THE USE OF ANIMATED VIDEO TO IMPROVE STUDENTS' VOCABULARY ACHIEVEMENT AT JUNIOR HIGH SCHOOL 1 NATAR

Undergraduate Thesis

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ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

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ABSTRACT

THE USE OF ANIMATED VIDEO TO IMPROVE STUDENTS' VOCABULARY ACHIEVEMENT AT JUNIOR HIGH SCHOOL 1 NATAR

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Vocabulary is one of the components of English that students' always improve. When learn a new language, students must have enough vocabulary to use the language which will become sentences in the four language skills of listening, speaking, reading and writing. Without vocabulary, it is difficult for students to express their opinions, ideas and feelings. Therefore, it is important to choose the right media when a teacher teaches vocabulary in the classroom. This study aims to determine the significant improvement in students' vocabulary achievement after being taught using animated videos. The subject of this study was 30 students of class VII A of SMPN 1 Natar in the academic year 2023/2024. This study used a one-group pretest and posttest design. Vocabulary test was used to collect data. Data in the form of scores were analyzed using Repeated Measure T-Test from SPSS 16.0. for windows. In the pretest, the students' mean score was 63.75, and in the posttest it increased to 78.17. And the increase was 14.42. Rationally, the hypothesized results show that the calculated t value is higher than the t table ($40.816 > 2.042$) and the significance is two-sided ($p = 0.000$, $p < 0.05$). This shows that the animated video used can improve students' vocabulary, in addition, the animated video can be used as an alternative media to teach vocabulary at school.

Keywords: *vocabulary, teaching, animated video, improvement, technology, educational*.

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Submitted in a Partial Fulfillment of

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In

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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

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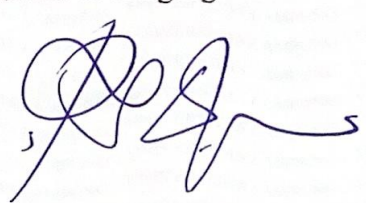|	
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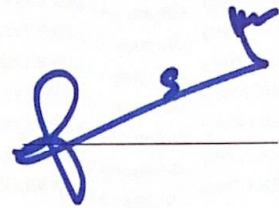NIP 19740607 200003 2 001   NIP 19930723 201903 1 017

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Bandar Lampung,   Juli 2024

Yang membuat pernyataan,

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CURRICULUM VITAE

The writer's name Wahyunie Putri Chaira. She was born in Merak Batin, on April 25, 2002. She is the first child of Budi Afrizal and Yusnani. She has three younger sisters, Laura Aprini Chairi, Nashifa Aqilla, Balqis Calista Alesha.

She started her study at PEWA kindergarten in 2007 Natar. She continued her study at SDN 1 Merak Batin, Lampung Selatan in 2008 and graduated in 2014. In the same year, she continued her study in SMPN 1 Natar, Lampung Selatan and graduated in 2017. Then, in the same year, she studied at SMAN 1 Natar, Lampung Selatan and graduated in 2020. In 2020, she was registered as a student of the English Education Department at Lampung University.

While studying at Lampung University, she was active in the BEM FKIP (Badan Eksekutif Mahasiswa) organization for two periods, serving as a Brigada for Social Services in 2020 and as a member of the Staff of Experts for Kajian dan Strategi in 2021. Later, she was also a member of the Society of English Education Department Students (SEEDS) for two periods: she joined the HRD division (human resources development) in 2020 and became head of the Finance division in 2021. She has also participated twice in the program Merdeka Belajar Kampus Mardeka (MBKM) in 2022 at SMAN 16 in Bandar Lampung and also in 2023 at SD Generasi Muda in Bandar Lampung. All the experience she gained, not only enriched her academic journey but also improved her leadership and communication skills.

MOTTO

وَلَا تَهِنُوْا وَلَا تَحْزَنُوْا وَاَنْتُمُ الْاَعْلَوْنَ اِنْ كُنْتُمْ مُّؤْمِنِيْنَ ۝

wa lâ tahinû wa lâ taḥzanû wa antumul-a'launa ing kuntum mu'minîn

" Faint not nor grieve, for ye will overcome them if ye are (indeed) believers.."

(QS. Ali Imran 3;139)

"Hidup bukan saling mendahului, bermimpilah sendiri-sendiri."

(Baskara Putra)

DEDICATION

This paper is proudly dedication to :

My beloved parents

Mrs. Yusnani and Mr. Budi Afrizal.

My beloved family

My beloved Grandfather, H. M. Yusuf. My aunty Rohima and Rosila. My beloved siblings, Laura Aprini Chairi, Nashifa Aqilla, Balqis Calista Alesha.

My beloved lecturesrs and my almamater

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The author hopes that this script can make a positive contribution to the development of education. Realizing that there are still many shortcomings in this script, the author is open to any suggestions and criticism for the better.

