive verbs are action verbs that always express feasible activities. These verbs always have no direct object, meaning that someone or something accepts the action of the verb. For example: "*The bus arrives at 7 am*"
4. Irregular verbs are those verbs that do not use the regular spelling pattern of simple past participle verbs in the past.
5. Regular verbs are those verbs that use the regular spelling pattern of past simple verbs and past participle verbs. For example: "*My mother made a cake for me yesterday.*"

In accordance with the types of verbs above, choose transitive verbs as vocabulary teaching materials and use short animated videos from the English Sing-Sing youtube channel. The reason is, transitive verbs are used in everyday life, such as conversation, writing, reading, etc.

2.3.3 Adjective

An adjective is a "descriptive word" whose main syntactic function is to define nouns or noun phrases and to provide additional information about the referent. For example: "The laptop inside is big and heavy". Harmer (200 :37) defines adjectives as words that convey more information about a noun or pronoun. Adjectives are words that express the nature of the person or thing to which the noun refers. According to Khamying (2007), there are eleven adjectives:

1. Descriptive adjectives are used to attribute or limit people, animals, things or places to describe their characteristics. For example: "*The poor people live in a small house*".
2. Proper adjectives are used to modify nouns based on nationality. This adjective comes from proper nouns. For example: "*He employs a English book*".
3. Quantitative adjectives are used to modify specific details of the number of nouns. For example: "*Mirda ate a lot of rice at boarding house yesterday.*"
4. Numeral adjectives are used to modify the specific details of nouns. The precise quantification is divided into three aspects: cardinal number (exact number), ordinal number (layer number) and multiplicative (double number).
 - a. Cardinal number, such as: "*Your hand have five fingers*"
 - b. Ordinal number, such as: "*I am the third son of my family*"
 - c. Multiplicative number, such as: "*Some daisies are double*"
5. Demonstrative adjectives are used to indicate or indicate specific nouns or pronouns that use adjectives, such as this, that, these, and those. For examples: (1) "*That book belongs to Ani*", (2) "*I really like those bag.*"

6. Interrogative adjectives are used to ask about nouns or questions related to nouns, such as who, which, what, whose, and where.
For examples: (1) *"Whose pen is this?"*
(2) *"What is your favorite flowers?"*
7. Possessive adjectives are used to indicate who owns or owns things such as mine, yours, ours, his, hers, yours, and theirs.
For examples: (1) *"This is my pen",*
(2) *"That are our teacher".*
8. Assigning adjectives to modify nouns by dividing the noun into different parts. For example: *"Every studen is in place on time."*
9. Emphasized adjectives are used to modify nouns by highlighting or emphasizing text. For example: *"Krisna is her boyfriend".*
10. Interjective adjectives are used to modify nouns by using interjections.
For example: *"What kind of person is she!"*.
11. Relative adjectives are used to modify nouns and combine sentences related to the first sentence and the first sentence. For example: *"Give me all the money that you have".*

Based on the 11 types of adjectives above, the researcher uses descriptive adjectives and numeric adjectives in teaching vocabulary, because according to the 2013 curriculum, they study quantitative adjectives from junior high school students.

2.3.4 Adverb

Adverbs are words that modify or simplify the meaning of verbs, adjectives, other adverbs, clauses, or sentences that modify or simplify expression, place, time, or degree. Adverbs are words like quickly, today, soon and yesterday. Macfadyen (2007) said that adverbs can modify verbs, adjectives, other adverbs, clauses or phrase. It provides information about the manner, place, time, frequency, certainty or other conditions of the action represented by the verb. Macfadyen (2007: 1-21) summarizes the category of adverbs in five, they are:

1. Adverbs of manners

These adverbs tell us how or how something happened. They answer the "how?" question. Such as relaxed, pleasant, loud, and fast. For example: (1) *"He speaks loudly"*, (2) *"They solved the problem easily"*.

2. Adverbs of place

These adverbs tell us where something happened. They answer the question "Where?" For example, beside, nearby, here and there. For example (1) *"The library near my house"*, (2) *"They will come here"*.

