

IMPROVING STUDENTS' VOCABULARY MASTERY USING ANIMATION VIDEO

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ABSTRAK

Penguasaan kosakata harus menjadi prioritas pertama dalam pengajaran dan pembelajaran bahasa Inggris. Tanpa menguasai kosakata, peserta didik akan kesulitan menguasai keterampilan bahasa. Hal ini karena kosa kata adalah pusat terpenting dalam mengajar dan belajar bahasa. penting bagi guru untuk memilih media yang tepat untuk mengajarkan kosa kata di kelas. Video animasi dianggap sebagai media pengajaran yang tepat dan membantu siswa untuk penguasaan kosakata dan memotivasi hasrat siswa untuk belajar bahasa Inggris. Media dapat membantu siswa 'tertarik pada materi dan memotivasi siswa' dalam proses belajar mengajar yang lebih efektif. Tujuan dari penelitian ini untuk peningkatan penggunaan video animasi dalam meningkatkan penguasaan kosakata siswa. Penelitian ini adalah penelitian kualitatif. Metode yang digunakan adalah observasi dan wawancara sebagai instrumen dalam mengumpulkan data. Hasil menggunakan video animasi pembelajaran kosakata sesuai dengan prosedur dalam proses pembelajaran. Video animasi adalah media yang efektif untuk mengajarkan penguasaan kosakata. Dengan menggunakan video animasi, respons siswa yang sangat positif terhadap media ini dan membuat siswa menjadi lebih termotivasi, tertarik, dan lebih aktif dalam belajar bahasa Inggris.

Kata kunci: *Penguasaan Kosakata, Video Animasi.*

ABSTRACT

Vocabulary mastery should be the priority in teaching and learning English. Without mastering the vocabulary, learners will find it difficult to master language skills. It is because vocabulary is the most important center in teaching and learning a language. the teacher needs to choose appropriate media that teaches vocabulary in class. The animation video is regarded as the appropriate teaching media and help the students to vocabulary mastery and motivates students' passion for learning English. The media could help students' interest in the material and motivated te students' in the teaching-learning process more effectively. The purpose of this research to the improvement of using animation videos in improving students' vocabulary mastery. This research was qualitative. The method used is observation and interviews as the instruments in collecting data. The result of using an animation video of vocabulary learning by the procedure in process learning. The animation video is an effective medium to teach vocabulary mastery. By using animation video, the students' very positive response to this media and made students' getting more motivated, interested, and more active in learning English.

Keywords : *Vocabulary Mastery, Animation Video.*

INTRODUCTION

Vocabulary is the most important thing in learning English otherwise not possible to be able to speak the language right away. Vocabulary is one of the basic components that must be mastered by learners. Learners can't speak their English well if their vocabulary is very bad. Therefore, vocabulary mastery should be the priority in teaching and learning English. Without mastering the vocabulary, learners will find it difficult to master language skills. Vocabulary is an essential component in second/foreign language learning because it

is needed for expressing meaning and conveying thoughts through both receptive and productive skills (Mehring, 2005, Carpenter & Olson, 2011).

Harmer (2007) states that teachers should see technology as tools to help them in whatever techniques and approaches they have chosen to use. It can be said that there is one way to make teaching vocabulary interesting and can enhance their vocabulary that is by using technology such as audiovisual media or videos. Therefore, the researcher considers video as an interesting technology tool that can be used to promote

the students' vocabulary mastery and interest in learning English.

Animation videos are considered as interesting teaching media. Animations usually contain a simple funny story and a very Animation video is a great choice to deliver any material, including vocabulary. inspiring, therefore, applying them to methodological purpose will bring a cheerful atmosphere into the class. Motivation is also important for students. It contributes to building students' confidence in doing class activities. All of the important things above have strong ways to improve students' skills.

With the problems that occur above, the researcher will provide solutions in teaching students primarily to improve vocabulary mastery, so that learners can speak well. The solution is to teach learners by using animation video. Because the use of animation video will help learners to compose words and provide opportunities for students to practice repeatedly so that students can remember the vocabulary, compose the sentence, and speak well. The video is also will make learning more effective than ever and will also make learners feel happy learning to use video.

Based on the background above, the writer would conduct a study to improve the vocabulary mastery of the students using video. The researcher will conduct research studies entitled "IMPROVING STUDENTS' VOCABULARY MASTERY USING ANIMATION VIDEO". It is believed can increase the vocabulary of the child.

METHOD

This study uses descriptive qualitative method, The research was conducted to find out how was student positive engagement during the implementation of video in teaching vocabulary. Based on Kriyantono in Atika, A., & Rusli, T. I. (2016) Qualitative approaches are used to explain the phenomenon in depth through the collection of data as deeply as possible. Analysis of qualitative applied to the analysis of the implementation of animation video in teaching vocabulary to the young learner. This analysis is conducted through analyzing the level success of implementation animation video in the teaching and learning process.

As Creswell (2007) stated that the natural setting in collecting data is one of the characteristic of qualitative approach. Beside human as data collector and analyzing the

data inductively is natural environment as direct source of data. Selecting the precise place is important because it will influence the result of the research. So, the researcher selects SMP Trisukses. The reason I choose SMP Trisukses because it is accessible and the class uses the 2013 curriculum. as a setting of her research. Teacher use technology in teaching learning. In this case, the English teacher provided student vocabulary using Animation video.

This research was conducted at junior high school in Bogor. Focused on the use of animation video in teaching English vocabulary. The participant in this study were student seventh grade of junior high school.