Bandar Lampung,   July 2024
The writer,

Wahyunie Putri Chaira

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I. INTRODUCTION

This chapter discuss with the background, of problem research question, objectives of research, the uses of the research, the scope of research, definition of terms.

1.1 Background

Learning English is an important process in education. English is an international language that is widely used in the world, both in daily communication, business, science and culture. Learning English can be done through various methods and approaches, depending on the goals and needs of students. As is often used, namely the communicative approach, which emphasizes the development of speaking, listening, reading and writing skills through real and relevant interactions. There are several kinds of methods that are commonly used by a teacher or instructor in improving the learning abilities of their students such as discussion methods, lectures, inquiry and others.

The first thing need to learn a language is to have a lot of vocabulary. According to Wenyuan, (2017). Vocabulary is something that must be mastered first because it is the main means of verbal communication vocabulary students will be helped to understand the language they are learning. Without understanding vocabulary, spoken language will sound like an unclear language. According to Alqahtani (2015) when learning vocabulary, students are also stimulated to be able to read, understand the meaning of texts, write, and carry out conversations using the language they have learned. Teaching vocabulary is an important part of a language program. Developing students' vocabulary supports them in reading, writing, and oral language. Weaving vocabulary lessons into your language program will help students learn in authentic contexts. Vocabulary is one aspect of language that must be considered. Department of National Education too determines that the abilities that Indonesian students must have are: understand

and express information, thoughts, feelings, as well as develop science, technology and culture using English (Sidiknas, 2003).

After seeing how important vocabulary is for students, it doesn't rule out the possibility. It is possible that there are still students who experience problems, especially with vocabulary that they want to use. The researchers have taught vocabulary using animated video media at the junior high school 1 Natar and found problems with students' vocabulary, namely appropriate vocabulary learning strategies, limited basic word knowledge, and lack of contextual learning also hinder students in mastering words. This was conveyed directly by the teacher at school. Therefore, researcher hope that students can use the vocabulary they have learned after watching the animated video. According to Huyen and Nga (2003), the use of visual media such as pictures, posters, videos, and flashcards can help students understand and remember new words. In an attempt to increase students' vocabulary in writing, the use of video animation is an innovative and effective method. Especially in daily routine material, video animation can be a very useful tool to help students understand and use vocabulary that is relevant to everyday life.

Video animation has the advantage of attracting students' attention through interesting visuals and audio. Nursalam and Fallis (2013). video animation is a video created with original designs, images, illustrations, or computer effects made to move in an interesting way When students watch animated videos that depict daily activities, such as waking up, having breakfast, going to school, etc., they can see the context in which words are used more clearly. This visualization makes it easier for students to understand the meaning of words and their use in sentences. Additionally, video animation helps improve student memory retention. When students hear new words and see them used in interesting situations, they are more likely to remember the vocabulary. For example, when a character in a video says, "I brush my teeth every morning" students not only hear the words but also see the action of brushing teeth, which reinforces their understanding. To maximize this benefit, teachers can integrate video animation in several learning stages. First, watch the video with students and stop at key

points to discuss new vocabulary. Researchers can explain the meaning of these words and provide examples of their use in other sentences. After that, researchers can provide writing exercises related to the video. Students can be asked to write about their own daily routines using newly learned vocabulary. For example, students can write, "Every day, I wake up at 6 AM. Then, I brush my teeth and have breakfast." The final step is to provide constructive feedback on the student's writing. Researchers can provide corrections and suggestions for better use of vocabulary and encourage students to revise their writing based on the feedback. Thus, the use of video animation in learning vocabulary on daily routine material not only makes the learning process more fun and interactive, but is also effective in improving students' writing skills. Through this method, students can associate new vocabulary with relevant contexts and use them more confidently in their writing.

Based on the results of a study conducted in junior high schools, the result showed that using video animation in learning was effective in improving student vocabulary achievement. Gaining an understanding of what is being studied is an interesting learning process that can stimulate students. Students need teaching that can dilute the atmosphere in the classroom because if that happens, students are more active in participating, and researchers encourage students to express their opinions while developing their own creativity.

1.2 Research Question

Is there any significant improvement on students' vocabulary achievement after being taught using animated video?

1.3 Objective of Research

To find out significant improvement on students' vocabulary achievement after being taught using animated video.

1.4 The Uses of the Research

1. Theoretically, The results of this study can be a reference for further research. Specifically language education researchers, to understand the effectiveness of using animation videos to improve vocabulary achievement.

2. Practically, the results of this study can be understand the material and gives information also knowledge about implementing media such as audio visual in teaching English.

1.5 The Scope of the Research

This research use a quantitative methods to examine the data and giving the pre-test, treatments, and a post-test to determine the improvement of students vocabulary after implementation animated videos with repetition drill as the techniques.