3. Adverbs of time

These adverbs tell us when something happened, such as now, later, soon, and tomorrow. For example: (1) *"She will come back soon"*, (2) *"He will go to Bandung tomorrow."*

4. Adverbs of frequently

These adverbs tell us how often something is done or happen, such as often, once, twice, and always. For example: (1) *"Nuril never smokes"*, (2) *"Adam always come on time"*

5. Adverbs of degree

These adverbs tell us the degree or extent to which something is done or happened, such as fairness, opposite, and extraordinary. For example: (1) *"He is almost finished cooking"*, (2) *"These cereals are really amazing."*

Based on several types of adverbs classified by Macfadyen (2007:1-21), the researcher uses the adverb of place. This topic was chosen by the researcher as a material in Teaching Vocabulary using short animated videos from English Sing-Sing youtube channel because it is based on the adverb curriculum where it can be achieved by junior high school students.

2.4 Concept of Animation Video

2.4.1 Definition of Animation Video

According to Gagne (1969), the animation is text and images that move with simple, attractive transitions between visuals that can attract attention, which lay the necessary foundation for learning. In addition, Lowe (2004) states that animation can help the process of receiving information, making difficult content easier for viewers to understand. Animated videos/short films are effective media that can stimulate students' English skills, increase interest in learning, and provide real language used in films. Animated videos/short films keep students excited during the learning process and help teachers create a fun classroom.

Short films are audio-visual media with moving images; we can hear the speaker's voice and be played back more than once. Bhavard (Gusparia et. al., 2014) said that using animated videos can improve students' English skills; he said that technology could make teaching interesting, more effective, and productive in learning and improve students' abilities. This means that short animated films can improve students' English skills.

From the statements above, the researcher concludes that animated short videos can improve students' English proficiency and scores. Therefore, animation videos are suitable media to cultivate students' abilities and use them in teaching.

2.4.2 Types of Animation Video

There are some types of animation, and the researcher will focus on three significant types of animation. Awad (2013) argues several types can be used in classroom :

1) Traditional Animation

Films produced in this way were originally drawn on paper. Each frame is made slightly different from the previous one to create the illusion of movement. The image is photocopied onto transparent acetate sheets called cells and then filled with paint of a certain color or tone. Therefore, this method is often called the paper/cell technique. This

method first appeared in the 20th century. In the 21st century, hand-drawn film frames are replaced by photographed or scanned frames.

2) Full Animation

Full animation refers to the production process of traditional high-quality animated films, which have frequent use, detailed images, and visible motion.

3) Computer Animation

Computer animation is a digital image that can be created digitally. It focuses on creating images in which characters and objects move and interact. In addition, Bancroft (2016) defines a computer as a program that uses animation software to create and copy personal flames. Animation software programs like Mice or Animator are known for their effectiveness. So the researcher will use this type, the most useful and accessible kind, which can be used in the classroom language.

2.5 Concept of Teaching Vocabulary

Teaching vocabulary is an important aspect of learning a language as a language. It is almost impossible to learn a language without words; Even communication between people depends on words. Teachers or students agree that vocabulary acquisition is essential to language teaching. Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language (Alpino Susanto, 2017). Teaching vocabulary is important because nothing can be said without vocabulary. Teachers need to know the characteristics of learners. Teachers need to be creative and able to master materials in order to be understood by students and to arouse their interest.

Generally, there are several techniques for teaching vocabulary. However, most English teachers need to keep a few things in mind if they want to introduce new vocabulary or items to their students. This means that English teachers want students to memorize new vocabulary, which must be learned, practiced, and modified to prevent students from forgetting. The techniques used by teachers depend on certain factors such as content, time availability, and its value to

learners (Takac & Singleton, 2008). Therefore, there is a reason for teachers to use certain techniques when presenting vocabulary. When presenting one planned vocabulary, the teacher usually combines several techniques instead of one. In addition, teachers are suggested to employ planned vocabulary presentations as varied as possible (Pinter, 2006). There are some techniques for teaching vocabulary, as proposed by some experts, like teaching vocabulary using objects, drawings, pictures, mime, expressions, gestures, drilling, spelling, and through an animation video.

