

**THE IMPLEMENTATION OF ANIMATION VIDEOS TO IMPROVE
STUDENTS' VOCABULARY ACHIEVEMENT AT SMA TARUNA
GAJAHMADA**

(Undergraduate Thesis)

by

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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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ABSTRACT**THE IMPLEMENTATION OF ANIMATION VIDEOS TO IMPROVE
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This research aimed to investigate the effectiveness of animation videos in improving students' vocabulary achievement and to explore students' perceptions of using animation videos in learning English vocabulary. The study was conducted at SMA Taruna Gajahmada Metro, involving 25 tenth-grade students from class X.1. This research used a one-group pre-test and post-test design. Data were collected through vocabulary tests (pre-test and post-test) and interviews. The results showed a significant improvement in students' vocabulary achievement after they were taught using animation videos, with the average score increasing from 37.4 in the pre-test to 74.2 in the post-test. The paired samples t-test indicated a significant difference ($p < 0.05$), confirming the effectiveness of animation videos in enhancing vocabulary achievement. The findings also revealed that most of the students had positive perceptions toward the use of animation videos, stating that the media made learning more enjoyable, engaging, and helped them better understand and remember vocabulary. In conclusion, animation videos are an effective and appealing media for teaching vocabulary, and they positively influence students' motivation and learning outcomes.

Keywords: animation video, vocabulary achievement, students' perception.

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By

ADINDA RACHMA FEBRIYANA

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**Submitted in a Partial Fulfillment of
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in

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG**

2025

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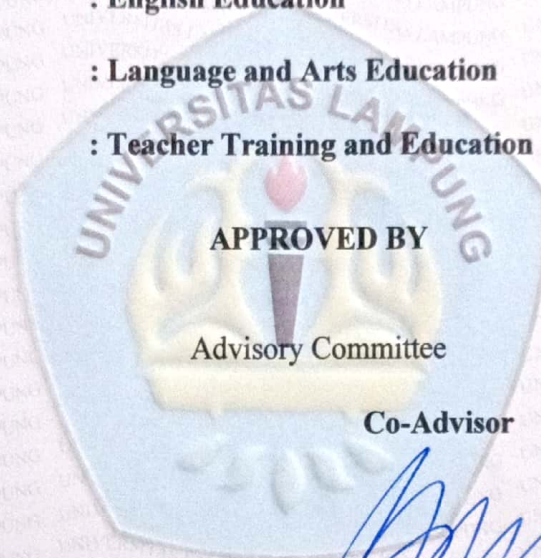
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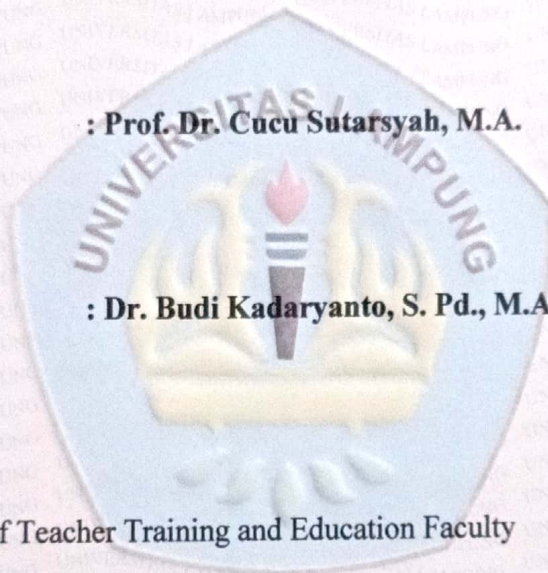
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Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan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

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CURRICULUM VITAE

Adinda Rachma Febriyana was born in Metro, on February 12th 2001. She is the only child in the family of Merry Utami, Amd. Keb. and Heri Suryanto. She started her educational life for the first time at TK Aisyah. Then, she continued her study at SD Muhammadiyah Metro. After she graduated from elementary school in 2013, she continued her study at SMP Negeri 6 Metro and graduated in 2016. In mid-2016, she entered SMA Negeri 2 Metro. During her study, she joined English Club and served as treasurer. Finally, she graduated from high school in 2019. In the same year, she was accepted as a student of English Education Study Program of Teacher Training and Education Faculty at Lampung University through SBMPTN program. In June 2022, she did KKN in Desa Karang Anyar, Labuhan Maringgai, Lampung Timur and she conducted PPL at SMP Negeri 1 Natar, Lampung Selatan. To complete her study, she undertook a research related to the implementation of animation videos in vocabulary class at SMA Taruna Gajahmada.

MOTTO

“Carpe diem.”

(Seize the day)

(Horace in “Odes”)

DEDICATION

This script is entirely dedicated to:

My beloved parents, Merry Utami and Heri Suryanto

My honorable lecturers of English Education Study Program

My Almamater, University of Lampung

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Praise is only for Allah SWT, the Almighty God, for blessing the writer with health to finish the script. This script, entitled “The Implementation Of Animation Videos To Improve Students’ Vocabulary Achievement At SMA Taruna Gajahmada” is presented to the Language and Arts Education Department at the Teacher Training and Education Faculty, University of Lampung as partial fulfillment of the requirements for S-1 degree in English Department.

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The Author,

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I. INTRODUCTION

This chapter discusses the background of the research, research question, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background

The world languages are very diverse, but for international purposes the language that is often used is English. English is the world's most vital languages because it functions not merely as a means of communication, but also as a means to express ideas, thoughts, desires, and emotions. Moreover, English plays a central role in many fields, such as medicine, engineering, education, etc. (Fauzi et al, 2021). Since English have an important position all over the world, therefore mastering English is a crucial consumption for at least the next generation. If the next generations speak English fluently, it is hoped that they would be able to prosper in their lives in the future.

