IMPROVING STUDENTS’ VOCABULARY MASTERY BY USING ANIMATED VIDEO

AN ARTICLE

BY:
CHANDRA ANDREAN
F1022141062

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
TANJUNGPURA UNIVERSITY
2019
IMPROVING STUDENTS’ VOCABULARY MASTERY BY USING ANIMATED VIDEO

AN ARTICLE

CHANDRA ANDREAN
F1022141062

Approved by:

Supervisor 1
Dr. Sofian, M.Sc
NIP. 195510161980031004

Supervisor 2
Dr. Yanti Sri Rezeki, M. Ed. WALS
NIP. 197706192002122009

Legalized by:

The Dean of Teacher Training and Education Faculty
Dr. J. Martono, M.Pd.
NIP. 196803161994031014

The Head of Language and Arts Education Program
Drs. Nanang Heryana, M.Pd
NIP. 196107051988101001
IMPROVING STUDENTS’ VOCABULARY MASTERY BY USING ANIMATED VIDEO

Chandra Andrean, Sofian, Yanti Sri Rezeki
English Education Study Program FKIP Untan Pontianak
Email: chandraandrean7@gmail.com

Abstract
The research was conducted in order to solve the students’ problem in mastering vocabulary. The form of the research is classroom action research, in which the subjects are seventh-grade students of SMP Negeri 13 Pontianak in Academic Year 2018/2019. The subject of this research were 25 students in VII J. The data were collected using field note, interview, and test. The result of data analysis showed the improvement of students’ vocabulary mastery. By using animated video in teaching and learning process, the students’ mean score improved from 64,4 to 80,4 in the last cycle. The video made the students enjoy the learning process. Two elements provided in the video, visual and sound, made students easier in recognizing the vocabulary. The students’ knowledge in vocabulary also improved from cycle to cycle. It also helped students in answering the test. It can be concluded that the students’ vocabulary mastery by using animated video was improved. In other words, the video helped students in memorizing the words and improved their vocabulary.

Keywords: Animated Video, Improving, Vocabulary.

INTRODUCTION
As an international language, English is widely used by people around the world to communicate with each other. The use of English in communication is not only for the daily basis but also the major of science and technology. In the era of globalization, English plays an important role, such as many sources now are written in English. As known that English has four main skills, those are listening, writing, reading, and speaking; those are very important in English. Despite those skills, there is an aspect that related to the main skills, that is vocabulary. The skills are used to express ideas, but without a big number of vocabularies, the ideas will not come out. In the field of EFL students, vocabulary acquisition plays an important role because without a wide vocabulary, EFL students will be difficult in applying language either structural or functional of communication (Alqahtani, 2015).

Teaching vocabulary is very important for junior high school students. In Curriculum 2013, students are expected to be able to describe people and things around them. To describe the people and things around them, students need to know some vocabularies such as things, habit, action, the function of things that can be the characteristics of the object. The vocabularies in those circles must be taught by the teacher clearly because students do not have basic knowledge about it. At this level, students firstly face English because English is not taught at the elementary level. According to that condition, the teacher must have good preparation while teaching vocabulary; they must master the material and use current techniques that support their teaching (Alqahtani, 2015). Giving students an appropriate practice in learning will be beneficial in order to help the students. The teacher determines which vocabulary the students can easily produce and recognize. After all, vocabulary is important for students to master because of communication need.

Based on the result of the writer’s observation on the Seventh-grade students of SMP Negeri 13 Pontianak, in the teaching and learning process, not all of the students were
being active in the classroom. The condition seemed to be a common problem because students did not have a quite background about English before. While the teacher asked them about the things around them, the students cannot answer it well and look confused. They did not know the things’ name in English. The students also did not know how to spell or write the word properly. One more problem that mentioned by the teacher is the students have difficulty in pronouncing the word. That condition made the students did not pay attention to the teacher. Some students were busy with their own business. There were also students who disturb their friend. Furthermore, when the teacher gave the test, the students did not answer it all. They looked confused with the test and did not know how to answer it. Students could not recognize the meaning and do not know how to do the test. It influenced student performance in the classroom.