To gain the data of this research, the researcher used three kinds of instruments. In this study, the writer used observation and interview.

RESULT AND DISCUSSION

Findings

This chapter discusses how the research gets the data. This study used two instruments, observation, and interview for analyzing the data. The observation explained how animation video was implemented to student vocabulary mastery, the interview used to know how the impact vocabulary mastery for students'.

The Implementation of Using Animation Video in Learning Students; Vocabulary Mastery

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Meeting 1

In the first meeting, before studying the teacher greets the students. Then, the teacher checked the students' attendant list by calling their names. After some minutes, the teacher explained the material and media that the students would be going to learn and use during the teaching-learning process. And then the teacher also showed the video to students about the things and animals for students using animation video. In this section researcher presented, animation

video as media in students' vocabulary mastery.

The animation video is not something new for students because teachers rarely use the media in the learning process, so for students, it is very fun learning English using video. In these stages, the researcher introduced animation video as media that can be used for students in memorizing vocabulary and finding new words. students are also very interested in the use of animation videos in the classroom in the process of learning English.

Meeting 2

The teacher-reviewed the last meeting in the classroom about the things and animals. The second meeting was the same in the first meeting, but this meeting the teacher showed the animation video about public building, the teacher was showing some picture public building through an animation video. And then, the researcher gave some minutes to remember some vocabulary base on the animation video. After some minutes, the researcher asked questions the students one by one about the vocabulary using animation video in learning. the researcher found out that the difficulties mostly faced by students were difficulty in pronunciation.

Meeting 3

For the last meeting, The teacher reviewed the first and second meetings, The teacher gave the students opportunities to ask something unclear in vocabulary pronunciation during the using animation video-based learning. In this last meeting, the researcher divided students into four groups which consist of four or five students. And then the teacher gave a blank paper which students had filled the table. The researcher asks students in groups to discuss making an image in English on paper related to the video.

The Impact of students' vocabulary mastery after Using Animation Video in learning

The findings showed that there were several impacts on students' vocabulary mastery using animation video. The research findings showed that the implementation of the animation video had given a positive effect on the students' in the learning process. students are very interested in learning by use animation videos because in addition to seeing moving images students can also

listen to the sound. From the results of the study, it can be concluded that vocabulary learning with using animation video influence good results in learning.

The data from the interview showed that the students interesting and fun in the learning process.

"Respondent 1: Yes, learning vocabulary using animation video is interesting because it makes students feel happy."

"Respondent 2: yes, learning using animation video can improve vocabulary mastery because many new words are easy to remember"

Both of the Participants said that using animation videos as media in the learning process was interesting and can improve student vocabulary mastery.

The objective of this study was to know if there was an improvement of using animation video as media in teaching vocabulary, From the results of the study, it can be concluded that vocabulary learning using animation video influence good results in learning for students. Data taken from observations and interviews also prove that the use of animation video helps students to improve the process of learning vocabulary mastery. Besides, using animation video had impacts on the students in motivating to learn vocabulary in English. Observations were used to find out how the implementation of learning vocabulary using animation video. In using animation videos to improve the new vocabulary the teacher shows a video to students. and after that, the teacher provides exercises for students to easily remember new vocabulary in the learning process. Based on the result of the data which was taken from the observation sheet and the interview report, it was found that the class ran effectively.

The students paid attention to the teacher during the teaching-learning process. They were also the spirit in learning English vocabulary and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the students' activities during the teaching-learning process. It indicated that the application of animation videos could motivate the students to become more enthusiastic in learning English vocabulary. This research had proved that animation

video was effective to be used in teaching English vocabulary learning.

DISCUSSIONS

Based on the research findings above, The research was conducted to find out the students' achievement vocabulary by using animation video. From the data analysis, the objective of this study was to know if there was an effect of using audiovisual cartoon film as media in teaching vocabulary to the vocabulary mastery. the animation video is one of the media that can improve students' vocabulary ability in learning English. Learning vocabulary with animation video also helped the students memorize the words by watching. Vivid animation and sound effects contained in the video could help them to recall the vocabularies they had learned. Based on the statements above can be stated using animation video gives an effect on the students' vocabulary at the seventh graders of SMP Trisukses. The students could remember and increase vocabulary in daily activity. Besides, an animation video is an interesting technique for the students because it is completely a rare technique for the students of SMP Trisukses. It was shown from the students' response that they were very enthusiastic when they were taught by using animation video. The research result from interviewed said learning vocabulary with animation video was very interesting and not bored, Wilson (2000) who suggests that images contextualized in the video can help to reinforce language learning, provide learner can see immediate meaning in terms of vocabulary recognition.

CONCLUSION

Implementation of animation video in teaching vocabulary is accordance to the procedure in process learning. This study had implemented three meeting of using animation video. Teaching vocabulary through animation video as media of instruction is appropriate and effective to be

used in improving students' vocabulary mastery. The result showed that animation video in teaching learning of vocabulary was more interested and effective. Animation video did not only help the students in learning English vocabulary, but also help teacher creating an interesting technique in process learning more effective. Students responses was positive impact to the use of animation video in learning vocabulary mastery. And also it is by showed very positive responses of the students' towards this media. They looked enthusiasm relax and did not feel bored or sleepy and made the students' motivated and interested during the lesson in class. It could be seen from the students' enthusiastic in their learning process by using animation video and doing individual and group assignment. With learning vocabulary of using animation video has a good impact in English learning.

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