There are several crucial aspects that must be learned to master English in order to make an individual can speak fluently. One requirement for effective English communication is having a sufficient vocabulary. Vocabulary knowledge cannot be overlooked, as it plays a vital role in understanding the four core language skills, namely speaking, listening, reading, and writing. Krashen and Terrell (1985) stated that vocabulary is the basic of communication. According to Fauzi and Muljanto (2021) vocabulary refers to the words that an individual knows or the collection of words in a specific language. If learners do not acquire enough vocabulary, they will struggle to master language skills. Many studies indicate that vocabulary knowledge is essential in foreign language learning because a limited vocabulary impedes comprehension, speaking, writing, listening, and reading. Learning English vocabulary is essential, as the skill of speaking English

empowers individuals to access broader global knowledge and apply it effectively in relevant contexts. In addition, Faliyanti and Arlin (2018) described that vocabulary is a fundamental aspect of language and represents its most essential component for effective communication. For this reason, students must master it thoroughly. Mastering vocabulary is essential for clearly articulating one's ideas and interpreting the messages conveyed by others (Ananias, 2021). It refers to a person's ability to communicate his ideas and to understand what other people were saying. In short, this aspect is highly important in learning English since having a large vocabulary makes learning English much easier.

However, several things must be considered when teaching vocabulary, as traditional methods have certain limitations that can lead to decrease student interest in learning vocabulary. Since the teachers rely only on speaking methods without integrating media, students struggle to communicate their thoughts clearly in speaking and writing. (Munawir et al, 2022). According to the research conducted by Arrohman and Amin (2022), the students showed little interest and have difficulty understanding new vocabulary because the way teaching of vocabulary is overly formal or too serious, which makes them feel anxious or hesitant to expand their vocabulary skills. In short, the problem in teaching vocabulary is about the lack of use of media which make the students not interested in learning activity.

One strategy to address this issue is the implementation of media that are both compelling and effective. One of the major difficulties in teaching English is selecting materials and approaches that not only capture student interest and reflect up-to-date practices, but also capable of supporting real progress in student learning (Dzulfahmi and Nikmah, 2020). The integration of media is essential for facilitating the teaching and learning processes within the classroom environment. Using media makes learning English vocabulary more engaging, simply studying with taking notes and explanations isn't enough. Providing students with real and clearly presented media can significantly improve their ability to memorize and understand new vocabulary. Various approaches, strategies, techniques, or media have been employed to improve students' vocabulary achievement. According to

Dzebeq and Gunawan (2020) audio-visual media is the an appropriate choice for teaching, as it combines images and sounds, enabling students to directly see and hear the content. One useful medium for teaching vocabulary is animated video. By employing it, teachers can help students understand word meanings more clearly, while making learning enjoyable and satisfying. Additionally, using this kind of media tends to increase student motivation, improve the overall quality of the teaching-learning process, and make the communicated ideas much clearer which can make the students understand concepts more easily.

SMA Taruna Gajahmada is one of Senior High School in Metro which students' condition is lack of vocabularies. They got the difficulties in English especially on the vocabulary achievement. The data was taken from the previous English score which shown by the teacher. Given the reason discussed above, the researcher is motivated to carry out this research at this particular school. The researcher will do the research by using animation video as a teaching media. This study aims to determine whether there are significant improvements in students' vocabulary achievement as a result of using animation videos and also to inverstigate how are the students' perceptions towards the use of animation video at SMA Taruna Gajahmada Metro.

1.2. Research Question

Based on the background, the researcher formulates the following research questions:

1. Is there any significant difference of students' vocabulary achievement after they followed the teaching and learning by implementing animation videos?
2. How are the students' perceptions towards the implementation of animation videos to improve their vocabulary achievement?

1.3. Objective of the Research

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

1. To find out whether there is any significant difference of students' vocabulary achievement after they followed the teaching and learning by implementing animation video.
2. To investigate the students' perceptions towards the use of animation videos to improve their vocabulary achievement.

1.4. Use of the Research

In regard to the research objectives, the results of the research may be useful both theoretically and practically.

1. Theoritically, this research hopefully can be served as a reference for future researchers working on related topics.
2. Practically, this research hopefully can be served as a reference for teachers and students in enhancing vocabulary learning through the use of animated videos.

1.5. Scope of the Research

This research was conducted in SMA Taruna Gajahmada Metro. This research aimed to evaluate the effectiveness of animation videos in improving students' vocabulary achievement. The subject of the research was class X.1 in SMA Taruna Gajahmada Metro, which consisted of 25 students.

1.6. Definition of Terms

1. Vocabulary Mastery

Vocabulary mastery refers to an individual's ability to recognize, understand, and effectively use words in various contexts.

2. Animation Video

Animated video is the interactive videos that created with designs, illustrations, drawings, doodles, and sound effects to narrate a message.

II. LITERATURE REVIEW

This chapter discussed the theories used to support the research and summarizes a number of points, including: the previous study, the definition of vocabulary, types of vocabulary, vocabulary achievement, concept of animation video, teaching vocabulary through animation video, the procedure of teaching through animation video, advantages and disadvantage of using animation video, theoretical assumption, and hypothesis.

2.1. Previous Study

Several earlier studies provide evidence specifically on vocabulary achievement through the use of animation video, which helps ground this research. The first study conducted by Hikmah (2021), titled *The Use of Animation Video for Vocabulary Mastery*. This research aimed to evaluate the impact and importance of utilizing animated videos or cartoons as a teaching method for vocabulary enhancement. This research was qualitative, while the method used in the research was by gathering data through the administration of tests. The results indicate that animated videos are more interesting and more effective for vocabulary learning. Animated videos not only assist students in acquiring English vocabulary more successfully, but they also enable teachers to develop more engaging and effective teaching techniques.