1.6 Definitions of Terms

The statements provided below are the keywords which are the important terms mentions in this research:

Vocabulary improvement

Vocabulary Improvement refers to a process or action that results in changes that increase for the better or more profitable compared to the previous vocabulary

Writing Performance

Writing is process of gathering ideas through thinking which makes the readers get the points of the paragraph; the writer has to arrange the sentences smoothly. Writing also includes the process of review and rechecks the contents of the writing to get the best arrangement and to help the readers are easy to understand the content of the paragraph (Oshima & Hogue, 1999).

Animated Video as Education Media

Refers to the use of dynamic, visual animations to present educational content, making learning more engaging and comprehensible. These videos simplify complex concepts, enhance retention, and cater to various learning styles. They are widely accessible on digital platforms, providing flexible and interactive learning experiences.

II.   LITERATURE REVIEW

This chapter provides the review of previous researchers and related literature including previous research overview, concept of vocabulary, teaching vocabulary, content word, concept of animated video, advantages, disadvantages, theorical assumption, and the hypothesis.

2.1 Previous Research

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

Based on research that has been carried out by Munawir, Inayah, Putriani Firmansyah, and Huda (2022), they stated that the research utilized animated videos as a teaching tool to enhance the students' vocabulary acquisition. The findings indicated that the use of animated videos positively impacted the students' vocabulary mastery, as evidenced by improvements in spelling, pronunciation, comprehension, and recognition of vocabulary. The study suggested that animated videos are an effective technique for teaching vocabulary, as they enhance students' learning experiences and contribute to improved vocabulary retention. The research emphasized the importance of selecting appropriate video content aligned with the curriculum and ensuring that the videos are of suitable duration. In line with this, the study concluded that the use of animated videos significantly contributed to the enhancement of students' vocabulary mastery.

The next previous research by Syarifudin, Muhammad (2008) the research aimed to investigate the effectiveness of animated videos in improving young learners' vocabulary mastery. The study found that animated videos are an effective media for improving young learners' vocabulary mastery, as they provide a visual and

engaging way to learn new words. The study also found that animated videos can help young learners remember and retain new vocabulary more effectively. The research emphasized the importance of selecting appropriate video content aligned with the curriculum and ensuring that the videos are of suitable duration.

To be more specific, another study by Sartika (2021) Animated media can present complex objects, events, and processes that are difficult to visualize or simulate in the real world. It allows students to understand and imagine these concepts more effectively. Animated videos can show real-life situations, phenomena, or events, allowing students to observe and analyze them in detail. Students can play certain parts of the video to focus on certain aspects, enhancing their understanding. This study concluded that the use of animated media is an effective, easy, practical, and interesting method of teaching English vocabulary to students, which contributes to improving their language skills.

As stated by Arneta, 2022, based on her the results of using animation video in improving student vocabulary achievement through animated videos, students are more enthusiastic about learning and interactive learning can help them increase their knowledge, especially in vocabulary achievement. This strategy can be used effectively and as an alternative way to teach English

The conclusion that can be drawn from all the previous studies that have been described earlier is that animated videos can be used to teach and help students learn languages. The difference between this study and the four above studies is that it was done in different areas, using different animated videos, and having a different population and sample size. Furthermore, the aim of this study is to determine whether the student's password achievement has improved and what specific word content has made it most visible. (adverbs, verbs, adjectives, and nouns)

2.2 Concept of Vocabulary

In this concept of vocabulary, the research would like to discuss of the definition of vocabulary, types of vocabulary, and teaching of vocabulary.

2.2.1 Definition of Vocabulary

Djiwandono (2011) defines vocabulary as the collection of words that a person knows and uses in a language. This includes both passive vocabulary, which refers to words understood in context, and active vocabulary, which encompasses words that are used in speaking and writing. Djiwandono is emphasizes the role of vocabulary in facilitating effective communication and comprehension in both spoken and written forms. This is reinforced by Milton's statement (2016): vocabulary as a collection of words known by an individual that allows them to communicate effectively in a particular language.

In alignment with these view, Schmitt (2012): defines vocabulary as all the words a person knows and uses in a particular language also divided vocabulary into receptive vocabulary (which can be recognized and understood in the context of reading and listening) and productive vocabulary (which can be used in speaking and writing). Schmitt emphasized the importance of these two types of vocabulary in achieving language proficiency.

Mahmud (2015) stated the vocabulary is a starting point for learning a language. With sufficient words and good vocabularies, we can communicate with people and understand what they say. According to Harmer (1991) understanding the meaning, word use, word formation, and word grammar are all part of having a good vocabulary. On the other hand, Daller (2007) stated that "vocabulary is now considered integral to just about every aspect of language knowledge and a vital area of innovation in academic approach and research." In every language, vocabulary is important to convey meaning, to express intentions, desires, and feelings, and to communicate with others

Therefore, many perspectives unite in emphasizing that vocabulary includes all the words of a language, going beyond recognition to include active comprehension. In learning English, the focus is directed at understanding meaning . From the definitions, it can be inferred that vocabulary is a tool used by students or a group of people to communicate their ideas or opinions. Also need to know word formation, meaning, and appropriate use in both oral and written communication. Their definitions is simply one aspect of developing one's

vocabulary; one must also learn how to pronounce words correctly and utilize them appropriately in context. A learner would not be able to communicate or convey their ideas in language if they had a strong command of grammar but a limited vocabulary.

