



The Use of Animation Video for Vocabulary Mastery

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Abstract This study discussed an important aspect in learning English, namely the vocabulary. The teachers must have an easy, practical and interesting way to teach the vocabulary. Animated videos are considered as the right medium and very useful for teaching. This research focused on the effective use of animated cartoon videos and increasing the use of animated videos in improving the students' learning mastery at grade IIV of Mayang 01 Junior High School. The purpose of the study was to determine the effectiveness and significance of the implementation or not using the technique itself. This research was quantitative. The method used in this research was by using test to collect instruments in collecting data. From the results of the research, it can be concluded that the students really like learning by using animated videos or cartoons. The respondents also are very positive about this media and students became more active in learning English. In conclusion, the use of video can be applied to all students.

Keywords: *memorizing vocabulary, animated videos, cartoon videos.*

Abstrak Penelitian ini membahas salah satu aspek dalam pembelajaran bahasa Inggris, yaitu kosa kata. Guru harus memiliki cara yang mudah, praktis dan menarik untuk mengajarkan kosakata. Video animasi dinilai sebagai media yang tepat dan sangat bermanfaat. Penelitian ini fokus pada efektivitas penggunaan video kartun animasi dan peningkatan penggunaan video animasi dalam meningkatkan ketuntasan belajar siswa pada kelas IIV SMP 01 Mayang. Tujuan penelitian adalah untuk mengetahui efektivitas dan signifikansi penerapan atau tidaknya penggunaan teknik itu sendiri. Penelitian ini bersifat kuantitatif. Metode yang digunakan adalah menggunakan test untuk mengumpulkan instrumen dalam pengumpulan data. Dari hasil pengumpulan penelitian disimpulkan bahwa siswa sangat menyukai pembelajaran dengan menggunakan video animasi atau kartun. Responden lainnya sangat positif terhadap media ini dan siswa menjadi lebih aktif dalam belajar bahasa Inggris. Selain itu, penggunaan video dapat diterapkan pada semua siswa.
Kata kunci: *menghafal kosakata, video animasi, video kartun.*

INTRODUCTION

English is one of the international languages. It means that English is learned by many countries in the world, Many people have used English for international communication. It is also used as a key of knowledge science and technology. The English language consists of four skills: listening, speaking, reading, and writing. Vocabulary is one component for those skills. Someone cannot express his/her idea if he/she lacks of vocabulary. That is why, vocabulary is important for the students in order to support their four language skills. It means that if the students master the vocabulary, it will make the students easier to learn other skills in English language.

Nation (2001) described the relationship between vocabulary knowledge and language use as complementary. The college students discover many problems after they must study vocabulary. They sense uninteresting and additionally discouraged whilst going through the quantity of phrases in English. The college students additionally experience dissatisfied while their memorization of vocabulary can't preserve nevertheless of their thoughts in longer time. Vocabulary is one of the simple additives that need to be mastered through beginners. Learners can't communicate their English nicely if their Vocabulary may be very bad.

Harmer as cited in Shejbalova (2006) mentions some aspects in vocabulary that learners need to know in order to have a better understanding. First, meaning, the world context. Second, usage the world knowledge of appropriateness. Third, word formation, word's construction of letter. The last, grammar which word's use in term of rules. Thus, in applying vocabulary, learners must have a lot of practice and know some elements in vocabulary. Not only learners but also teachers also have to apply an appropriate method to stimulate the learners in learning vocabulary.

In teaching vocabulary, the teacher must have good preparation while teaching vocabulary; they must master the material and use current techniques that support their teaching (Alqahtani 2015). Therefore, Vocabulary mastery need

to be the concern in coaching and studying English. Without gaining knowledge of the vocabulary, novices will discover it hard to grasp language skills. Vocabulary is a critical issue in overseas language studying.

One way to improve students' vocabulary is by using a technology. For example one is a video of animation. It is suitable in Kaltura (2015) revealed that students were satisfied in learning through video. One of the techniques using animation cartoon media. Media are needed to make studying English vocabulary more interesting, it is not enough just to study from a note and explanation. The students need something real and clear to help them more easily memorize vocabulary that they are learning.

By using Video animation to teach vocabulary, teacher can help students to know the meaning. Vocabulary is an essential component in foreign language learning because it is needed for expressing meaning and conveying thoughts through both receptive and productive skills (Mehring 2005; Carpenter and 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.

With the problems that occur above, the researcher considers video as an interesting technological tool that can be used to promote the students' vocabulary mastery and interest in learning English to improve vocabulary mastery. The solution is to teach students using animated videos. The use of animated videos will help students in composing words and provide opportunities for students to exercise time and again so that students can remember vocabulary, compose sentences, and speak well. Videos will also make learning more effective than before and will also make students feel happy when learning to use videos.

Animation and cartoon video provides colorful and attractive images so, that can attract students attention. Various things that are presented can entertain students, such as characteristics, storylines, colorful objects, music, and stories. Learning vocabulary with animation video also helped the students to memorize

the words by watching vivid scene in the animation video for getting better vocabulary retention. Students from the experimental group had better vocabulary retention that was reflected from their vocabulary post test score. Vivid scenes and sound effects contained in the video could help them to recall the vocabularies they had learned. Cartoon animation combines audio and visual material, students can see real objects and hear the best pronunciation of English. Especially with the combination of words and pictures, this can attract students' attention and interest in learning.

