ABSTRAK

Tujuan dari penelitian ini adalah : (1) untuk mengetahui apakah video animasi dapat meningkatkan pemahaman kosakata pada siswa kelas V SDN Jatisobo 02 Tahun Akademik 2014/2015. (2) untuk menggambarkan kondisi kelas ketika video animasi diimplementasikan pada siswa kelas V SDN Jatisobo 02.


Kata Kunci: pemahaman kosakata, video animasi, CAR
ABSTRACT


The objectives of the research are: to find out whether Animation Video improve the students’ vocabulary mastery at the fifth grade students of SDN Jatisobo 02 in the Academic Year of 2014/2015 and to describe the class condition when Animation Video is implemented at the fifth grade students of SDN Jatisobo 02 in the Academic Year of 2014/2015.

The research was carried out at SDN Jatisobo 02. It was conducted from April to June 2015. The subject of the research was the students of the fifth grade. In the implementation of the teaching-learning process, the researcher conducted two cycles. Each of cycle consists of three meetings included post-test at every cycle. Every cycle consist of four steps; planning, action, observation and reflection. It optimized the use of animation video as the media for teaching vocabulary. In collecting the data, the researcher used two kinds of techniques; qualitative and quantitative. The qualitative data were collected through observation and interview. The quantitative data were collected using tests. The qualitative data were analyzed using constant comparative method and the quantitative data were analyzed through statistic technique for comparing the pre-test, post-test 1, and post-test 2.

The tests result showed the improvement of the students’ achievement before and after the action in Cycle 1 and Cycle 2. The students’ mean score in the pre-test is 63.6. The students' mean score in the post-test 1 is 71.7 and the students' mean score in the post-test 2 is 79.5, which the last mean score is higher than KKM which is 65.00. It means that there was an improvement between the students' vocabulary mastery before and after the action research. The action research findings showed “the used of animation video can improve the students’ vocabulary mastery and the classroom condition”.

Key word: Vocabulary Mastery, Animation Video, Classroom Action Research.
INTRODUCTION

English is an international language that should be supposed for development of science, technology, cultural and also the relationship with other countries. It means that learning English is important in many aspects. People also need for the medium of business and tourism, entertainment moreover education. (Crystal, 2003: 86, Huda, 2000: 68, Jenkins, 2003) stated:

“The current status of English as an international or global language is underpinned by its wide use in a range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, information technology, and popular culture”.

As an international language, English becomes the reason for people have to know and learn English for connection. People have to be able to use the language to reach the communication goal. Much of the world’s communications are done in English. According Hussain, 2005 in Endang Fauziati’s book (2008:152) said that:

“Eighty percent of the world’s electronically stored information is in English. Although the internet can now handle a variety of languages and non-Roman scripts, it is difficult to envisage being able to make the maximum use of the resources on line without a good knowledge of English. In this case, they need to listen, speak, write also read for their language ability.”

In other hand, the study of English continues to occupy an important place in educational curriculum. English is also increasingly used as a medium of instruction in schools and universities, with subjects such as management, information technology and the humanities making particular use of English. Indonesia needs to learn more new things such as new advanced ideas, research findings, and experiments. It is undeniable that these things are very important for the national development.

In recent years, learning English becomes so important to be taught for children. The Ministry of Education and Culture Department, No.060/U/1993 states that English may be
given to elementary school students as a local content. Teaching English for young learner needs approaches because students at this level are just starting their academic careers. School may be intimidating for some of the students, in order to encourage everyone to participate, it is important to make English lessons relaxed and fun. Elementary students are generally very enthusiastic about active games, song and also video. Actually it is not easy to teach English Vocabulary in Elementary School students. Teacher has to introduce, teach and explain the English word clearly and recurrence, so that the students can master it easily. Students sometimes find certain difficulties in the process of learning vocabulary especially English noun and verb. They may be confronted by unfamiliar words and their problem is they have to produce language due to their lack of vocabulary.

The researcher found the problems in teaching and learning English especially the vocabulary mastery at the fifth grade students were (1) the teacher was not communicative enough and a little bit of expression; (2) the approach and technique used in teaching was not interesting enough; (3) the media or teaching aids were only white board, board marker and worksheet guide from *LKS Kartika Pratama Sarana Mencapai Cita* was published by Putra Nugraha to support the teaching and learning English (4) The students were difficult to memorize the vocabulary and easy to forget such as about the meaning, spelling and how to pronounce them well. It influenced their result in English were weak. Most of the students got under 65 where the KKM (Kriteria Ketuntasan Minimal) was 65.