2.2.2 Content Word

Content words or type vocabulary refer to words that have lexical meaning and can stand alone in conveying information. These words are different from function words which play a greater role in the grammatical structure of sentences. Content words include four main categories: nouns, verbs, adjectives, and adverbs :

1. Nouns

Nouns are words used to refer to people, places, things, or concepts. Examples include "book", "city", "dog", and "freedom". Nouns usually function as subjects or objects in a sentence. For example:

- The cat is sleeping on the sofa.
- She has a car.

2. Verbs

Verbs are words that indicate actions, events, or states. Examples are "run", "eat", "think", and "exist". Verbs are an important part of the predicate in a sentence and often determine the meaning of the sentence. For example:

- He runs every morning.
- They are studying for the exam.

3. Adjectives

Adjectives are words used to describe or provide more information about a noun. Examples include "happy", "blue", "large", and "interesting". Adjectives are usually used to answer questions such as "what kind?" or "which one?". For example:

- She has a beautiful dress.
- It is an old house.

4. Adverbs

Adverbs are words used to describe verbs, adjectives, or other adverbs. Examples are "quickly", "very", "well", and "often". Adverbs often describe how, when, or where an action occurs. For example:

- He runs quickly.
- She is very smart

While nouns, verbs, adjectives, and adverbs are the most important content words, there are a few other words that are also key to understanding. These include negatives like no, not, and never; demonstrative pronouns including this, that, these, and those; and question words like what, where, when, how, and why. Concept of word has received little study from the field in recent years, and although it is mentioned as an early literacy skill in many literacy methods texts, it is generally given scant coverage (see boxes "Emergent Literacy Concepts," "Two Ways to Assess Concept of Word," and "What Does the Literature Say?"). It may be that, by its nature as an early skill easily attained by most students, it has not received much attention as national and state mandates call for increased accountability and access to the general education curriculum for all students. However, we must pay attention to the rudiments of early literacy skills so teachers can notice them and foster their development in students with disabilities.

2.3 Teaching Vocabulary Achievement

Teaching vocabulary is a crucial component of language learning. Without words, it is nearly impossible to acquire a language because terms are the foundation of interpersonal communication. The main component of language teaching, according to both teachers and students, is vocabulary development. Teaching vocabulary is considered one of the most discussed parts of teaching English as a foreign language (Susanto, 2017). Teaching vocabulary is very important because, without vocabulary, nothing can be communication. People need to be able to communicate in English, and most students understand how crucial vocabulary building is. The majority of terms must therefore be taught in order to prevent communication issues brought on by a limited vocabulary. The characteristics of

students must be understood by teachers. To accomplish the objective of language education, they must also prepare the necessary skills and resources. For pupils to comprehend and become interested, teachers need to be inventive and knowledgeable about the subject matter.

Schaefer (2002) states that good vocabulary teaching is the creation of context in which students constantly use relevant vocabulary in their reading, listening, writing, and speaking Without a sufficient vocabulary, students cannot communicate effectively or express their idea in both of oral and written form. According to Takac and Singleton (2008), the technology used by the teacher wants students to remember new vocabulary, which the students need to learn, practice, and modify depending on the content, time availability, and its value to learners. Teachers who are unable to adapt their techniques will be less effective at teaching vocabulary. Good techniques can motivate students to learn vocabulary and remember its meaning more easily. Researchers are interested in five ways of teaching vocabulary, specifically teaching vocabulary through creativity and context clue techniques, which can be assumed to be interactive techniques in vocabulary teaching and are relevant to Kustardjo's method. Furthermore, vocabulary teaching is the process of helping students understand the meaning of words in various languages and apply them in appropriate contexts using a variety of techniques.

2.4 Concept of Animated Video

Animated videos in learning are educational tools that use visual and auditory technology to convey information in an interactive and interesting way. The use of animation in education aims to improve students' understanding of the material being taught, facilitate active engagement, and strengthen information retention. Not only that, animated videos can also capture students' attention more effectively because by watching animated videos, students can visualize abstract or complex concepts, which makes them easier to understand and strengthens students' memory of the material being studied. This strengthens the findings of Richard E. Mayer's (2014) multimedia learning theory which shows that the use of visual and auditory elements simultaneously can improve understanding and

retention of information. Mayer argues that animation can help students' process information more effectively through two cognitive channels: visual and verbal. This is especially relevant in junior high school, where students begin to encounter more abstract and complex concepts.