The students’ problem must be solved, one way to make it easier is using technology. Using technology in teaching and learning can bring some good effects for students and also for the teacher. It also makes some varying of the way how to learn (Duhaney, 2000). One of the attractive technologies is video. Research by Kaltura (2015) shows students are satisfied in learning through video. The research was conducted to all sector in educations; the respondents agreed that video has an impact on their education and becomes an important aspect of helping students learning. It means that video beneficially impacts students’ learning experience.

Furthermore, the use of video can guide students’ activity in an interesting way. Video provides information to eyes and ears and presents language in a lively way. Thus, it can increase students’ interest and motivation to learn. The most important point is, the video provides authentic material with the right writing and vocabulary for students.

Many types of research that have conducted on the study of video for a vocabulary or English learning. Kabooha and Elyas (2015) in their study entitled “The Impacts of Using Youtube Videos on Learning Vocabulary in Saudi EFL Classrooms” found that the video is an effective way for the teacher in teaching English, especially the vocabulary. The majority of the students in the study agreed that video helps them in video recognition and understanding. Students also believed that youtube video could be an alternative way of learning English and helped them to remember the target language. Further, students strongly agreed that youtube video provided an attractive and interesting learning environment and that motivate them to learn faster and better. In another research that was conducted by Mustikawati (2013) entitled “The Effectiveness of Using Video in Teaching Speaking for The Eighth Grade Students of SMP N 1 Manisrenggo” showed that video is an effective way in teaching speaking. The video gave a contribution to students’ speaking because it provides authentic or naturalistic material so that students can imitate the right example.

Based on the previous research above, the writer concluded that video could help the students in learning English. The video can provide authentic and natural material, it can be a good example to the students. In learning vocabulary, the students can directly imitate how the word written and spell. In this research, the focus is on vocabulary learning. The video is presented as the media for students to learn. The video specifically used in this video is an animated video. Animated video can make learning more enjoyable besides also contain some aspects mentioned above. Animated video also can attract the students to be more focus on the material. Furthermore, the video can help students in recognition and understanding the vocabulary.

Related to the problem that happened in the seventh-grade students of SMP Negeri 13 Pontianak, students’ vocabulary mastery must be improved because it is important to support their understanding and performance in learning English. As well as the explanation of advantages, the video can be an appropriate media to teach vocabulary. The writer is interested in conducting a Classroom Action Research (CAR) study in order to solve students’ problem in vocabulary mastery. In order to achieve the learning and teaching goals, the writer uses animated video as media to improve students’ vocabulary mastery.

Vocabulary can have broad definitions. Vocabulary is defined as a brain of acquisitioning a language (Moeller, et al., 2009). It means that vocabulary is something important while learning a language, especially a foreign language. An English Foreign Language (EFL)
student must learn vocabulary because it has a relation to the four main skills in English those are speaking, listening, reading, and writing. It can be concluded that vocabulary gets in touch with language role or grammar (Munir, 2016). Also, through vocabulary, learners can recognize the system of language. In other words, the students without mastering vocabulary will get difficulties in learning any language skill.

In learning vocabulary, learners need to practice the words in case of memorizing to have a deeper understanding in oral or written form. Harmer (as cited in Shejbalova, 2006) mentions some aspects in vocabulary that learner needs to know in order to have a better understanding: (1) meaning, the word’s context, (2) usage, the word’s knowledge of appropriateness, (3) word formation, word’s construction of letter, and (4) grammar, word ‘s used in term of rules. The aspects mean that vocabulary understanding has a deeper meaning rather than the only word. Based on the explanation above, the writer can conclude that vocabulary is one of the main aspects of language learning. In the case of applying vocabulary, learners must have a lot of practices and know some elements of vocabulary. Not only the learners, but the teacher also has to apply an appropriate method to stimulate the learners in learning vocabulary.

An animated film is one in which puppets or drawings appear to move. Harrison and Hummell (2010) define it as a quick display of a sequence of static images that create the illusion of motion. Meanwhile, Animation is more than wipes, fades, and zooms. The animation is an object moving across or into or out of the screen (Vaughan, 2010).