The second study was conducted by Munawir, Inayah, Firmansyah, and Huda (2022) with the title *Students' Vocabulary Mastery By Using Animation Video On English Language Teaching*. The purpose of this research was to investigate whether the use of animated videos contributes to vocabulary development in second-year students at MTs As'adiyah Putri 1 Sengkang. The researcher applied a t-test to examine the significance of using animated videos as a medium for vocabulary improvement. According to the result, after receiving treatments, the

second years of MTs As'adiyah Putri 1 Sengkang have a greatly improved vocabulary thanks to the use of video as a teaching tool.

The third study was conducted by Dzebeq and Gunawan (2020) with the title *The Use of Animation Video on Tenth-Grade Students' Vocabulary Achievement*. The primary objective of this study was to investigate whether animated videos had effects on students' vocabulary achievement. This study employed a quantitative true experimental research methodology. The study involved 60 student participants, who were divided into two classes: the experimental class and the control class. The research findings demonstrate that teaching vocabulary using animation videos has a positive effect on students' vocabulary achievement. Specifically, students in the experimental group, who were taught with animation videos, obtained higher scores than those in the control group, who received conventional instruction.

Regarding the previous studies mentioned above, most of them were focused on the use of animation videos to enhance students' vocabulary achievement. Additionally, this researcher also examined whether there is any improvement in students' vocabulary achievement following the implementation of animation videos, by comparing their pre-test and post-test scores.

2.2. The Definition of Vocabulary

There are many elements in learning English. Vocabulary is the most obvious component and the most crucial component in learning English. Studying English can be started by learning vocabulary first because vocabulary is a fundamental component for improving all four English skills namely listening, speaking, reading, and writing. Vocabulary can have broad definitions. Hatch and Brown (1995) define vocabulary as a list or set of words in a particular language or the set of words individual speakers might use. Other definitions of vocabulary is stated by Munawir, Inayah, Firmansyah, and Huda (2022), explained that vocabulary refers to a catalog of meaningful words, each carrying a particular and purposeful meaning.

People use appropriate vocabulary to express their thoughts and feelings so that they can be clearly understood in both spoken and written communication. Vocabulary is very crucial in learning English language because having a lot of words makes it easier for students to understand and use the language (Dzebeq and Gunawan, 2020). Karakas and Saricoban (2012) explained that vocabulary isn't learned instantly, it requires a gradual process over time. During this process, learners gradually become familiar with words as they repeatedly encounter them in meaningful contexts. And in the end, the result of the process also make learners can recognize the system of language. Based on the theories above, vocabulary can be described as the collection of words in a language that plays a crucial role in forming coherent and meaningful sentences.

2.3. Types of Vocabulary

Some experts have classified types of vocabulary. According to Nation (2001), there are two kinds of vocabulary, namely receptive and productive vocabulary.

2.3.1. Receptive Vocabulary

Nation (2001) explained receptive refers to the ability to receive and understand language from others through listening and reading. Receptive vocabulary consists of words that learners can comprehend when they hear or see them, even if they do not use those words themselves in speaking or writing. In other words, receptive vocabulary (also called passive vocabulary) involves recognizing a word's form and meaning in context, even if the learner cannot produce it actively. Passive vocabulary helps learners understand others, but it is not used for communicating their own ideas directly.

2.3.2. Productive Vocabulary

Nation (2001) explained productive involves the idea that language forms are created through speaking and writing in order to convey messages to others. Productive vocabulary refers to the set of words that learners not only recognize and understand but can also effectively use in speaking and writing. This type of vocabulary is considered active because it involves the ability to produce words to express thoughts to others. It encompasses the knowledge of word meanings, correct pronunciation, and appropriate usage in various contexts. Developing a

strong productive vocabulary plays a vital role in enabling clear communication and achieving language proficiency.

Vocabulary encompasses all the words that make up a language, including those known, understood, or used by speakers of that language. Celce and Olshtain (2000) classified English vocabulary or words into two, namely content words and function words. This research focused only on content word.

2.3.3. Content Words

Celce and Olshtain (2000) stated that most vocabulary consists of content words, which are part of the large and open word classes. These content words are particularly valuable for conducting a vocabulary analysis. According to Fries (1974), content words include nouns, verbs, adjectives, and adverbs. Nouns are words that represent the names of subjects or things, such as bed, bottle, and car. Verbs are words that express actions performed by or involving a noun, for example ride, jump, cry. Adjectives are words that describe the qualities of the nouns, such as precious, small, dark. Adverbs are words that provide additional information about how, when, or where an action occurs. The followings are the explanation of kinds of content words:

1. Noun

Macfadyen (2007) defines a noun as a word that names a person, animal, place, thing, or abstract idea. In other words, nouns can also be characterized by the grammatical categories to which they belong. According to Thomson and Martinet (1986) identify four kinds of nouns: common nouns, proper nouns, abstract nouns, and collective nouns.

a. Common Noun

A common noun is a word that refers to general people, places, things, or ideas rather than something specific. They are not capitalized unless they begin a sentence, and they are often used with articles or other determiners. The examples of common noun are cow, boy, glasses.

b. Proper Noun

A proper noun is a noun that specifies a unique individual, place, or entity, and in English it is conventionally written with an initial capital letter at the beginning of

its word. The examples of proper noun are Abraham Lincoln, California, Mr. Darcy.

c. Abstract Noun

Abstract noun refers to a noun that denotes a quality, state, action, or idea rather than something that can be physically sensed. Examples include beauty, youth, and mistreatment.

d. Collective Noun

Collective noun is a noun that refers to a group of individuals, animals, or things considered as one unified entity. Examples include 'flock' (a group of birds), 'group' (a collection of people or things), and 'school' (a group of fish). These nouns allow for the efficient representation of multiple entities as a unified whole.