There were some problems emanated in the class because (1) the students were noisy in the teaching-learning process rather than pay attention to the teacher; (2) They tend to be passive learners because the teacher dominated the classroom activities like explaining to the student, having limited practice and giving questions for students; (3) the students refused the teachers instruction and did not want to ask the teacher when they had difficulties; (4) the
teacher and the students only used the media on worksheet book / LKS every class meeting. So, the atmosphere of the class was so monotonous and passive.

The researcher purposed the solution to solve those problems at SDN Jatisobo 02 by using an interesting medium with Animation Video. The researcher is interested in the real implementation of animation video, one of them is “Ve and Ken” made by the researcher and the collaborator. This animation video can play and show the English material as need as the teacher wants to teach. The animation video “Ve and Ken” also will encourage the students to be more active and expressive. Film or videos increase students’ motivation, as stated by River in Cakir (2006:67) that “One of the appreciated materials applied to language learning and teaching, of course film or video”.

Based on the explanation above, the researcher conducted a research entitled: “Improving Students’ Vocabulary Mastery Using Animation Video (A Classroom Action Research at the fifth Grade of SDN Jatisobo 02 in the Academic Year of 2014/2015)”.

The Review of Vocabulary Mastery

Vocabulary is total number of words which (with the rules for combining them) make up language. Harmer (1991: 158) summarizes that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. Word meaning is also governed by metaphors and idioms. Word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc.

Mastery is complete knowledge or complete skill (Hornby, 1995:721). Vocabulary mastery means the great skill in processing words of language. It is an individual achievement and possession by Rivers (1989:125).
From the explanation above, it can be concluded that vocabulary mastery is a complete skill or ability in understanding the words of language which depends on the person, the motivation, desires also need for the words. Vocabulary mastery has a crucial part in kinds of language skill (reading, writing, speaking and listening).

The Importance of Vocabulary Teaching

The most basic of these vocabularies are often designated as listening, speaking, reading, and writing. Coady and Huckin (1997:5) said that vocabulary is central to language and of critical importance to the typical of language learner. (Allen, 1983: 3) states the students who do not learn the grammar along with the vocabulary would not be able to use language for communication.

Types of Vocabulary

Based on Hatch and Brown (1995:369) the types of vocabulary are divided in two kinds such as: Receptive Vocabulary and Productive Vocabulary.

Method of Teaching Vocabulary

There are some methods in teaching English and one of the methods for teaching vocabulary is the Audio Lingual Method (ALM). This method consists of the distinctive of drills and pattern practice by Brooks (1964:156-61).

Factors Influencing Vocabulary Mastery

According to Schmitt and McCarthy (1997:141-154) that the factors are divided into: Intralexical Factors and Interlexical Factors.

From the review vocabulary mastery above, it can be concluded that vocabulary is the total number of words which is combining them to make up language and often considered for listening, speaking, reading, and writing. The type’s vocabularies are receptive and productive vocabularies also are needed in different process to get understanding easily and communicatively.
Media in Teaching Vocabulary

The Definition of Media

Media are all aids which may be used by teachers and learners to attain certain educational objectives. Furthermore, Robert Heinich et.al (2002:9-10) also said that media is a channel of communication. It derived from the Latin word meaning “between” the term refers to anything that carries inform between a source and a receive, for example include video, television, diagrams, printed materials, computers, and instructors.

Based on those statements above, it can be concluded that media are all things and forms that can be used to deliver the information and mass of communication from sender to receivers using a tools like a video, graphic, photographic, electronic, and mechanical for processing, presenting and explaining the materials.

Kinds of Media

Media can be classified into three categories: visual, audio, and audio visual. One can identify techniques based on using visuals and aiming at student-initiated visualization where the stimulus for utterances and the main source for (language) learning are provided by a visual impact. Audio media is such as radio, music, record-players, reel-to-reel tape and cassette-recorders. Audio visual media is an effective teaching and learning can be depending on the resources used. Because seeing and hearing is involved, fifty percent of the information gained will be stored in the long term memory. Example of audio visual is video, sound-slides, book-cassettes, sound-films and educational television. (Sárosdy, et.al, 2006: 94-104).