The implementation of video animation in learning must be presented clearly and structured to support students' understanding of the concepts being taught. Not only that, relevant learning can achieve student learning in the use of grammar, vocabulary and communication skills. According to Setiawan (2014) students who learn with animated videos are more active in class discussions and participate more in learning activities. Animated videos provide visual and auditory stimuli that can attract students' attention and encourage them to become more involved in the learning process. This shows that learning using media such as animated videos is important because it can help the teaching and learning process become more active, creative, interesting, and provide a new learning atmosphere. This animated video media becomes a supporting tool or learning device for teachers in helping the learning process achieve the expected learning objectives.

 It can be concluded that animated video media is learning media in the form of videos equipped with audio and moving images can understanding of concepts, and student involvement. With the right design and effective implementation strategies, animated videos can be a very useful tool in helping students adapt to the demands of secondary education and achieve better learning outcomes.

2.5 Teaching Vocabulary through Animated Video

To improve students' vocabulary achievement, applying animated videos as a medium in vocabulary teaching aims to make it easier for students to improve their vocabulary achievement. Here are the steps of learning vocabulary through short animated videos :

1. Preparation : Introduce the target vocabulary words to the students before watching the animated video. This helps them become familiar with the words before they encounter them in the video.

2. Watch the Video: Show the animated video that features the target vocabulary words. Encourage students to pay attention to how the words are used in context.

3. Repetition Drill: After watching the video, engage students in repetition drills to reinforce the vocabulary words and their meanings. Teachers can use strategies such as having students repeat the words in unison or in pairs, or asking them to pronounce the words individually.

4. Post-viewing Activities: After watching the video and engaging in repetition drills, engage students in post-viewing activities such as discussions, games, or exercises that reinforce the vocabulary words and their meanings.

5. Assessment: Evaluate students' understanding of the vocabulary words by using assessments such as quizzes, games, or other interactive activities.

Teaching vocabulary through creativity, context clues, guessing, definition, derivation the most basic level of English sentence structure follows a simple rule. First, there is a subject (who or what the sentence is about), and then there is a predicate (what the subject is doing or what is happening to the subject). Teachers can use sentence frames and word banks to help students work with the structure and practice forming complete sentences. In the daily routine material, the structure used is as follows ; simple present tense used to express events that are happening \at the moment or activities that are taking place continuously. This is the formula of Subject + Verb 1 (+ s/es) + Complement. And Present Countimous Tense, is a sentence that states an action or event that is currently taking place. This is the formula of Subject + am/is/are + verb1 -ing + complement.

2.6 Advantages and Disadvantages
The researcher believes there are some advantages and disvantages using animated in teaching vocabulary.

2.6.1 Advantages
Learning through videos makes it easier for teachers to convey learning material and also makes it easier for students to understand the context of the subject. There are several aspects that teachers must understand when presenting videos as learning media. Most of them have a high interest in animation because they think

it has an imaginative and heroic story, can affect imagination and creativity, and can be an alternative means of entertainment that can eliminate the saturation of everyday activities. In presenting animation, it is very important to consider the usage of sound or music and how and where they are going to be used during the plan. These sounds can be used to support the images and the events in the animation. Wafi (2013). Harmer, as cited in Yatimah (2014), states that the advantages of using film in the teaching and learning process. First, animation helps simplify complex concepts, making them easier for students to understand. Second, animation is more engaging and able to hold students' attention compared to static materials, increasing their focus and engagement. Third, animation supports both visual and kinesthetic learning styles, facilitating better understanding for students with different learning preferences. Fourth, animation can overcome language barriers, allowing for a more universal understanding. Finally, animation provides flexibility in learning, allowing students to learn at their own pace, as well as motivating them to be more creative and actively involved in the learning process..

2.6.2 Disadvantages

The use of animated videos in school learning also has some drawbacks. Clark and Feldon (2005), argue that animation is not always more effective than other teaching methods, especially if it is not well designed or if students do not have enough guidance to understand it. This will happen if the animation is less relevant and becomes a factor in the inappropriateness of media selection. In addition, producing quality animation requires a lot of time and money, which may not always be available. This is because not all students have adequate access to the technology needed to use animation effectively, especially in the context of distance learning..

2.7 Theoretical Assumption

The researcher assumed the students' vocabulary is lacking because they are bored and don't have interesting media as a source of income. Therefore, the researcher used animated video as a medium that has been applied to help students' vocabulary improve. According to Huyen and Nga (2003), the use of

visual media such as pictures, posters, videos, and flashcards can help students understand and remember new vocabulary. An animated video has a good impact on students' understanding of vocabulary because they can see and hear clearly, so animated videos can help facilitate teachers efforts to improve students' vocabulary achievement in class in the form of media.