The researcher will focus on teaching vocabulary through an animation video from the abovementioned techniques. In order to improve students' vocabulary, the researcher wants to introduce the application of movies as a medium for teaching vocabulary. The researcher aims to make it easier for students to improve their vocabulary mastery. The followings are the steps of learning vocabulary through a short animation video. As a first step, the teacher starts the lesson, and during this activity, the students prepare to watch a short animation movie. Then the teacher gives the brainstorming to develop students' background knowledge about vocabulary, especially verbs, adverbs, nouns, and adjectives. Furthermore, next, the teacher is formed for the students to focus on the story's character, setting, and plot. The short animation video is shown until the end. Furthermore, the last step is the teacher evaluates the students' short animation video that has been given before. Based on the procedure of teaching vocabulary above, the teacher supposes the following activities to be applied in the classroom.

2.6 The Advantages of Using Animation Video in Teaching-Learning Process

1. Animation video is a useful tool in the learning process

According to Amjad (2018), there are many benefits to secondary students, including a) enhancing students' aptitudes and skills. b) A reliable tool for teaching the basics of animation. c) Promoting creativity and motivating students. d) Incorporate animation into different themes to create more engaging presentations. e) Develop storytelling skills.

2. Makes the learning process faster

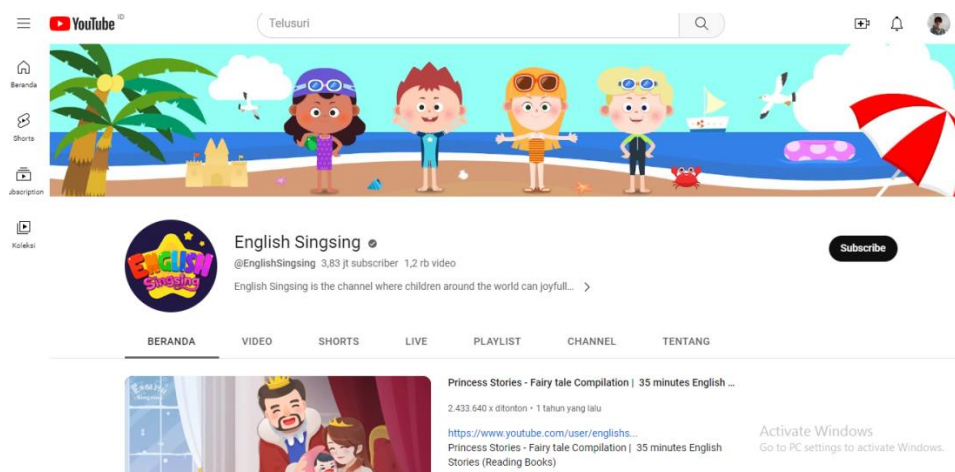
Animation can help students learn faster and easier. Furthermore, they add that it is a great aid for teachers to teach students difficult subjects, such as science and math (Hegarty & Sims 1994).

3. Effective for saving time

Stephenson (1994) compares it with more traditional techniques, such as (the animation system) which can reduce time on average by 33% and contribute to "high-quality" learning. An argument from Stoney & Oliver (1998) also supports this view that computers can remove paint, shadows, and lighting and calculate lighting effects accurately and consistently rather than animation.

2.7 English Sing-Sing Youtube Channel

YouTube technology can be used as a valuable learning tool. Many studies have shown significant findings driving the integration of YouTube video clips in education. Mayer (2001) says that the use of video is very effective, especially for introductory learning, because it can facilitate difficult concepts and attract the attention of weak and visual/special students.



“English Sing-sing” is one of the video channel on Youtube that provide animation video. Sovanna Chao claimed that he was made “English Sing-sing” and join Youtube on twenty first of April,2014. He provides videos in a variety of formats including nursery rhymes, dialogue, songs, rap, stories, phonics, etc. The material

is both entertaining and educational, those video can be used to teach vocabulary for students.

The researcher used an animation video from English Sing-Sing Youtube Channel in this research. English Sing-Sing is the channel where children around the world can joyfully play with English and learn English. Children can see things in person, think independently, and meet various worlds. This active and dynamic animation video is for children. They try to produce fun and various content suitable for these children's characteristics.

2.8 Procedure of Teaching English Vocabulary by Using English Sing-Sing Youtube Channel

There are some activities for learning vocabulary through animated videos from English Sing Sing youtube channel that can be applied to the classroom :

1. Pre-activity

In the pre-activity, the researcher comes to the class and does the greeting; the researcher asks the students to pray together, and the researcher checks the attendance list of the students. After that, the researcher asked the students about the material that had been studied before; then, the researcher asked the students about the material to be taught.