Video as Media

Originally, the concept of video synonymous with that of broadcast television, but in recent years the concept has expended, the term video is the electronic storage of moving

From the meaning of video above, the researcher concludes that the video has exchanged and represented the real object into a simple device which has displayed a series of places, objects, persons, or even experiences.

**The Types of Video**

Through video presentation, people are able to reach outside their minds. According to Betty Morgan Bowen (1973:13-31), there are some types of video as their shapes such as wall pictures, Sequence Picture, Flash Cards consists of Word Flash cards.

**The Advantages of Video**

There are some advantages of video such as video can motivate the students and make them want to pay attention, give to the context in which the language is being used. It allows for Meaningful practice of vocabulary and structures presented by the teacher at the classroom. The video can be described an objective way or interpreted. It can stimulate and provide information to be referred to in conversation, discussion and storytelling. It provides a stimulus for using the language at the reproduction and manipulation stages to speak, to read and to write.

**Review on Animation Video**

Animation is taken from the word “animation to animate “that means live or to alive. At the beginning of the discovery, animation movie is made from pieces paper then they were turned around till appeared the motion picture effect. By selection of the computer and graphic, applied production as animation is so easy and going fast (Rastika, 2013:11). From the explanation above, the researcher concludes that animation video is kind of instructional media which is designed by motion picture, art of technique and the process of the technique itself in life and motion which is show on the unlived object.
Teaching vocabulary is an activity where the teacher gives the students’ knowledge about vocabulary and how to use it in daily life. Learning vocabulary is a crucial matter in developing their English. The English teachers had better teach English vocabulary first than other aspect of this language such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

Teaching English using animation video, songs, nursery rhymes, pictures, and games can develop and sustain motivation, to produce positive attitude toward English, and to teach or reinforce some language learning skills.

Teaching English vocabulary using Animation Video can help and stimulate the students to get the vocabulary mastery easier. Because the students can see the language in use and most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is attached with interesting tasks.

Vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate actively or express his ideas and both oral and written form. When they do not know how to enrich their vocabulary, for example, they often gradually lose interest in learning. The English teacher has to be able to organize teaching and learning activities such as they have to give materials by using a suitable technique and master the lesson effectively. So it is important for teachers to find the most effective media to teach vocabulary. Animation Video is one suitable media in teaching English vocabulary.

**RESEARCH METHOD**

This research was conducted at SDN Jatisobo 02 in during April-June 2015. The researcher conducted and limited the research to the students at the fifth grade of SDN Jatisobo 02 in Academic Year 2014/2015. The fifth grade students consist of 20 students.
In conducting the study, the researcher used an Action Research Method. Mills (2000:5) defines action research as systematic inquiry done by teachers or other individuals in teaching or learning environment to gather information about and subsequently improve the ways their particular school operate, how they teach, and how well their student learn.

The researcher used the simple model of the cyclical nature of the typical action research process based on Kurt Lewin, Kemmis, and Mc Taggart Akbar (2010:28). Where the cycles have for steps each: plan, act, observe, and reflect.

The researcher identified the problem. The problem means the student’s difficulties in learning English Vocabulary mastery at the fifth grade. The researcher used the techniques are Interview, Observation, Test and Documentation. The researcher used Classroom Action Research and teach vocabulary by using the animation video especially “Ve and Ken” in ordered to know the improvement of the student’s ability in vocabulary mastery. The researcher prepared pre-test and two cycles. That one of meeting includes planning the action, implementation, observing, reflecting and revising the action. The Researcher prepared the prompts of teaching it means Animation Video (“Ve and Ken” series one and two made by the researcher and two kinds of another video were “Solid Shapes I know” and “My First
Book of Vehicle”, Researcher took the picture of the condition of the school, the process of the research before the action and the teaching-learning process in the cycles, the researcher implemented the action of teaching-learning to improve the vocabulary mastery using animation video, one of them were video “Ve and Ken”. There were two cycles in the classroom action research. The Researcher observed and wrote some notes during the teaching-learning process in a field note. she also reflected the action to get the result of doing the action in teaching-learning process then summarized the result of the cycle. The last, the Researcher revised the action plan if there was any weakness.