2.8 The Hypothesis

Based on the research question, theories, and theoretical assumption that has been mention earlier, the research proposes the hypothesis as below:

H1: There is a significant improvement of the students' vocabulary achievement after being taught through animated video
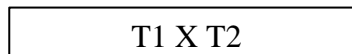
H0: : There is no significant improvement in students' vocabulary achievement after being taught through animated video

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 aims to find out whether there is an improvement in students' vocabulary after learning with animated videos. To answer this statement, the researcher used a pre-test-post-test one group approach to discuss the research topic. The pretest was given to the students to measure their vocabulary achievement before the treatment, and a post-test was given after the treatment to find out whether there was an increase in students' vocabulary achievement after being taught using animated videos. There are five meetings: the first meeting is for the pre-test, the next meeting is for treatment, and the fifth meeting is for the post-test. The research design is illustrated as follows:

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

Notes :

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

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

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

(Setyadi, 2018)

Students have been given a pre-test as a first step, in accordance with the learning methodology described above. Before starting, students do a pre-test to measure how much they've learned about the language. The method used in this study uses video animation as a tool for teaching and learning. Students then take a post-test

to measure whether their vocabulary earnings have improved as a result of watching animated films for instruction.

3.2 Variable

In order to find out the improvement of students' vocabulary achievement after being taught by using animated video as a teaching media, the variable is characterized as independent and dependent variable. The dependent variable in this research was students' vocabulary achievement (Y), and the independent variable was animated video as a teaching media (X).

3.3 Population and Sample

The population of this researcher focuses on first grade students at SMPN 1 Natar. There were seven classes as the population and there was one class as the sample of the research that taught by using animated video. The sample of this research was class VII A of SMPN 1 Natar in the academic years 2023/2024, because the students of class VII A had lower score among the other classes. There were 30 students. After choosing the class, the students were given different topics related to daily routine in terms of single words in form of content words (nouns, verbs, adverbs and adjectives) by using animated video.

3.4 Research Instrument

In order to comprehensively assess and accurately quantify the improvement of students' vocabulary achievement after being taught using animated video, it is essential to utilize a thoughtfully curated set of measurement instruments. The researcher administers a vocabulary test to assess the students' vocabulary achievement. The vocabulary test, employing multiple-choice questions, serves to gauge the students' proficiency in vocabulary. The test comprises 50 items, each presenting multiple choice options, with only one correct answer.

The arrangement of the test items was displayed in the table provide below:

Table 3. 1 **Specification Used to Judge Content Validity**

No	Type of Content Vocabulary	Item Number	Total

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

3.5 Data Collection Technique

Data for this study were collected from students' vocabulary achievement tests before and after implementing animation videos into learning. The vocabulary test is used to find an increase in students' vocabulary achievement after being taught by using animated videos. Through statistical testing procedures, the repeated mesure t-test is used to compare two correlated sample means. Data from this research were obtained from:

1.   Try-out Test

The first step in the research involved designing and conducting the try out test. This test is important to ensure that the items used to assess students' vocabulary proficiency are correct clear, with the content of the animation video with English subtitle that will be made included in the research. By giving the try out test to a small group of students not involved in the main research group, researchers can evaluate reliability and validity of test items and make necessary adjustments to improve them its effectiveness.

2.   Pre-test

Following the try-out test, a pre-test focused on the vocabulary component. The test is carried out to establish the basis for implementation participating students' initial vocabulary proficiency. This pre test includes: vocabulary items that is relevant to the content of the animated video that will be made teaching tool. The pre-test results become a reference for measuring student abilities vocabulary growth.

3.   Treatment

Treatment using animated videos too improve vocabulary, animated videos were used as a teaching tool during the treatment phase of the study. Throughout this period, researcher carefully select the animated videos used, the teaching methods

used, and duration of treatment. This structured approach ensures that the research makes sense carried out under controlled conditions.

4.   Post -test

The post-test, identical to the pre-test, was administered to all of students in the research group. This post-test aims to assess students' ability to achievement after they are exposed to animated videos. Become comparison of pre-test and post-test scores provide insight into effectiveness using animated videos to increase students' vocabulary.

In conclusion, this research to find out whether the integration of animated videos as a teaching tool can effectively improve students' vocabulary achievement. The combined use of try-out, pre-test, and post-test measures ensured potent results evaluate its impact. The findings from this study contribute to our understanding innovative teaching methods and can provide valuable recommendations language educators and researchers. Ultimately, the goal is to increase students' vocabulary acquisition in an engaging and effective way.

3.5.1 Validity and Reliability

Validity and reliability are criteria researchers use to assess the measurement quality. Giving a score to an attribute is part of measuring a person or an object.

3.5.2 Validity

The test could be valid or effective if it measures the object under test and meets the standard, according to Hatch and Farhady (1982) there are two basic types of validity: content and construct. The test uses for collecting the data covers two validities contents and construct validity.