2. While-activity

During the while-activity, the researcher explains the material today and asks the students to prepare a piece of paper and a pen; after that, the researcher asks the students to watch the video shown in class. When the video is playing, the researcher asks students to write English vocabulary in the video and guess what the vocabulary means.

3. Post-activity

In the post-activity, the researcher asks the students to explain what they have got from the video. From all the students the researcher gave a gift to the student who got the best vocabulary achievement as a form of appreciation. The researcher and students concluded the lesson, asked students about the material that had been learned today, and answered their questions from the students. After that, the researcher closed the class.

2.8 Theoretical Assumption

Vocabulary is a list of sets of words for a particular language or a list or set of words that individual speakers of a Language might use Hatch & Brown (1995). Based on the theories above, the researcher assumes that vocabulary is an important part of being able to communicate with other people. Therefore, the teacher must have the right media for Vocabulary Teaching. Animated video is a good medium that impacts students' understanding of vocabulary learning because they can see and hear directly. Hence, students can easily receive information in the teaching and learning process.

Therefore, the researcher is interested in implementing English Sing-Sing Youtube Channel that could be used to improve students' vocabulary achievement for first-grade students.

2.9 Hypothesis

The hypothesis should be stated in clear terms. Furthermore, the hypothesis can make a clear question of this research. The hypothesis in this research is the alternative hypothesis (Ha). The formulated hypothesis is described as follows:

Ha: There is a significant improvement in students' vocabulary achievement after being taught through animation video from English Sing-Sing Youtube Channel.

CHAPTER III

RESEARCH METHODOLOGY

The researcher used quasi-experimental research. This chapter presented the research design, data collection sampling, research variable, the instrument of the study, method of collecting data, validity and reliability, data analysis, and hypothesis testing.

3.1 Research Design

This research was quantitative with a quasi-experimental method using a one-group pretest-posttest design. It intended to determine whether the students' vocabulary achievement could improve after being taught through animation videos from English Sing-Sing Youtube Channel. The research design can be presented as follow:

O1 X O2

Description:

X: Treatment (Given an animation video in the learning process)

O1: Pretest (Before being given an animation video)

O2: Posttest (After being given an animation video)

(Sugiyono, 2016. 111)

The research design above tells the first step given to students is a pretest. A pretest is a test that is carried out on students before being given treatment. The purpose of the pretest is to know how far the students were mastering vocabulary in basic.

The treatment of this research used an animation video; the selected animation video was based on the syllabus, which the researcher took from the English Sing Sing youtube channel with things around us, animals, and public place topics. Then, after getting the treatment, the student was given a posttest.

The posttest is a test that students take after getting the treatment. The purpose of this posttest is to analyze whether there is an improvement in students' vocabulary achievement in the learning process using video animation.

3.2 Data Collection Sampling

The subject of this study was seventh-grade students of SMP Negeri 4 Terbanggi Besar in the 2022/2023 academic year. The school located on 7 Proklamator Street, Terbanggi Besar District, Central Lampung City 34161, Lampung Province.

3.2.1 Population

The Population is a collection of all measurements, objects, and individual studies. The Population of this study is seventh-grade students of SMP Negeri 4 Terbanggi Besar in the 2022/2023 academic year.

3.2.2 Sample

A sample is a part of the population that is taken by using way. In this research, VII G was taken as the sample of this study.

3.3 Research Variable

Variables are the objects to be used for research, and their forms are abstract and real. In addition, variables are things that researchers measure, control, or manipulate in research. In this study, the researchers focused on the independent and dependent variables.

3.3.1 Independent Variable

The independent variable is the variable that causes or changes the dependent variable. This variable affects another variable. Therefore, the independent variable of this research was the application of animation video from the English Sing-Sing Youtube Channel.

3.3.2 Dependent Variable

According to Kaur (2013), the dependent variable is the variable that is affected by the independent variable. The dependent variable of this research was students' vocabulary achievement.

3.4 Instrument of the Study

An instrument is a tool for collecting data. Several methods can be used to manage data. The tool used in this research was a vocabulary test. The researcher used multiple-choice tests with 30 questions as a research instrument for the pretest and posttest. The meaning of the exam is to measure a person's score and ability to practice.

The researcher gave a try-out test before the pretest and applied the method to determine the validity and reliability of the test items. Researchers dropped and changed some questions that were not valid for students. Based on these results from the try-out test, 19 questions were dropped, and 31 questions were administered. Then, the researcher used 30 questions for the pretest and posttest.