Vargo(2017) cited the use of animation in learning activities has some advantages such as; 1) increasing students critical thinking because animation has multi-sensory aspects, they are seeing, hearing, and talking. 2) allows student to create real action or imagine of an event or process. 3) Animation can be a way to hook students to get involved in learning, and 4) useful to evaluate students' knowledge or their analytical skills in learning activities of certain matter. Thus, it is important to look at the positive effect of the animation video to improve the students' vocabulary for the best achievement.

To know specifically about vocabulary mastery by using animation video, several previous related researches can support this research. The first, the research by Pratama (2017), this research aimed to find out whether the use of animation video can improve vocabulary mastery of the students and to describe what happens when animation video is implemented. The method that used was classroom action research which was conducted in two cycles. Qualitative data were collected by using observation, interview and diary. The next previous research was by Devi (2012), this research aimed to identify whether or not and to what extend animation video can improve students vocabulary mastery. This is also use CAR (Classroom Action research) that consist of 2 cycles and each cycles consist of five steps, namely: planning action, implementing the action, observing the action, reflecting the result of observation and revising of the action.

The third previous research was by Rizky (2020). This research described about students problems in vocabulary mastery and to find out the significant effect of animation video on vocabulary mastery. The method that used in this

research was quantitative research with experimental and control class design than analysed by using T-test formula. Next was by Sukriah (2020), the purpose of this research to the improvement of using animations videos in improving students' vocabulary mastery. This research was qualitative method with using observations and interviews for the instrument in collecting data. Last, The research by Duerahae (2019), the objective of the research was to know whether the use of animation video can improve the students vocabulary mastery and to identify what happens when animations video are used as media in teaching vocabulary to the fifth grade students of MI Darussalam Wonodadi, Blitar. The research using CAR design with two cycles.

Based on the previous earlier research it can be seen that animation video very influence the students vocabulary mastery. In this case, the author will focus the research in the improve students' vocabulary mastery through the usage of video. The research entitled "Improving students' English Vocabulary Mastery through animation and cartoon videos". This activity is believed to be able to increase vocabulary in junior high school.

METHOD

This study used a qualitative method. This research was conducted to find out how the positive involvement of students during the application of animated videos/cartoon vocabulary. Qualitative analysis is applied to the analysis of the implementation of animated videos in teaching vocabulary to young. And this analysis was conducted by knowing the success rate of the application of animated videos in the learning process. This research was conducted in April 2021. The participants in this interview study were seventh grade junior high school students.

In learning by using animated videos, the students get more than 7 times the material in memorizing vocabulary. The material provided is in the form of vocabulary, verbs, nouns, adverbs, and adjectives. In teaching and learning activities, students are given time to memorize and deposit their memorization. The learning process is very easy for teachers and students when learning and

teaching. Besides being easy to understand, they also felt happy with the methods and learning materials provided.

The interview activities carried out by the research aimed to ask about the process and how they felt. Participants will be interviewed with the following questions:

No	Questions
1.	How did you feel when you learned to use animated videos?
2.	Does learning to use animated videos make it easier for you to memorize Vocabulary?
3.	How many vocabularies do you memorize and how can you memorize Vocabulary using animated videos?
4.	How is the teacher's process when giving material and explaining in your class?

This is adjusted to the purpose of the study to determine the improvement of the learning process of memorizing Vocabulary with animated videos to improve student achievement.

RESULT AND DISCUSSION

The results section of the study shows that the application of animated videos has a positive impact on students in the learning process. This learning is very effective and students are very interested in learning to use animated videos because besides seeing moving images, students can also listen to clear sounds. The interview data showed that students were interesting and pleasant in the learning process.

1. Respondents feeling when do learning by using animated videos

Respondents:

Student A : "... Yes, using interesting animated videos makes students learning vocabulary happy."

Student B : "... Yes, learning vocabulary through animated videos and cartoons makes me not feel bored in learning to memorize."

Student C : "... Yes, I feel happy because learning to use animated videos can increase vocabulary, improve mastery and many new words that are easy to understand and remember."

From the three responses said that using animated videos as a medium in the learning process that took place was interesting and could improve students' vocabulary mastery. This research has proven that animated videos are effective for use in teaching and learning English vocabulary.

2. Learning to use animated videos make it easier or not to memorize Vocabulary

Respondents:

Student A : "... Yes, because I can watch and repeat it until I memorize the vocabulary."

Student B : "... Of course, because the animation video is explained using original images so that it is easy to understand and memorize."

Student C : "... Yes, because learning using animated videos displays pictures, clear sound accompanied by English and Indonesian translations, so they are easy to understand and memorize."

From the students' responses above, they said that using animated videos with original images and clear voices can make it easier to memorize, besides that animated videos are also accompanied by translations. They can repeat in memorizing Vocabulary.