The researcher used techniques when collected the data, such as: Non Test and Test. Ther data of Non test were questionnaire, observation and interview. Vocabulary test in this research which is given to the students are pre-test and post-test. The indicators of tests were finding of spelling, grammar and the meaning of target language. In this research, it is used an objective type test, in the form of multiple-choice with five options. There were two techniques of analyzing the data. They are qualitative and quantitative. Qualitative Data is the process to make the data easy to interpret. The steps are:

1) Data Reduction: It means reducing/selecting the data to explain the data itself.

2) Data Display: Displaying the data to arrange the document in command.

3) Drawing conclusion/verifying: Verifying of the data. It means to draw and confirm the data is a fact configuration.

4) Taking conclusion of the observation: it means to know the technique of teaching vocabulary and finding out the differences the pupil’s achievement between before and after test in researcher’s action.

The quantitative data analyses the result of teaching-learning process. Quantitative data showed the difference of the cycle (before –after). In the quantitative case was taken by calculating of test.
The formulas are stated as follows:

**a.** The mean of pre-test and the post-test calculated with:

\[
\bar{X} = \frac{\sum X}{N} \quad \bar{Y} = \frac{\sum Y}{N}
\]

Where:

\(X\) = means of pre-test score  
\(Y\) = means of post-test score  
\(N\) = means of the number of sample

**b.** The t-value could be calculated with the formula as followed:

\[
t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N (N - 1)}}}
\]

(Ary, Donald and Jacobs, L.C Razavich, 1979:162)

Where:

\(t\) = the t-value non independent (correlated) means  
\(D\) = the differences between the paired score  
\(\overline{D}\) = the means of the differences  
\(\sum D^2\) = the sum of the squared score differences  
\(N\) = the number of subject

**DISCUSSION**

This Chapter explains about the research findings and the discussion the research based on the data collected from the student’s observation researcher. The researcher had done to find out the problem in teaching-learning English vocabulary process. The researcher also noticed that using “Animation Video” can improve the students’ vocabulary mastery. It could be showed by;
Pre Research

This pre research was conducted before the research implementation. The research got the problem identification from the observation during the teaching learning process. The researcher focused on identification of the student’s ability in English vocabulary before using the animation video as a medium to teach. She observed the teaching learning process then gave the pre-test and interviewed the students and English teacher.

1. Observation

In this pre observation, the researcher found some problems there.

2. Interviewed

Based on interviewing of the English teacher, the researcher found some problems. The English teacher stated that there were many problems in vocabulary mastery. Most of them had difficulties in memorizing vocabularies. The students forgot them easily. The Researcher also interviewed the students who likes and dislikes the English lesson. They told her that their English teacher never used the interested media too and almost the time of class did the task from LKS.

3. Pre-Test

After finding the problems faced by the students in English class, she conducted a pre-test. The questions of pre-test consist of 30 numbers of multiple choices which the indicators were spelling, grammar and the meaning of target language. The mean of the students' scores in the pre-test was 63, 6. It was indicated that the students had low in having vocabulary mastery based on $KKM$ (Minimum Requirement Value) or the criteria of English passing score is 65.

Research Implementation

This research was conducted for about three months. It consists of Cycle 1 and Cycle 2. There were three meetings in the Cycle 1 and three meetings in the Cycle 2.
The researcher did many steps in conducting a classroom action research. The steps were: 1) Planning the action; 2) Implementing the action; 3) Observing the action; and 4) reflecting of the observation result.

The Researcher reflected the observation result that the researcher applied the animation video on the first cycle, the researcher found some strength and weaknesses during the teaching-learning process. These are the following strength and weakness result of the action research;

a. The Strength

Animation video can improve students’ vocabulary mastery. It is proved by the increasing of students’ finding out the spelling, the grammar and the meaning of target language. The mean score of the pre-test: 63, 6 and the mean score of post-test: 71, 7. (see in appendix 10). They were 0 students( 0%) get <59, 2 students (10 % ) in range 60<, 9 students(45%) get 70<, 5 students(25 %) were 80< and there were 4 student(20%) get 90<. There was an improvement of the class condition that the students’ behavior and motivation in teaching –learning process were different. The students were so grateful and enthusiastic to receive the material with animation video as a media. The class condition was so enthusiastic toward the lesson. It was not like the situation before the researcher did the action and animation video was also fun and simple to learn.

b. The Weakness

There were some problems found such as some passive students were still worry to join in English and doubt to answer the questions. They were afraid of making a simple sentence using a simple grammar. Time management was forgotten by the researcher (She mostly focused to encourage the students motivation in brainstorming).