Table 3.1 Specification of the Vocabulary Try-Out Test

No.	Word Classes	Item Number	Total	Percentage of item
1.	Noun	7,8,9,10,11,13,14,15,17,18, 19, 23,24,26,28,29,33,34,36,41	20	40%
2.	Verb	1,4,5,6,16,20,22,25,27,30,32, 39,40,42,43	15	30%
3.	Preposition	2,3,12,21,31,35,37,38,44,45,46, 47,48,49,50	15	30%
Total		50 items		100%

The table above shows that the researcher prepared 50 questions as a try-out test with 20 noun questions, 15 verb questions, and 15 preposition questions.

Table 3.2 Specification of the Vocabulary Pre-test

No.	Word Classes	Item Number	Total	Percentage of item
1.	Noun	5,6,7,8,9,11,12,13,16,18,19,22	12	40%
2.	Verb	1,3,4,10,15,17,20,21,23,24,25,26	12	40%
3.	Preposition	2,14,27,28,29,30	6	20%
Total		30 items		100%

The table above shows that from the 50 questions the researcher had prepared, the researcher got 30 questions that can be used as a pre-test of students' vocabulary achievement. So, the instrument use in conducting the research is vocabulary with 12 numbered noun questions, 12 numbered verb questions and 6 preposition questions.

Table 3.3 Specification of the Vocabulary Post-test

No.	Word Classes	Item Number	Total	Percentage of item
1.	Noun	4,6,7,8,15,16,17,19,22,27,28,29	12	40%
2.	Verb	1,3,5,10,18,20,21,23,24,25,26,30	12	40%
3.	Preposition	2,9,11,12,13,14	6	20%
Total		30 items		100%

The post-test questions used by researchers are the same questions used in the pre-test, 30 questions with the same number of 12 numbers for noun questions, 12 numbers for verb questions, and 6 numbers for preposition questions with the position of the questions that have been randomized.

3.5 Method of Collecting Data

There are several steps method in this research for collecting the data. In this research, the researcher has five meetings during the research. The first meeting

was a student pre-test, the second to third meetings were for treatment, and the last was for the post-test. From the description above, it concluded that the activities are as follows:

Table 3.4 The step of the activity

No.	Activity Description	Date
1.	Asking permission from the school to be researched	31st January 2023
2.	Give the Try- Out to class (VII A)	02nd February 2023
3.	Give the pre-test to the student (VII G)	09th February 2023
4.	Give the first treatment to the student (VII G)	11th February 2023
5.	Give the second treatment to the student (VII G)	16th February 2023
6.	Give the third treatment to the student (VII G)	23rd February 2023
7.	Give the post-test to the student (VII G)	25th February 2023

Based on the table above, the researcher did several steps. First, asking permission from the headmaster of Junior High School, to do the experiment that would take a month. Second, gave a pre-test to explore the data of students' vocabulary achievement before getting the treatment through an animation video. Third, the researcher gave the student treatment (the student learned the vocabulary by using an animation video from the English Sing-Sing Youtube Channel). The treatment was three meetings. The researcher gave material through a video, and then the students listen and look into the screen; after that, the researcher asks, explains, and reviewed what the video is about. Last, the researcher gave a post-test to the student.

3.5.1 Pre-test in this Research

The pre-test is the first test that is given before treatment. The pre-test aimed to measure students' vocabulary achievement and vocabulary ability before receiving treatment by watching an animated video from English Sing-Sing Youtube Channel. The exercise of the pre-test was the vocabulary aspect.

The researcher gives the test based on the short animated video material. The form of question tested was 30 numbers in a multiple-choice way focused on things, animals, and public places for 30 minutes.

3.5.2 Treatment in this Research

Treatment is the activity that students do after the pre-test. In this treatment, the student learns the vocabulary through an animation video from English Sing-Sing Youtube Channel. The meeting of treatment was three meetings; the researcher taught the material through a short video about things, animals, and public places theme, and the students listened and paid attention to the screen; after that, the researcher asked, explained, and reviewed the material. The time that the researcher took in this treatment was around 45 minutes in every treatment.