2. Verb

In various languages, verbs undergo modifications which known as inflections to express grammatical features such as tense (when an action occurs), aspect (the nature of the action's flow), mood (the speaker's attitude toward the action), and voice (the relationship between the action and its participants). According to Macfadyen (2007), a verb is responsible for expressing an action or activity in a sentence. Verbs express time through their tenses. The present tense shows that an action is happening now; the past tense describes an action that has already occurred; and the future tense indicates that an action will take place in the future. According to Thomson and Martinet (1986), there are two classes of verb, namely the auxiliary verb and ordinary verb.

a. Auxiliary Verb

Auxiliary verb, also known as a helping verb, is a verb that combines with a main verb to form a verb phrase, thereby contributing to the expression of grammatical features such as tense, aspect, mood, voice, and modality. These verbs do not carry significant lexical meaning on their own but are essential for conveying specific meanings in sentences. Usually, an auxiliary verb has minimal meaning by itself but works alongside a main verb to modify its meaning, indicating aspects like time, necessity, or possibility. There are 23 auxiliary verb, namely am, is, are, was, were, being, been, be, have, has, had, do, does, did, will, would, shall, should, may, might, must, can, could.

b. Ordinary Verb

Contrary to auxiliary verbs, normal verbs or ordinary verbs do not have a specific grammatical function. In a sentence, this ordinary verb is placed behind the auxiliary verb. For example, “We did not go.”, with the word “did” as the auxiliary verb and the word “go” as the ordinary verb.

3. Adjective

Adjective is a descriptive word whose main syntactic function is to modify a noun or pronoun by providing additional information about its qualities, quantity, or identity. Thomson and Martinet (1986) classified adjectives into six types: demonstrative, distributive, quantitative, interrogative, possessive, and quality.

a. Demonstrative Adjective

Demonstrative adjectives are words like this, that, these, and those that are placed before a noun to indicate which specific person or thing is meant. They denote distance (near vs. far) and number (singular vs. plural).

b. Distributive Adjective

Distributive adjectives are used to refer to individuals within a group, rather than treating the group as a whole. They single out each person or thing separately. Common examples include each, every, either, neither, any, one, and both.

c. Quantitative Adjective

Quantitative adjectives are adjectives that describe how much or how many of something there is. Examples include some, any, much, many, few, etc. They help indicate quantity, whether of countable nouns (e.g. many books) or uncountable nouns (e.g. much water).

d. Interrogative Adjective

Interrogative adjectives are words (such as what, which, whose) that modify nouns in order to ask a question about them. They always appear before the noun they describe.

e. Possessive Adjective

Possessive adjectives are words placed before a noun to indicate that something belongs to or is associated with someone or something. Common examples include my, your, his, her, its, our, their, and whose.

f. Quality Adjective

Quality adjectives (also called descriptive adjectives) are words that describe the kind, nature, or character of a noun. They give extra information about features like size, shape, color, texture, condition, personality, or appearance. For example: heavy, small, tiny, elegant, vivid.

g. Adverb

An adverb is a word that modifies verbs, adjectives, other adverbs, clauses, or even whole sentences. It adds information about how, when, where, why, or to what extent something happens. According to Thomson and Martinet (1986), there are eight kinds of adverbs: manner; place; time; frequency; sentence; degree; interrogative; and relative. Below are examples for each kind:

- a. Manner: quickly, happily, fast, neatly
- b. Place: here, there, near, by
- c. Time: now, soon, still, then
- d. Frequency: always, never, often, once
- e. Sentence: certainly, definitely, luckily, obviously
- f. Degree: very, too, quite
- g. Interrogative: when, where, why, how
- h. Relative: whenever, whatever, whoever

2.4. Vocabulary Mastery

In order to understand the language, learners need to master vocabulary. According to Munawir et al. (2022), vocabulary mastery refers to a person's capability to process and utilize words effectively in a language, encompassing both comprehension and application. Vocabulary mastery is a personal achievement. Munawir et al. (2022) also describe vocabulary mastery as an individual's exceptional ability to use words in a language, which is influenced by personal interests, needs, and motivation. Consequently, vocabulary mastery varies among individuals; one person may master a word, while another may not. In other words, the students without mastering vocabulary will get difficulties in learning any language skill.

2.5. The Concept of Animation Video

In general, animations are defined as the pictures that appear and can move. Video is a form of audiovisual media that combines moving images and sound to convey information, tell stories, or provide entertainment. Video is widely acknowledged as one of the most effective media for enhancing students' comprehension and academic performance. As stated by Harrison and Hummell (2010:20, as cited in Khalidiyah, 2015), animated video refers to the rapid presentation of a series of still images that generates the appearance of movement. Another definition stated by Dzebeq and Gunawan (2015) who describe the animated video as a lively, colorful medium that presents a sequence of moving images to tell a coherent story. In addition, animation video creates motion by rapidly displaying a series of slightly different frames in sequence over a set time period, producing the illusion of smooth movement, while sound elements accompany and enhance the visuals (Fitri and M'rifah, 2022). In conclusion based on the definitions above, animation video is a kind of audio-visual video containing drawings or art that explains certain stories.

2.6. Teaching Vocabulary Through Animation Video

Effective teaching was an influential factor in the learning process, including the successful teaching of vocabulary. So, the teacher must be inventive to choose the suitable media to deliver the material. According to Akhtar (2016), the utilization of animated videos in English language learning has resulted more vibrant and interactive educational environments, while also providing substantial support for students' vocabulary learning processes. Teachers use video because it provides rich features such as text, images, and sounds that engage the students and help the teachers in teaching and learning process. The implementation of media such as animated videos can positively impact vocabulary improvement and make it easier for students to understand the lessons.