From the reflection above, it could be stated that Cycle 1 did not give a satisfactory result although the result of the vocabulary mastery test had shown the
improvement. There were still some weaknesses in the Cycle 1, so the researcher decided to go to the next cycle.

Based on the result in Cycle I, the researcher needed to solve the problem in cycle I. The researcher revised the previous action and prepared the new lesson plan, material and animation video “My first book of vehicle” and “Let’s get on the Transport”- Ve and Ken - Series Two.

After the researcher analyzed the observation results in the Cycle 2, the researcher reflected and evaluated the strength and the weakness of the teaching-learning process.

a. The Strength

The students participated actively in the classroom and gave full attention to the researcher’s explanation and responded most of the question from her, the Passive students begun to join and replied the researcher, they were intense during the Animation Video implemented. The results of the test also support the progress improvements. The mean score of the pre-test was 63.6 while the mean score of the post-test done in the end of Cycle 1 was 71.7 It increased 8.1 points from the mean score of pre-test which was conducted before the action. The researcher also conducted the post-test 2 at the end of the Cycle 2. The result of the post-test 2 was showed the improvement in students’ vocabulary mastery. The mean score of the post-test 2 was 79.55. It was better than the result of the post-test 1. The use of animation video as media in teaching vocabulary gave new atmosphere in the class. It was not hard to inquire them to join the material, watch the material video conductively and spell the words easier. They could be better to arrange the noun and verb simply and individually. They were also interested to join and get involved in the teaching learning process.

b. The Weakness

There were needs of encouragement for the passive students to answer louder although
they were already responding and answer the questions more courageous.

Discussion

From the Research finding, the researcher presented the discussion about Cycle 1 and Cycle 2 on Classroom Action Research. The results of this research were sustaining in term of: animation video can improve the students’ vocabulary mastery and the class condition when animation video is implemented the student’s vocabulary mastery.

1. **Animation video can improve the students’ vocabulary mastery**

   Animation video has some objectives in English teaching. The improvement of the students’ vocabulary mastery can be seen from the result of mean score in pre-test, post-test 1 and post-test 2. The scores of the test also improve. After looking the video, the students were easier to do their exercise. The improvement involves the students’ competence in: finding out of spelling, grammar and the meaning of target language. It can be observed from the following description:

   The average score in Pre-test showed that the lowest score was 47, the highest was 77, and the mean score was 63.6. The Post-test 1 showed that the lowest score was 57, the highest was 83, and the mean score of the post –test 1 was 71.7. There were also in Post –test 2 showed the lowest score was 67, the highest score was 93, and the mean score was 79.55. The increasing of student’s mean score also can be resumed into 63.6 in pre-test became 71.7 in post-test 1 and became 79.55 in the post-test 2.

   The researcher concluded that the teaching vocabulary by using animation video was able to improve students’ vocabulary mastery by using the t-test of non-independent, the result showed that t-count of Cycle 1 and Cycle 2 was higher than t-table. The t-value for non-independent (correlated) means for cycle 1 was ± 11.242 and t-test in cycle 2 became ± 10.916.

2. **The Class condition when the Animation Video is implemented.**
Animation video as a medium of teaching learning have some goals in English teaching. In a line with academic achievement, it could be seen that the implementation of teaching vocabulary using animation video especially "Ve and Ken" could improve the students’ achievement. The implementation of animation video had improved three indicators of vocabulary mastery. There were find out spelling, grammar and the meaning of target language. In content, the students were easier to recognize the vocabulary using of the video as their prompt. They could memorize based on the video quickly. The video gave them stimulus so they could spell the vocabulary. The students were calm down when they watched the video but not passive. Animation Video can motivate the students and made them want to be more attention, gave to the context in which the language is being used. Harmer (2001: 282) states that the advantages of using film or video in teaching and learning process are: Seeing language in use: One of the main advantages of movie or film is that students do not just hear language, they see it too. Animation video could give a good motivation where most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks. Animation video especially “Ve and Ken was useful for presenting new simple grammatical and vocabulary items. When the students watched the animation video, they listened to the audio on the animation video. The students knew various words in the animation video. The students were to be more encouragement and enjoyable to learn English.

Automatically In language use, the using of video as a media in teaching learning process could also improve the students’ vocabulary mastery and the class condition.

BIBLIOGRAPHY