3.5.3 Post-test in this Research

A post-test is a test after getting the treatment. The post-test aims to know the students' scores and abilities after treatment. The researcher used animation videos through English Sing-Sing Youtube Channel and improved vocabulary achievement during the treatment process before the post-test. The form of question tested was 30 numbers shuffled in a multiple-choice way focused on things, animals, and public places. The student did the post-test in 30 minutes. This test can show whether there is an improvement or difference in the student's score and vocabulary achievement.

3.6 Validity and Reliability

Validity and reliability are criteria that researchers use to evaluate the quality of measurements. Measuring a person or object involves assigning a score to an attribute.

3.6.1 Validity

Hatch and Farhady (1982: 250) stated the test could be valid or effective if the test measures the object under test and meets the standard. According to Hatch and Farhady (1982:251), there are two basic types of validity: content and construct. The two kinds of validity are analyzed to measure whether the test has good validity. In this study, there are several aspects to measure the validity of the test; they are:

1. Content Validity

Hatch and Farhady (1982:50) stated that content validity concerns whether the test is sufficiently representative and comprehensive or the test. The focus of the content validity is the adequacy of the sample and simply on the material. The material should base on the basic competence in the first-grade syllabus of Junior High School. The researcher makes the test and lesson plan based on basic competence.

2. Construct Validity

According to Setiyadi (2013:25), Construct Validity needs a test instrument with some indicator to measure one aspect of the construct. The procedure was to determine, observationally, what factors are related to test performance. In a vocabulary test, the researcher makes some items of vocabulary. The test can measure students' vocabulary mastery based on some criteria of vocabulary aspects. Before the pre-test and post-test conducted by the researcher, the instrument of the vocabulary test was checked by using inter-rater validity, in which the researcher consulted the instrument with the expert in vocabulary. The expert speaking gives their judgments based on the four aspects of vocabulary from Fries (1974:45), whether the vocabulary test included the four aspects of vocabulary. After

the instrument of the vocabulary test is checked, the researcher gets the result that the instrument of the vocabulary test is valid based on the construct validity.

3.6.2 Reliability

Reliability refers to the consistency of the measure. Hatch and Farhady (1982:244) mention that reliability refers to the extent to which the test is consistent in its score and indicates how accurate the test score is. To measure the coefficient of the reliability between odd and even groups, the researcher uses 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} = Coefficient of reliability between odd and even number n that is the number of students who followed the test

$\sum x^2$ = Total square of x (total score of odd number)

$\sum y^2$ = Refers to the total square of y (total score of odd number)

$\sum xy$ =) The total score of odd and even number

(Hatch and Farhady, 1982)

Then, the researcher has computed the reliability using Cronbach Alpha using THE SPSS 26 below:

Reliability Statistics	
Cronbach's Alpha	N of Items
,720	51

The criteria of coefficient correlations are:

0.00-0.19 = Very low

0.20-0.39 = Low

0.40-0.59 = Average

0.60-0.79 = High

0.80-1.00 = Very high

(Hatch and Farhady, 1982)

The Cronbach's Alpha value indicates that the instrument was reliable with average criteria. After computing the reliability, the researcher determined the Level of Difficulty (LD) and Discrimination Power (DP).

Based on the tables in appendices 2 and 3, 19 questions had to be disqualified because of their poor discriminatory quality. The researcher only used 30 questions from the try-out test to measure students' ability in vocabulary achievement.

The try-out tests were carried out to measure the level of difficulty (LD) and discriminating power (DP) to determine the reliability and validity of the test. The test results measure the test's quality as a research instrument. The try-out test scores can be seen in Appendix 1.

3.7 Level of Difficulty

Level of difficulty is used to classify the test items into difficult items and easy ones. The items should not be easy for the students. To see the difficulty of the test items; this research uses this following formula:

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

The formula can be expanded as follows:

LD = Level of difficulty

U = The proportion of upper group students

L = Refers to the proportion of lower group students

N = The total number of the students following the test

This research determines the ability of students in the upper and lower. This is aimed to balance the number of students even though some upper students did not pass the standard criteria. The upper students were the students who had scores more than 50, and the lower students had scores lower than 50.