The use of animation in learning activities according to Vargo (2017) has some advantages such as a) Increasing students critical thinking because animation has multi-sensory aspects, they are: seeing, hearing, and talking, b) allows students to create real action or imagine of an event or process, c) animation can be a way to hook students to get involved in learning, and d) Useful to evaluate students’ knowledge or their analytical skills in the learning activities of certain matter.

Teacher plays an important role in the success or failure of any video used in the classroom. The teachers select the video that will be used, relates the video to students’ need, promotes active viewing, and integrates the movie with another area of the curriculum.

In using animated video in the classroom, Richards and Renandya (2002, p. 366) explain three stages of activity that the teacher should do:

1. Previewing activities. This is the preparing stage. The teacher will have a role to prepare students to watch the animated video by connecting students background knowledge to the material and stimulating students’ interest. In this stage, the students are told by the teacher that they will watch a video that contains the vocabulary in their surroundings.

2. Viewing activities. This is the main stage because it involves playing and replaying the animated video. The students are asked to focus on watching the video and take a note for the vocabulary. The students watch carefully in order not to miss the important visual clues.

3. Post-viewing activities. This is the last stage that asked the students to have some practices. The teacher will distribute the practice to know how students’ understanding.

After knowing how the procedure of teaching by using video, the writer also tries to figure out the advantages of teaching by using video. Wang (2014) explains some advantages while teaching using video, they are: (1) students can directly get involved in the lesson because the video shows background information of the material, (2) by using video, the teacher has a lot of choices of activities in the classroom, (3) students can learn directly through video because they see how language is used and hear differences of the word pronunciation. In using video in the classroom, a teacher must consider the content of the video. The selection must consider the material of the video, the difficulties of video, and the level of the video. It all must be considered based on the students’ condition.

RESEARCH METHODOLOGY

Based on the research purpose, the writer conducted the research by using Classroom Action Research. Classroom action research can be defined as the action research that is conducted in the classroom in which both student and teachers interact. Burns (2010, p. 2) argues that “AR involves taking a self-reflective, critical, and systematic approach to exploring your teaching contexts.” It means that the teacher becomes an investigator of her/his teaching, developing ideas and alternatives to solve the
problem in teaching. Further, Cohen, Manion, and Morrison (2007, p. 226) explain “Action research may be used in almost any setting where a problem involving people, tasks and procedures cries out for a solution, or where some change of feature results in a more desirable outcome.” It makes stronger that action research is aimed to find the solution to the problem in the classroom.

![Model of Action Research](image)

**Figure 1. The Model of Action Research**

There are some steps to doing action research. Burns (2010) defines four steps in action research:

1. **Planning**
   The phase involves identifying a problem and developing a plan of strategy to overcome the problem. In this phase, the writer and teacher identify a problem or issue and develop a plan of action to bring about improvements in a specific area of the research context. The plan can be revised until it is effective to solve the problem.

2. **Action**
   Action is a stage where the researcher applies the strategy that has been planned before. In other words, this stage is a step to activate the plan in real treatment. The teacher would be the classroom teacher in this research. The writer would observe the classroom and make some field notes.

3. **Observation**
   This phase involves the writer in observing systematically the effects of the action and documenting the context, actions, and opinions of those involved. The writer takes note and observes all the activities in the teaching-learning process by using field notes.

4. **Reflection**
   At this phase, the writer and teacher reflect on, evaluate, and describe the effects of the action in order to make sense of what has happened and to understand the issue they have explored more clearly. In this phase, the writer and the teacher share, analyze, and evaluate the information which is obtained from the classroom observation activities and the notes taken to get feedback on what have done. The writer and the teacher can have another cycle to improve the result or to stop.

This research was conducted at the Seventh-grade students of SMP Negeri 13 Pontianak. The class that was observed by the writer consists of 25 students. This research took place in this class because the class had a problem in learning especially problem in vocabulary.