In conclusion, animation video can be implemented in teaching vocabulary. After finding the appropriate video to use, the teacher should consider vocabulary teaching activities that are compatible with the selected video and animated videos can spark students' interest in vocabulary learning.

2.7. Procedure of Teaching Vocabulary Through Animation Video

To enhance students' vocabulary achievement, the researcher employed animated videos as an instructional media. The aim was to facilitate easier and more effective vocabulary acquisition for the students. The following were the steps of learning vocabulary through animation video.

a. Pre-activity

1. The students were asked about their condition.
2. The students were asked about the material that had been discussed previously as a reinforcement to the material that had been taught.
3. A pre-test was conducted to obtain baseline data before the teaching and learning began.

b. Whilst-activity

1. The teacher asked the students to watch the video.
2. The students were asked about the content of the video by the teacher.
3. The teacher asked the students to give attention for the vocabulary from the video.
4. The students were asked to find and write down the vocabulary that they unfamiliar with.
5. The students were given exercises.
6. The students discussed the exercises together with the teacher.

c. Post-activity

1. The students were asked about the material or topic that had been studied that day by the teacher.
2. The students were asked to ask questions if there were things they did not clearly understand or wanted to know.
3. The teacher evaluated the students' performance and asked them to review the new vocabulary they had acquired by mentioning its meaning, word class, and its use in a sentence with proper pronunciation.
4. The students are reminded to keep practicing with English vocabulary by the teacher.

2.8. Advantages and Disadvantages of Using Animation Video

2.8.1. Advantages

Animation videos can spark the students' interest and make the ideas clearer. They also help students build and picture experiences based on what they see in the video. Animation videos provide visual scenes to use as learning targets and make the classroom experience more diverse.

1. To motivate and attract the students

According to the research conducted by Hikmah (2021), learning vocabulary through animated videos had a positive effect on students' vocabulary mastery. They showed good responses, such as appearing happy, relaxed, and not feeling bored or sleepy. It also increased students' motivation and engagement during learning activities and assignments.

2. To provide new knowledge to students

According to the research conducted by Fitri and M'rifah (2022), by watching animated videos, students developed better understanding of facial expressions, gestures, body postures, and environmental cues. Videos are well known for effectively conveying information and making the acquisition of English language skills more enjoyable.

3. To provide knowledge about the pronunciation of words

Students can immediately grasp the meaning of new vocabulary from videos because they provide visual images of the words. Not only do they see what the vocabulary means, but they also learn spelling and pronunciation. The video shows the name of the object and plays its sound so students can imitate it (Andrean, 2019).

4. To make the learning process more convenient

Audio-visual media make it easier for teachers to teach and help students understand the material more clearly (Munir, 2016).

2.8.2. Disadvantages

1. To conduct the learning activity using animation video requires adequate equipment, such as LCD and laptop.

2. Animated videos are not always suitable for every teaching goal or learning objective.

2.9. Theoretical Assumption

2.9.1. Perception

According to Alizamar et al. (2016), perception involves the process of organizing, recognizing, and interpreting sensory information to form an understanding of the environment. It encompasses the human ability to distinguish, categorize, focus attention on specific stimuli, and assign meaning to them.

According to Sarwono et al. (2012), this process begins when a person encounters a stimulus from their surroundings. These stimuli are detected by sensory organs. The sensory receptors then convert these stimuli into neural signals that are transmitted to the brain. Once in the brain, these signals are processed and interpreted, leading to the formation of a perception or understanding of the stimulus. Perception is the process by which individuals interpret and make sense of the stimuli they receive from their environment.

Piaget (1950) stated with the biological concept of adaptation, which is seen as the interplay of two processes, which he calls "assimilation" and "accommodation". When student applies some of his own ideas to an environmental object based on prior experiences with a comparable object. When student receives accommodation, additional activities are added to their repertoire to meet environmental demands. Perception is built through experience and learning. It applies on education, developmental studies and cognitive psychology.

2.9.2. Vocabulary

Hatch and Brown (1995) define vocabulary as a list or set of words in a particular language or the set of words individual speakers might use. Drawing from the aforementioned theory, the researcher assumes that possessing a strong vocabulary is essential for effective communication in English. Therefore, teachers should equip the interactive and engaging vocabulary teaching techniques to enhance students' vocabulary achievement and actively involve them in the learning process. Research has shown that incorporating interactive methods not only improves vocabulary acquisition but also increases student engagement and

motivation. In teaching vocabulary, there is a medium that can be used by teacher to reach the objective of teaching vocabulary which is video. One effective medium for enhancing vocabulary skill is animated videos. According to Dzebeq and Gunawan (2020), animated videos are effective tools for improving students' vocabulary achievement because they engage both visual and auditory senses. This dual engagement helps students better understand and remember new words. Their study with tenth-grade students showed that using animated videos led to significant improvements in vocabulary achievement, demonstrating the effectiveness of this approach in language learning. Using animation videos makes it easier for students to absorb information, and it increases their interest and activeness in the teaching-learning process. With this media, teachers can help students learn vocabulary meaningfully, and students feel enjoyment and pleasure while learning English vocabulary. Based on the research, using animation videos facilitates students' comprehension and memorization of new words. It's concluded that implementing animation videos can significantly improve students' vocabulary achievement.

2.10. Hypotheses

Regarding the theories and theoretical assumption above, the researcher formulates the hypotheses as follows:

H0 : There is no significant difference on students' vocabulary achievement after they followed the teaching and learning by implementing animation videos.

H1 : There is a significant difference on students' vocabulary achievement after they followed the teaching and learning by implementing animation videos.