Table 3.5 Level of difficulty of Vocabulary Test

No.	Computation	Criteria	Total Items
1.	<0.30	Difficult	11
2.	0.30 – 0.70	Average	25
3.	>0.70	Easy	14
Total			50

The criteria are:

<0.30 : Belongs to difficult question

0.30-0.70 : Refers to average question

>0.70 : Mean that is an easy question

{Heaton 1975:182 in Hayani (2012)}

Based on the result of the try-out test, there were fourteen items with more than 0.70. It means the items were easy, and eleven items were less than 0.30. It means that the items were difficult. Meanwhile, twenty-five items were average to reference for the pre-test and the post-test. The resulting detail is shown in Appendix 2.

3.8 Discrimination Power

The discrimination power (DP) refers to the extent to which the item differentiates between high and low level students on the test. To know the discrimination power of the test, the researcher uses the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Note:

DP = Discrimination Power

U = The total of correct answer of the higher group

L = The total of correct answer of the lower group

N = Total number of students

Table 3.6 Discrimination Power of Vocabulary Test

No.	Computation	Criteria	Total Items
1.	Negative	Bad	4
2.	0.00 – 0.20	Poor	10
3.	0.21 – 0.40	Satisfactory	2
4.	0.41 – 0.70	Good	29
5.	0.71 – 1.00	Excellent	5
Total			50

The criteria are:

- a) DP = 0.00-0.20 = Poor items
- b) DP = 0.21-0.40 = Satisfactory items
- c) DP = 0.4-0.70 = Good items
- d) DP = 0.71-1.00 = Excellent items
- e) DP = (Negative) = bad items (should be removed)

(Shohamy,1985)

Based on the discrimination power calculation of the vocabulary, the test result showed that there was four negative items question which means that the items were bad and should drop. There are 12 items of discrimination; all the items are below 0.40 while the good items must be above 0.40, then these 12 satisfactory items discrimination should drop. Meanwhile, 29 good items and two excellent items were administered as the reference for the pre-test and post-test. Three

excellent items have a high difficulty level, so the items should be dropped. The detail of the result was showed in Appendix 3.

3.9 Data Analysis

Analyzing data is a method to process the findings data into research. Based on the problem statement, the data needed in this research was the achievement of English vocabulary of junior high school students before and after being taught through English Sing-Sing Youtube Channel.

To analyze the data, the researcher needed to calculate the average and find the mean. In calculating the mean and the percentage, the researcher will apply the formula below:

$$\text{Mean (X): } X = \frac{\sum X_n}{N}$$

Notes:

X: Mean

X_n: Data value

N: The number of samples

(Purwanto, 2009)

3.10 Hypothesis Testing

After collecting the data, the researcher analysed the data using one group pre-test and post-test to determine if there were any significant improvements in students' vocabulary achievement before and after implementing the animation video.

The hypothesis of this research was:

Ha: There is a significant improvement in students' vocabulary achievement after being taught through an animation video.

Ha = Sig. < 0.05

The researcher used the dependent t-test calculated using SPSS 26.0 for Windows to test the hypothesis.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presented two points, conclusions and suggestions. Those two points were described as follows:

5.1 Conclusion

This research aimed to determine whether animation videos can improve students' vocabulary achievement and to determine students' responses to using animation videos.

Based on the results of using Animation Video to improve students' vocabulary achievement. The researcher concluded; the strategy can be used effectively in teaching English Vocabulary. This strategy makes it easier for students to understand the material. This strategy is very interesting and fun to make student learning activities more enjoyable. The students participate actively in the teaching-learning process.

In addition, to find out whether there was an improvement in students' vocabulary achievement after using the animation video, the researcher tested the students with the pre-test and post-test. It can see from the computation that the mean score of the student's pre-test was 49.8 and became 73.5 in the post-test, with 23.7 as the gain score. It means there was an increase in the average score and total of the students who passed the test from pre-test to post-test. Therefore, the researcher concluded the animation videos were effective and could be used to increase students' vocabulary achievement.

5.2 Suggestions

5.2.1 For the English teacher

The researcher suggests that English teachers can use animation videos to teach vocabulary effectively. Teachers need to find animated videos that are suitable for student learning materials. Selecting suitable material in the teaching and learning

process can help teachers make students more interested and understand learning well.

5.2.2 For other researchers

The future researcher who wants to research the same way must prepare the material to implement this method properly. They should explain each step to ensure students' understanding. The research was done at the junior high school level. Therefore, further researchers can try to find out the use of animation videos in different skill of English.

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