3. Vocabularies memorized and the way respondents memorize vocabulary using animated video

Respondents:

- Student A : "... I can memorize 20 vocabularies by repeating them as many times as possible until they are memorized."
- Student B : "... I can memorize 20 vocabularies by repeating the video 3 times or more. I also copied the vocabulary in a book to make it easier for me to repeat it when I forgot"
- Student C : "... According to what the teacher gave 20 vocabularies, so I can memorize Vocabulary by repeating the video by watching 4 times even more than that."

The three responses to memorize according to what the teacher gave were 20 vocabularies. They also need different time in memorizing vocabulary. They memorize vocabulary by repeating it 3 times or even more until they feel memorized. And student B response, besides memorizing by repeating videos, he also wrote in a book to repeat vocabulary when his forgot. So from their response, I think all the students can memorize according to their respective abilities.

4. The teacher's process when giving material and explaining materials in class

Respondents:

- Student A : "... The teacher gives the material once a week, explaining using a laptop and LCD. And the teacher also sends videos for students in the WhatsApp group."
- Student B : "... The teacher gave the memorization of 20 vocabularies at the first meeting and the next meeting to deposit the memorization. School through online learning. This is done routinely like a normal school."
- Student C : "... The teacher explains different materials for each meeting such as verbs, adjectives and nouns using animated videos. Then students watch and memorize in

the first meeting then the next meeting for depositing the vocabulary.”

From the response of the three students, students were given material at the beginning of the week and the following week to leave memorization. The way teachers teach and explain is also very practical, and easily understood by students. Thus students can be interested and focus on looking and listening to animated videos. The teacher explains via LCD. However, when Pandemic and school conduct online learning. The teacher explains through videos to students and also distributes animated videos through the WhatsApp group. So students can easily memorize and watch it anytime.

In the Discussion section, this study aims to determine whether there is an effect of using animated videos and cartoons as media in teaching vocabulary. And from the interview above, we can see that learning using animated video media is very effective. Students do not find it difficult and do not feel bored when learning. Students easily learn and understand as well as the way they memorize some vocabulary. When the teacher explained learning in class, student B's response revealed that learning continued as usual even though online learning was due to the pandemic. This shows students stay focused and keep following this learning.

The teacher provides easy learning for students by using animated videos which is one of the media that can improve students' vocabulary skills in learning English. Animated images and sound effects come to life in videos that can help them remember and memorize the vocabulary they have learned. Based on the statement above, it can be stated that the use of animated videos affects the vocabulary of the seventh grade students of SMP Mayang 01. Students can remember and add vocabulary in daily activities. In addition, video animation is an interesting technique for students because this technique is rarely used by students of SMP 01 Mayang. It can be seen from the students' responses that they are very happy to use animated videos. The results of the interview said that learning vocabulary with animated videos is very interesting and not boring, videos can help strengthen language learning, and provide students' ability to memorize.

The study by Ferusta Nova Adi Pratama (2017). The research findings showed that (1) the implementation of animation video can improve students' vocabulary mastery. It can be seen from the students' mean score from 3.30 in the pre-test which improves into 6.95 in post-test 1 and 7.71 in post-test (2) the use of animation video gives positive effect in the classroom situation. It is indicated by: the students looked more enthusiastic in teaching learning process; the students also became active and confident in answering the researcher's task or question. The classroom situation also became more conducive.

Moreover, Rizky give the result of the research on different finding. The finding showed that the mean score of experimental class after using media animation video was higher than control class. Mean score of control class in pre-test was 82 and the mean score of the control class in post test was 88, the proof was 6. Mean score of experimental class before using media animations was 82 and after using animation video was 88, the proof was 6. The effect of using animation video to vocabulary mastery at grade XI SMAN 1 Siabu was 0.058 with t_{count} was lower than t_{table} ($0.058 < 1.72074$) it mean that H_a was rejected and H_o was rejected. There was no effect of using animation video to vocabulary mastery at grade XI SMAN 1 Siabu.

Therefore, based on Ika Devi (2012), the result of the research shows that animation video can improve the students' vocabulary mastery. It could be seen from these indicators: (a) students could spell the vocabularies; (b) most students were able to pronounce words correctly; (c) students could grasp the meaning well; and (d) students could recognize vocabularies. In line with the result, the writer suggests that animation video is one of the effective techniques in presentations as to increase the students' enthusiasm and their achievement in learning vocabulary. This result hopefully will motivate teachers to use animation video in teaching vocabulary to young learners.

CONCLUSION

The Implementation of animated videos vocabulary learning is in accordance with the procedures in the learning process. This research was conducted by interview. Vocabulary teaching through animated videos and

cartoons as appropriate and effective learning media is used to improve students vocabulary mastery. The results showed that animated videos in vocabulary learning were more interesting and effective. Animated videos not only help students in learning English vocabulary, but also help teachers create interesting techniques to make teaching and learning more effective. The student responses have a positive impact on the use of animated videos in learning vocabulary mastery. By showing a very positive student response to this media, we can see from the students looking happy, relaxed and not feeling bored or sleepy and making students motivated and interested during learning and doing assignments. Learning vocabulary using animated videos has a good impact in learning English.

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