III. METHODOLOGY

This chapter discusses the research method, research design, population and sample, research instrument, try out of the instrument (validity, reliability, level of difficulty, and discrimination of power), data collecting technique, data analysis, and hypothesis testing.

3.1. Research Design

This research was the onegroup pre test - post test design of this quantitative, quasi-experimental study. Its goal to ascertain whether or not using animated movies to teach vocabulary may increase student accomplishment. To answer the first research question, the study applied a one-group pre-test post-test design. The study used a pre-test and post-test design to determine whether students' vocabulary achievement significantly improved after using animated video as the teaching medium. First, the students were given a pre-test to measure their vocabulary knowledge before the treatment. After watching the animated video as the treatment, they took a post-test to see how much their vocabulary achievement had improved.

The formula can be seen as follows:

$$T1 \ X \ T2$$

Note:

T1: pretest for students' vocabulary achievement before treatment

T2: Post test for students' vocabulary achievement after treatment

X: Teaching vocabulary through animation video.

(Setiyadi, 2018: 113)

To answer the second research question, the researcher conducted the interview. It investigated the students' perceptions in the implementation of animation video as the teaching media.

3.2. Population and Sample

The population of this research was the tenth grade students of SMA Taruna Gajahmada Metro. The researcher used a purposive sampling to get the data. And the researcher used class X.1 which consist of 25 students as the sample of the research.

3.3. Research Instrument

A research instrument is a tool or technique employed to systematically collect, measure, and analyze data to a research study. In this study, the researcher employed two instruments: tests (a pre-test and a post-test) and interviews. The tests were used to measure students' vocabulary knowledge before and after the treatment. The interviews were conducted to obtain more detailed information about students' experiences and perceptions related to the learning process. The test itself had the multiple-choice tests. Before giving the pre-test and applying the method, the researcher conducted a try-out test to ensure the test items were valid and reliable.

Level of Difficulty represents the proportion of participants who answered correctly. According to the established criteria, the difficulty levels are categorized into three groups:

- Easy, if the value falls between 0.70 and 1.00
- Average, if the value is between 0.30 and 0.69
- Difficult, if the value is below 0.30

After the analysis, the table revealed that the majority of the test items were categorized as Easy, with difficulty values ranging from 0.70 to 0.87. Certain items, specifically numbers 5, 6, 17, 22, and 41, fall into the Average category, with values approximately between 0.53 and 0.67. No items were found to be in

the Difficult category. This suggests that, overall, the try-out questions were generally accessible and not challenging for the participants.

In the assessment of test item effectiveness, the "Discrimination Power" were used to measure the degree to which individual items can differentiate between students of high and low ability. The classification criteria are defined as follows:

- Good: ≥ 0.40
- Satisfactory: 0.20 to 0.39
- Poor: < 0.20

The analysis results indicate that the majority of the test items possess Satisfactory discrimination power, signifying that these items are adequately capable of distinguishing between high-ability and low-ability students. Notably, specific items, namely numbers 6, 23, 30, 31, 33, and 42 exhibit Good discrimination power, while others, including numbers 11, 13, 17, 22, 26, 27, 36, and 46, are categorized as Poor.

In the context of test item evaluation, the tests would be determined whether it is retained (Used) or eliminated (Dropped), based on a combined analysis of the item's difficulty level and discrimination power. Approximately 80% of the test items are designated as Used, indicating that these items satisfy the requisite criteria for both difficulty and discrimination, rendering them suitable for continued application in assessments. In contrast, certain items, specifically numbers 11, 13, 17, 22, 26, 27, 36, and 46, have been classified as Dropped due to their low discrimination power (categorized as Poor), even though some of these items are still considered easy.

3.4. Validity and Reliability

3.4.1. Validity

The test was considered valid because the scores from the try-out and the pre-test were balanced, showing consistency. The test appropriately measured what it was intended to measure and met accepted standards (Hatch & Farhady, 1982).

According to Hatch and Farhady (1982), there are two main types of validity: content validity and construct validity.

The content validity of the test was aligned with the basic competencies in the syllabus for tenth-grade students at SMA Taruna Gajahmada Metro. It also matched the lesson plan, which focused on analyzing the social function, structure, and content of texts about people and historical events. Hatch and Farhady (1982) stated that content validity is about whether a test sufficiently covers and represents the material to be measured. The emphasis is on how well the sample of items matches the content domain, not just on the test's appearance.

Table 3.1 Table of Specification of Content Validity

No	Content Word	Item	Percentage
1.	Verb	1, 2, 3, 7, 8, 9, 10, 12, 13, 22, 30	27,5%
2.	Noun	4, 5, 15, 20, 21, 23, 24, 25, 28, 32	25%
3.	Adjective	6, 11, 19, 26, 33, 35, 36, 37, 38, 39	25%
4.	Adverb	14,16,17,18,27,29,31,34, 40	22,5%
Total		40	100%

Brown (2004) defines construct validity as the degree to which a test accurately assesses the theoretical construct or trait it is designed to measure. This implies that construct validity indicates how effectively a test captures the intended theoretical concept. According to Gay, Mills, and Airasian (2012), this validity can be determined via logical reasoning and expert evaluation, where specialists review the relevance of individual test items to the targeted construct. Hughes (2003) further notes that for evaluating language skills, such as vocabulary, grammar, or speaking, each test item must align with the theoretical dimensions of the skill—for instance, incorporating form, meaning, and usage in a vocabulary assessment.

Table 3.2 Construct Validity Judgement Approach

Indicator of vocabulary (Nation, 2001)	Description	Item Number	Expert Judgment	Remarks
Meaning	The ability to understand the meaning of words, including synonym and definition.	1-40	High Relevant	Item focus on finding meanin or synonym relationship.