An appropriate technique to collect data of research is important. In this research, the writer used observation, interview, and measurement technique. The observation was used to observe physical activity in the classroom through field notes. The result of the observation was discussed by the writer and the teacher. Then, the writer could plan the preparation for the next cycle. Then, the interview was conducted to the teacher after all cycles conducted. The last was the measurement technique. The measurement technique was done by conducting the test to know the students’ progress or students’ vocabulary achievement in every cycle.

1. **Fieldnotes**
   Fieldnotes is the note made by the writer when the teacher applies the technique to the students. The writer, as the collaborator, took notes and listed everything that happened while the research being conducted. The notes and lists include the obstacle that the teacher found in the learning process. The field note was used as recording progress in the classroom.

2. **Interview**
   According to Cohen, Manion, and Morrison (2007, p. 349), “The interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard.” It means that the interview will show data differently. The writer used the interview in the form of a semi-structured interview to teacher and students. The interview could find out the differences and the improvement of students;
vocabulary mastery from the teacher as well as the students’ perspectives.

For the students, the interview used purposeful sampling with the extreme instance. Extreme instance means the writer will focus on samples or students that have the highest, moderate, and lowest in vocabulary improvement (Tracy, 2013). The number of students is 1 for each category that was taken after each cycle. There are 3 cycles, which meant that there are three interviews with three interviewees.

3. Test

The writer and the teacher used a test to know the students’ improvement in vocabulary mastery. The writer and teacher used a written test in the form of fill in the blank.

The writer elaborated the information from field note, interview, and the test’s result to investigate the teaching-learning process through implementation video in improving students’ vocabulary mastery. The result of field note and interview are represented qualitative data. Qualitative data need to be shown in a different form in order to make it more readable and understandable so that it can be drawn out of a particular pattern and theme (Berg and Lune, 2017). In this case, the writer had summarized, described, and analyzed the data. Then, the test’s result was analyzed by using the following formula:

\[
\text{Students’ score} = \frac{\text{Total}}{\text{Max. score}} \times 100
\]

In order to determine the students’ individual score whether the students passed or not passed, the standard of the minimum score for English subject at the school was used.

<table>
<thead>
<tr>
<th>Table 1. The Standard of Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Individual Score</td>
</tr>
<tr>
<td>0-69</td>
</tr>
<tr>
<td>70-100</td>
</tr>
</tbody>
</table>

Based on the standard minimum score for English subject at the school, the students pass the subject when the students get score ≥ 70. To get students’ mean score, the researcher measured it by using the following formula:

\[
M = \frac{\sum fx}{N}
\]

\[
M : \text{The Mean score of the students}
\]

\[
N : \text{The total of students in the classroom}
\]

\[
\sum fx : \text{The amount of students’ score}
\]

From the mean score, it was able to show which qualification match the students. The result categorized as follow:

<table>
<thead>
<tr>
<th>Table 2. The Categorized of Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range Score</td>
</tr>
<tr>
<td>90-100</td>
</tr>
<tr>
<td>80-89</td>
</tr>
<tr>
<td>70-79</td>
</tr>
<tr>
<td>50-69</td>
</tr>
<tr>
<td>0-49</td>
</tr>
</tbody>
</table>

The data is analyzed by reflecting the information taken from the students’ test, observation checklist, and field notes. The reflecting is one of getting feedback on the teaching-learning process. From this activity, the writer tried to find out the benefit of the strength and the weakness of the process. After knowing the weakness, the writer then decided what action would be treated in the classroom to improve the teaching-learning process.

RESULT AND DISCUSSION

Result

This research was conducted in three cycles. In each cycle there are four stages which consist of planning, acting, observing, and reflecting stage following the procedure of Classroom Action Research. During the implementation of video as media, the teacher who teaches seventh grade acted as classroom teacher, and the writer acted as observer of the teaching-learning process. The writer observed the process of the teaching-learning process by using field note. The teacher used video as the media in giving the material. After that, the students did the test, and the writer computed the students’ score and classified the mean score into qualification. The writer interviewed the 3 students after the acting stage in each cycle.
This research starts from the planning stage, where the writer made a lesson plan with animated video as the media and discussed with the teacher. The lesson plan is the guideline used based on curriculum 2013. The writer also gave explanations to the teacher how to use video in the teaching process. Then, the writer prepared the teaching-learning tools, such as the video, LCD projector, and the test items. The writer also prepared the tool for the research such as field notes.