1. Content Validity

Hatch and Farhady (1982) stated that the focus of content validity is the suitability of the sample and not just the appearance of the test, and content validity is the degree to which the test measures a representative sample of the subject matter. In this case the contents of test refer to the *Merdeka* Curriculum, and it is mentioned that the first grade of junior high school is expected to the material of the daily

activity. This research used daily activity as the content of items in testing. It is suitable for first grade students at SMPN 1 Natar.

2. Construct Validity

According to Setiyadi (2018), Construction validity requires a test tool with several indicators to measure one aspect of construction. This research uses vocabulary test that should be mastered by 30 second grade students in junior high school. The test results are considered valid in terms of content validity because the vocabulary test consists of nouns, adjectives, verbs, adverbs. Materials used selected based on the *Merdeka* Curriculum for the first class students in SMPN 1 Natar.

3.5.3 Reliability

Reliability refers to the consistency of the measure. Hatch and Farhady (1982) mention that reliability refers to the extent to which the test is consistent in its score and indicates how accurate the test score. The researcher divided the 50 items of the vocabulary test into two groups based on odd and even numbers. Then the researcher compared the results. If both result in relatively similar outcomes, the test is reliable. To measure the coefficient of reliability between odd and even groups, the researcher uses the formula as follows:

$$R_1 = \frac{(\sum x\, y)}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Notes : R1=

Rxy = Reliability coefficient between odd and even number items.

N = Number of students who followed the test

$\sum$x = Total score of odd number items

$\sum$y = Total score of even number items

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

(Hacth & Farhady, 1982)

Based on the criteria of reliability, the try-out of the vocabulary test had average reliability of 0.594 after getting the coefficient correlation between odd and even number. The researcher then used the reliability formula, Spearman-Brown's Prophecy formula, to determine the coefficient correlation of the whole test item. The formula of Spearman-Brown's Prophecy as follows:

$$r_{11} = \frac{2r}{1 + r\ xy}$$

Notes :

r_{11}: means reliability coefficient

rxy : refers to the coefficient of reliabilty betweeen odd and even number

The results of the reliability vocabulary test items showed a very high level of reliability with the values 0.745 which are consistent with previous calculation method. These findings demonstrated strong consistency and indicated that the test items were reliable measures of vocabulary proficiency, with both methods categorizing them as high reliability, despite being calculated using different approaches.

Table 3. 2 Reliability Statistics by using SPSS26

Correlation Between Form		0,594
Spearman-Brown Coefficient	Equal Length	0,745
	Unequal Length	0,745
Guttman Split-Half Coefficient		0,735

3.5.4 Level difficulty

The 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 the following formula:

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

The formula can be expanded as follows:

LD = Level of difficulty

U/L= the proportion of upper group students and lower group students

N =the total number of the students following the test

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

<div align="right">(Hayani (2012)</div>

Table 3. 3 Difficulty Level of Items Test

No.	Number item	Computation	Criteria
1	11,15,18,24,25,26,35,48	<0.30	Difficult
2	4,10,12,13,14,16,17,19,20,21,22,23, 27,28,29,32,34,36,37,38,39,40,44, 45,46,47,49,50	0.30– 0.70	Average
3	1,2,3,5,6,7,8,9,30,31,33,41,42,43	>0.70	Easy

According to the results of the try-out test, there were eight items whose computation result was below 0.30, which means it was difficult. Therefore, the items were dropped. Moreover, there were also fourteen items that were revised, and the result above was about 0.70. In other words, it was easy. Meanwhile, there were twenty-eight items on averdage in the range 0.30 to 0.70. The generated information is displayed in Appendix 4.

3.5.5 Discrimination Power

Discrimination power is an important concept in test item analysis which measures the extent to which a question is able to differentiate between participants who have different levels of ability. The level of discrimination power refers to the item that 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 high group

L = the total of correct answer of the low group

N = Total number of students

The criteria are :

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 omitted)

Table 3. 4 Discrimination Power of Test Items

Number Of Item	Computation	Criteria	Decision
5,7,10,12,18,19,20,34,35,49	- Negative	Bad Item	Dropped
1,3,4,8,10,27,28,31,32,36,37,38,40,46,48,	< 0.20	Poor	Revised
2,6,9, 11,14,15,16,17,22,24,25,26,29, 30,33,39,41,42,43,44,45,47,50	≥ 0.20	Good	Administrated

Based on the table above, it is shown that there were 10 test items which resulted the number of discrimination power less than (-negative). The criteria of them were poor which mean that those items could not discrimination the upper group and the lower group students well. Therefore, the 10 items were dropped. Meanwhile, 17 items were revised and 23 items were administrated.

3.6 Research Procedure

The procedures of the research are as follows:

1. Selecting the instrument material

The materials are selected some sample of vocabulary test from English book, and internet. The researcher used simple sentence as teaching material.

2. Determining the Sample of the Research

The population was the first grade students' of SMPN 1 Natar. The researcher took 30 sample students from VII A grade.