3.4.2. Reliability

Reliability refers to the degree of consistency and dependability of a measurement tool or instrument. Hatch and Farhadi (1982:244) define reliability as the degree to which a test consistently produces stable results, reflecting the accuracy and dependability of the test scores.

Shohamy (1985:70) explains that reliability refers to the extent to which a test consistently produces stable and accurate scores. Students' observed test score is composed of a true score and an error score. Reliability helps researchers estimate the error component of the scores, as different types of tests may have varying sources of error, leading to different reliability levels. To assess the reliability of the instrument, the researcher employed the Split-Half Method, a statistical technique that involves dividing the test into two equivalent halves, administering it to the same group, and then correlating the scores from each half to evaluate internal consistency.

$$r_1 = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

Notes:

r_1 : reliability coefficient between odd and even group

x^2 : total score of odd number items

y^2 : total score of even number items
 xy : total score of odd and even number item

After the split half-test reliability has been determined, the researcher used Spearman-Brown Formula (Hatch and Farhady, 1982: 286) to find out the reliability of the entire test.

$$r_K = \frac{2r_1}{1 + r_1}$$

Notes:

r_k : the reliability of the entire test
 r_1 : reliability coefficient between odd and even group.

and the criteria of the reliability as follow:

0.90 - 1.00 = high

0.50 - 0.89 = moderate

0.0 – 0.49 = low

The result of reliability by using Spearman - Brown Formula has shown that it was suitable with the high criteria. The score was 0.90 – 1.00. It was showed by the table below:

Table 3.3 Reliability Statistics

Cronbach's Alpha	Part 1	Value	.863
		N of Items	25 ^a
	Part 2	Value	.775
		N of Items	25 ^b
	Total N of Items		50
Correlation Between Forms			.831
Spearman-Brown Coefficient	Equal Length		.908
	Unequal Length		.908
Guttman Split-Half Coefficient			.890

As illustrated on the table above, it can be seen that the number of valid data analyzed was 25 respondents (100%), with no data excluded from the analysis. The Reliability statistics section shows that the Cronbach's Alpha coefficient is

0.863. This value falls into the category of very high reliability (≥ 0.80), indicating that the try-out test instrument has excellent internal consistency. Additionally, the Spearman-Brown Coefficient for both Equal Length and Unequal Length is 0.908, and the Guttman Split-Half Coefficient is 0.890. These results further confirm that the instrument is highly reliable. It can be concluded that the try-out test instrument has very good reliability and is appropriate for use in this research.

3.4.3 Item Analysis

The table presents the results of an item analysis for a test consisting of 50 items. This analysis is a crucial step in establishing the technical quality of the test, particularly in determining Level of Difficulty and Discrimination Power.

(1) Level of Difficulty

The Level of Difficulty is calculated as :

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

Notes:

U : Number of Correct Answer for Upper Group
 L : Number of Correct Answer for Lower Group
 N : Number of Students

The resulting values were classified into three levels:

Easy: Items with a high proportion of correct answers.

Average: Items with a moderate proportion of correct answers.

Difficult: Items with a low proportion of correct answers (though no items were explicitly classified as “Difficult” in the provided column).

Table 3.4 Level of Difficulty

Difficulty Level	Count (Approx.)	Observation
Easy	35 items	The majority of the items fell into the 'Easy' category, suggesting the test may have been relatively straightforward for the students analyzed. The values for these items are generally high.
Average	15 items	A significant number of items were classified as 'Average' (e.g., Items 6, 17, 22). The values for these items tend to be lower than the 'Easy' items

(2) Discrimination Power

The Discrimination Power indicates how well an item differentiates between high-achieving (Upper) and low-achieving (Lower) students. The criteria for judgment generally suggest:

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

Notes:

U : Number of Correct Answer for Upper Group
 L : Number of Correct Answer for Lower Group
 $\frac{1}{2}N$: Half Number of Students

Table 3.5 Discrimination Index

Discrimination (D) Value	Classification	Count (Approx)
≥ 0.30	Good	16 items
$0.15 \leq D < 0.30$	Satisfactory	24 items
< 0.15	Poor/Drop	10 items

Good & Satisfactory Items: A total of 40 items were deemed to have adequate discrimination, being classified as either Satisfactory (e.g., Item 1, $D=0.23$) or Good (e.g., Item 4, $D=0.3$). These items are effective in distinguishing students based on their mastery.

Poor Items (Need Revision/Dropping): 10 items showed poor discrimination ($D < 0.15$), such as Item 6 ($D=0.13$) and Item 16 ($D=0.13$). An item with a negative discrimination index (like Item 16) is a significant flaw, as it means low-achieving students answered it correctly more often than high-achieving students.

Based on the criteria, the final decision for each item was made:

Used: 40 items were considered suitable for the final test based on their Satisfactory or Good discrimination index.

Dropped: 10 items were marked to be dropped or revised due to their Poor discrimination index (e.g., Items 6, 12, 16, 20, 26, 31, 35, 37, 39, 44, 47, 49).

In summary, out of 50 initial items, only 40 items met the psychometric standards for discrimination and were retained for the final version of the test, while 10 items were flagged for revision or removal.

3.5. Data Collecting Technique

In this research, the researcher applied both quantitative and qualitative data. The quantitative data were utilized to assess the extent of improvement in students' vocabulary achievement through the use of animation videos. The quantitative data were gathered through vocabulary tests to assess students' vocabulary achievement. Meanwhile, the qualitative data were gathered through interview to explore students' perceptions of using animated videos as a teaching media. A further explanation about the techniques was provided below.