The second stage is acting. In this stage the focus is about the teaching and learning process using animated video as media to improve students’ vocabulary mastery. In implementing animated video, the teacher used reproduction activity, silent viewing, and freeze framing activity. The techniques are used alternately in this research.

The next stage is observing, which focus on the data collection through the writer observation in the teaching and learning process. The observer is able to use tool to improve the data validity and data collection such as field notes. In this writer, the writer also acted as the observer.

Reflecting is a last stage which focus on the teacher and the writer evaluate the effect of what they have done. In this stage, the writer found the solution and weakness which have been found through the cycle done. The writer made a summary of the problems and managed to have solution to correct the mistakes, in order to ensure the students’ vocabulary mastery would improve.

The First Cycle

After applying 4 stages above, the writer found some results after implementing animated video as media in teaching learning process to improve students’ vocabulary mastery. The writer summarized the problems as below:

a. The students spontaneously followed the video and said what in the video without the teacher instruction.
b. The teacher gave less pronunciation drill to the students.
c. The students seemed to be difficult on the material because of the teacher gave less explanation about the material in the video.
d. The students looked confused because there were two videos played.
e. The students’ mean score in this cycle is 64.8.

Realizing the problems, the writer and the teacher agreed to continue this study to the second cycle in order to improve the teaching-learning process, in term of the students’ performance, teacher performance, and also the score of the students. In conclusion, the first cycle was not as good as expected. It needed to be corrected and revised in order to improve the result of the next cycle. Therefore, the researcher conducted the second cycle to revise and improve the shortages and weaknesses in the first cycle.

The Second Cycle

Same as the first cycle, each cycle in this research contains 4 steps of classroom action research. In the second cycle, the writer and the teacher have discussed and made some changes in the implementing of animated video. The problem and weaknesses in the first cycle must be solved. The writer found several findings in the second cycle:

a. The students were able to be active and get involved in the teaching-learning process.
b. The students were seen to be much interested to learn by using video.
c. The students were able to do the test efficiently and effectively.

Thus, the second cycle was better than the first cycle. The students have made some improvement in the second cycle. They were excited and encouraged to learn by using video. Overall, the process in the second cycle was improved. Based on the students’ test, the mean score of the students in the second cycle was improved, 72. More than half of the students were able to pass the test. The teaching and learning process that built by the teacher helped the students to understand the material. The students also enjoyed the learning activity.

The result of the second cycle indicated that the improvement of students’ vocabulary mastery by using video. The students enjoyed and were motivated to learn vocabulary, and they were also able to answer the test items. The writer believed that the result of the cycle could be more than this. By adding another cycle would help the students understand the materials.

The Third Cycle

Based on the reflection in cycle 2, the writer and the teacher agreed to apply the third cycle to make sure that video is an effective way to learn vocabulary. The writer found several findings in the third cycle as follow:

a. The students were confident and very happy while learning using video.
b. The students were seen confident while did the test and believed in their ability while answering the test.

The acting stage of the third cycle was much better than the last cycle. The students had done better than the previous one. They were excited and encouraged in learning using video. Overall, the process of the third cycle was improved. Based on the test, the students’ mean score was 80.4. After discussing and looking at the improvement of the students with the teacher, the writer concluded that the third cycle was better than the previous cycle. The problem appeared also had been minimized in this cycle. The use of video in drilling the students and giving clear explanation were the most important things. The writer concluded that this cycle was successfully improved student achievement in vocabulary. Based on that fact, the writer decided to stop the cycle. Moreover, the students' score also showed very significant progress. Their mean score increased from 72 to 80.4. Numbers of students who did not pass the standard minimum was also decreased from 11 students to 4 students.

Discussion

In this research, the writer decided to use animated video as learning media to improve students’ vocabulary mastery. For students’ improvement, it can be seen in the teaching and learning process. The students were able to state, know the meaning, and spell the word with the help of video. Reflecting on the previous research conducted by Mustikawati (2013), the finding also showed that the video gave a contribution to students’ speaking because it provides authentic material. Thus, the video can stimulate students to learn the target language by applying it directly (Richards & Renandya, 2002).