3. Administering Try-Out Test

The trial test given by the researcher used 50 questions, each of which presented multiple choices with only one correct answer. This method aims to assess the reliability and validity of the questions.

4. Administering the pre test

A pre-test was administered for about 90 minutes on the first week; it was conducted before the treatment and was done to check student vocabulary achievement.

5. Giving the treatment

After giving the pretest to the students, the researcher conducted the three treatment using the animated video. The students are taught and guided to understand the single words in the context of content words (noun, verb, adjective, and adverb) by providing the exercises and making new exercise. The students are asked to work individually.

6. Administering the post-test

A post-test is given to determine students' vocabulary achievements after being taught through an animated video. The post-test took 90 minutes to determine the students' vocabulary achievement after the treatment. The students given a multiple-choice vocabulary test are similar to the pre-test. It has 40 items, and

with four options (A, B, C, and D), the right answer is the right answer, and the others are the distracters. Content words are focused on in this research, such as nouns, verbs, and adverbs.

7. Analyzing the data

The data of the research were statistically examined using SPSS 26.0 (Statistical Package of the Social Sciences). It used to find out the means of the pre-test and post-test and how significant the improvement was after students were taught through animated videos. In last step, the researcher made a report of the students' score.

3.7 Data Analysis

In analyzing the data, the researcher employed quantitative methods for assessing the data. The statistical package for social science, or SPSS, T-test is used to process the quantitative data after the mean scores from the pre- and post-tests were compared. The activity's purpose is to determine whether students' performance has changed significantly as a result of watching animated videos that teach them. To analyze the data, the researcher used some formulas by Arikunto :

$$S = \frac{R}{N} \times 100$$

Where:

S=score of the test

R = right answer

N = total of the items

(Arikunto, 1993)

After scoring the pre-test and post-test, the researcher calculated the average score of the both pre-test and post-test by using the formula below:

$$\times = £\frac{x}{n}$$

Where:

X = average score (mean)

N = total of students

£x = total score of students

<div align="right">(Arikunto,1997)</div>

3.8 Hypothesis Testing

After collecting the data, the researcher used a pre- and post-test on one group to analyze the results and see whether there were any appreciable differences in the vocabulary achievement of the students before and after using the animation video. The researcher used the Repeated Measures T-test was conducted t-test at the significant level of 0.05 ($P < 0.05$) and calculated using SPSS 26.0 for Windows to test the hypothesis :

H0 : There is no a significant improvement of students' vocabulary achievement before being taught by using animation video at SMPN 1 Natar.

H1 : There is a significant improvement on students' vocabulary achievement after being taught through an animation video at SMPN 1 Natar..

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions that are based on the results of the data analysis and discussions in the previous chapter. It also presents some suggestions for English teachers and other researchers who want to try to use animated video as a medium for teaching vocabulary.

5.1 Conclusions

In line with the results of the data analysis and discussion, the writer draws the following conclusion:

There was a significant improvement in students' vocabulary achievement after being taught using animated video. It was proved by the mean and also by the gains in the pretest and posttest. In the pretest, the mean student score was 63.75, and in the posttest, it improved to 78.17. And the gain is 14.42. Rationally, the result of the hypothesis showed that the t-value was higher than the t-table ($40.816 > 2.042$ and the significance was two-tailed ($p = 0.000$, $p < 0.05$). In other words, Ho was rejected and H was accepted. It meant that there was a significant improvement in students' vocabulary achievement after being taught by using animated videos. This kind of learning activity needs to be considered in order to create a comfortable atmosphere for students to learn so that they can improve their abilities, especially in terms of vocabulary achievement. Students are more interested in learning through animated video because it attracts their interest so that the learning process is not monotonous and boring. Additionallly incorporating animated video into the curriculum can also enhance students' comprehension skills in teaching vocabulary through animated video is an appropriate and effective strategy to improve students' vocabulary achievement.

5.2 Suggestions

Referring to the conclusions above, some suggestions can be listed as follows:

1. English teachers can apply other materials in using animated videos as teaching materials. adapt the material you want to convey to the school curriculum and adjust the material to suit the student's level. Related to this, the use of animated videos can increase students' interest in learning and animated videos can increase students' vocabulary, so teachers should try to apply it by considering the advantages that can help students in learning and improve their abilities in the future. Teachers should consider integrating animated videos into teaching strategies in language learning. This approach has shown its potential to increase students' vocabulary.

2. For other researchers who will use this method, it is recommended to apply video animation to other English skills or different materials so that it can be used as a comparison or reference material whether the film can really improve all aspects of English. Further research is expected to be able to further explore aspects in selecting animated videos that will attract students and facilitate vocabulary mastery. In addition, further researchers can examine the causes and reasons why one of the questions on the vocabulary aspect can decrease and increase. It is hoped that this can help educators understand the elements that attract students' attention and contribute to effective learning and can be a guideline in selecting interesting and educational animated video content to be applied in student learning activities..

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