3.5.1. Pre-test

Before the treatment, a pre-test was conducted to assess the students' basic vocabulary knowledge. This pre-test involved multiple-choice questions to gauge their initial understanding before using animation videos as a teaching media. The

test consisted of 36 multiple-choice questions, each offering five possible answers (A, B, C, D or E), designed to assess the students' basic vocabulary knowledge. The items consisted of 11 items of verb (1, 2, 3, 7, 8, 9, 10, 12, 13, 22, 30) items of 8 noun (4, 5, 20, 21, 25, 28, 32, 36), 9 items of adjective (6, 11, 15, 19, 23, 24, 26, 33, 35), and 8 items of adverb (14,16,17,18,27,29,31,34). The pre-test was allocated a duration of 60 minutes to ensure adequate time for participants to complete the assessment.

3.5.2. Post-test

After the treatment, a post-test was administered to evaluate the students' vocabulary achievement following instruction with animated videos. The post-test aimed to identify any significant improvements in vocabulary achievement. Similar to the pre-test, the post-test comprised multiple-choice questions to assess the students' understanding. There were 36 items qualified in the form of multiple choice which contained five options (A, B, C, D or E). The items consisted of 11 items of verb (1, 2, 3, 7, 8, 9, 10, 12, 13, 22,30) items of 8 noun (4, 5, 20, 21, 25, 28, 32, 36), 9 items of adjective (6, 11, 15, 19, 23, 24, 26, 33, 35), and 8 items of adverb (14, 16, 17, 18, 27, 29, 31, 34). The allocation of the time for post-test was 60 minutes.

3.5.3. Interview

In data collection technique, the researcher used interview to help getting the information to answer the second research questions. The question regarding students' perceptions after they followed the teaching and learning by implementing animation videos was answered through interviews. The students responded to the questions orally.

3.6. Data Analysis

To analyze the student's score, the researcher used total of correct answer and possible score for each question.

$$NC \times 2.7$$

Notes:

NC: Number of correct answer

The issue description stated that the data for this study were required to compare senior high school students' vocabulary achievement before and after they watched the animated film. The researcher had to determine the mean and average of each student's score in order to analyze the data. To analyze the data, the researcher calculated the average and determined the mean of the students' scores. The following formulas were applied in calculating the mean and percentage:

$$X = \sum X_n / N$$

Notes:

X: Mean

X_n: Data value

N: The number of samples

(Purwanto, 2009)

By calculating the mean scores, the researcher was able to assess the overall improvement in students' vocabulary achievement following the implementation of animated videos as the learning media.

3.7. Hypothesis Testing

The hypothesis testing successfully demonstrated how students could identify the word class and use the word correctly in a sentence. The results of the test indicated a significant improvement in students' vocabulary achievement after the implementation of animation videos in the teaching and learning process. The researcher used a paired sample t-test to measure the improvement in students' vocabulary achievement.

V. CONCLUSIONS, SUGGESTIONS, AND RECOMMENDATION

This chapter presents the conclusions drawn from the research findings, the suggestions, and offers recommendations for English teachers and future researchers interested in utilizing animation videos in teaching vocabulary.

5.1. Conclusions

The objectives of this research are twofold: first, to determine whether the use of animated videos significantly enhances students' vocabulary achievement; and second, to explore students' perceptions of learning vocabulary through animated videos. Based on the findings and discussion, the following conclusions can be drawn:

1. The result shows that there is a significant improvement in students' vocabulary achievement after the students were taught by using animation video. It could be seen from the t-value (22.129) at the significant level which is lower than alpha ($0.000 < 0.05$). The use of animation video is effective in teaching vocabulary.
2. The students' perceptions toward the implementation of animation video in learning vocabulary is positive. Out of 9 students' representative, 6 of them have positive perceptions in each question.

5.2. Suggestions

In light of the research findings, the researcher offers the following recommendations:

5.2.1. Suggestions for the English teacher

1. The English teacher can select animation video in teaching vocabulary as the alternative ways in teaching because using animation video can motivate the students to achievement vocabulary. It has been proved by the

technique that the researcher used in this research.

2. The English teacher should be more active and creative in applying teaching and learning activities especially in learning new vocabulary.
3. The English teacher should effectively manage instructional time when integrating animation videos in vocabulary learning to maximize student engagement and learning outcomes. In addition, the teacher must select videos that feature simple vocabulary and clear themes to capture students' attention and enhance the learning process.

5.2.2. Suggestions for the students

Active participation is crucial in the teaching and learning process, and students should recognize that expanding their vocabulary involves more than merely acquiring new words. It encompasses understanding the meanings of words and applying them effectively in sentences and conversations.

5.2.3. Suggestions for the future researchers

1. This research conducted at SMA Taruna Gajahmada in Metro. The subject of the research is the tenth grade of Senior high school. Therefore, the further research can try to find out the use of animation video at different levels of students.
2. Vocabulary in teaching material is difficult to equal to the vocabulary that will be tested. Therefore, the further research can try to equal vocabulary, both in vocabulary teaching material and vocabulary test.
3. Another purpose of this research is to discover the students' perceptions toward learning vocabulary through animation video. Hence, further researchers can try to discover the responses, the motivations, and the challenges of the students.
4. Future researchers should develop vocabulary tests that integrate Higher-Order Thinking Skills (HOTS)—such as requiring students to analyze, evaluate, or create using target words within rich contexts—to produce assessments that are both more challenging and more aligned with the material.

5.3. Recommendation

Using animation videos in the classroom can be a great way to help high school students learn new vocabulary. Animated videos can enhance the learning experience by making it more engaging and enjoyable, which can lead to improved understanding and retention of new vocabulary. Teachers can utilize animated videos to present vocabulary lessons in a more interactive and visually engaging manner, which is particularly advantageous for students who are visual learners. Given its many strengths, the researcher recommends the English teacher and the future researcher to use animation videos as a media in classroom to support the learning process and optimize outcomes. By using animation video the students can improve significantly in students' vocabulary achievement.

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