In the implementation of the animated video, the video helped the students in understanding the meaning of the vocabulary. The students could directly know the meaning of the vocabulary from the video because the video provides the visual of the vocabulary. Not only the meaning, but the students could also learn the vocabulary spelled and pronounced. The video showed the name of the object and had sound to be imitated. The video created joyful learning because of the form is in animation which the students like.

The students showed their good attention during the teaching and learning process. It could be seen when the teacher asked them to watch and pay attention to the video. Further, the students obeyed the teacher instruction when they were drilling the pronunciation. The students also listened carefully when the teacher explained the material.

In the process of classroom action research, the findings of the research showed satisfying improvement. It could be seen from the students’ individual score. From the first cycle to the second cycle, there were some students who got the lower score. The writer also calculated the mean score and analyzed the data which there was an improvement within the research. From the students’ mean score, it increased from the first cycle to the second cycle. Likewise, with the second cycle to the third cycle. The students’ individual score and mean score significantly improved. It means the students’ vocabulary achievement was great by implementing animated video in the classroom.

The field notes and interview result also showed that there was a significant improvement in the teaching and learning process. The students became more focused on teaching and learning activity, and it made the student easier to catch the main point on that learning process. The students were happy during the teaching-learning process because the video contains attractive visual. The video provided complex information, and the students could remember the new vocabulary easily. The result of the interview also showed videos give an important effect to the teacher. The teacher realized the video very helpful in delivering the material and make it enjoyable to learn English. This result is also in line with Kabooha and Elyas (2015) study. They found that video rose students’ interest because it is attractive and enjoyable. The students were motivated to learning new vocabulary provided in the video. Further, the video could help students to memorize the vocabulary in long term memory because of visual and mental connection.

In conclusion, the writer concluded that the research was satisfactory. The students’ vocabulary was improved by using animated video as learning media as could be seen from the students’ test score and the result of the interview from both students and teacher. At the same time, the implementation of video helped students in mastering the vocabularies. Therefore, the writer has concluded the action hypothesis, which was
stated as “the video can improve students’ vocabulary mastery” has been proven.

CONCLUSION AND SUGGESTIONS

Conclusion
Based on the analysis of the study above and its result, it is concluded that the students’ vocabulary mastery could be improved through animated video. The video was implemented as the media in delivering the material. It was proved by the result of the mean score of students’ individual test. In the first cycle, the mean score of the students’ individual test was 64.8; and in the second cycle was 72, then in the third cycle is significantly improved the mean score was 80.4. The teaching-learning process was improved by using video as the media. This was proved by the result of the field notes from the first cycle into the third cycle and interview of the students and teacher. Video can give something different to the students. Students can see the example of the things, learn the written, and learn how to say it. The student also became more active, enjoy learning English from cycle to cycle. It can be concluded that the students’ vocabulary mastery by using animated video was improved.

Suggestions
Referring to the discussion of the research, the writer provides some constructive suggestions for teacher, the students, for the future researcher as follows: (1) Animated video is recommended media to be used in teaching vocabulary. (2) The teacher in selecting video should consider the content of the video. The video must contain the material that is suitable with the curriculum. (3) The writer suggests that the video must not have a long duration, and the number of videos played is not more than two videos in one meeting to avoid students’ confusion. (4) The tools, such as LCD projector and speaker, must be prepared well so that while playing the students will not get distraction from those tools. (5) The video can be a tool for students to reach their learning achievement. The teacher has to guide and give students more explanation and drilling about the vocabulary.

REFERENCES
Tracy, S. J. (2013). Qualitative research methods: collecting evidence, crafting analysis, communicating impact. West Sussex: John Wiley & Sons, Ltd.
Vargo, J. (2017, October 5). 10 Reasons to Use Animation in the Classroom. Retrieved from
http://inservice.ascd.org/10-reasons-to-use-animation-in-the-classroom/
