UTILIZING ANIMATION VIDEO TO IMPROVE STUDENTS’ VOCABULARY MASTERY

(A Classroom Action Research at the Fifth Grade Students of SD Negeri 2 Sroyo in the Academic Year of 2013/2014)

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UTILIZING ANIMATION VIDEO TO IMPROVE STUDENTS’ VOCABULARY MASTERY

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Abstract

One of the most exciting forms of video is animation. Employing animation video in classrooms aids students in understanding since they appeal to both visual and audio memory. This article reveals a classroom action research on utilizing animation video to improve vocabulary mastery of Elementary School students in Karanganyar, Central Java. This research is conducted within 2 cycles. The qualitative data were collected through interview, questionnaire, field notes, diary, photographs, and the quantitative data were collected through tests (pre-test and post-tests). The qualitative data were analyzed by assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes. Meanwhile, the quantitative data were analyzed by comparing the mean scores of pre-test and post-tests. Research findings show that animation video could improve: (1) students’ vocabulary mastery, in terms of meaning, spelling, pronunciation, and word use; and (2) classroom situation, in terms of students’ motivation, attention, activeness, and self-confidence.

Keywords: vocabulary mastery, animation video

Abstrak


Kata kunci: penguasaan perbendaharaan kata, video animasi
Vocabulary is an important element in second language acquisition. Vocabulary refers to the store of words. Anyone will experience many constraints in both learning and implementing communication because of the lack of words store. According to Khodashenas, Farahani, Alishahi (2014: 290), “Language is made up of words and vocabularies are the most important tools for expressing thoughts and meaning”. In other words, without words to express a wide range of meaning, communication in second language cannot happen in any meaningful way. Having inadequacy of vocabulary will obstruct people’ chances to speak, listen, read, or write.

Considering the importance of vocabulary, it is better to introduce vocabulary earlier to the students. Cameron (2001: 72) adds that at primary level, developing vocabulary is central of learning foreign language. In Elementary School, the focus of teaching and learning English is on vocabulary mastery. It is a basic step for children in order to help them mastering four English skills (speaking, listening, reading and writing) and preparing them to learn English in the next level. As stated by Kayaoglu, Akbas, and Ozturk (2011), “Vocabulary learning constitutes a basic and an important part of foreign language learning. Without vocabulary building, it is difficult to study grammar, speaking, listening, writing etc”.

Based on pre-research results, most of the students had problems in vocabulary mastery. The problems were indicated by the following indicators: (1) The students obtained difficulty in grasping the meaning of the words; (2) They
could not spell the words correctly; 3) They were not able to pronounce the words correctly; 4) Most of the students could not use words in simple sentences.

In addition, the situation in the English class was not conducive as indicated by: (1) Most of the students were not interested in the English learning activities. They looked bored, sleepy and frequently laid their head down on the table; (2) Most of the students kept on maintaining their activity which has no relation to the lesson such as playing their writing equipment, chatting, or walking and running in the class; (3) Some of the students were passive in learning process. They just kept silent and were not confident to give comment, ask or answer the teacher’s questions; and (4) There were some students who often ask to go to the toilet.

The problems faced by the students were caused by some factors coming from the students and the teacher. It could be identified by: (1) The students had low motivation in learning English. They are still in a range of children who have short time of interest; (2) Most of the students easily lost their focuses during the lesson. They had a perception that English is a boring subject; (3) The teacher had not utilize teaching media for teaching learning process. The teacher still manually wrote the words and the meaning on the whiteboard, afterward, insisted the students to follow her and pronounce it. The teaching learning process mostly took place in the classroom using whiteboard; (4) The teacher tend to use teacher-centered method, in this case teacher was presenter and students were listeners; and (5) The teacher only used LKS and textbook as the sources of material.

By this condition, the researcher decided to take a solution by utilizing animation video. Animation is a kind of video that can be as a media to teach
young learners. According to Mayer and Moreno (2002: 88), “Animation refers to a simulated motion picture depicting movement of drawn or simulated objects”. Often, animation is used for entertainment purpose and considered as a form of art. Cartoon is an example of animation.

Animation video can be utilized as media in conveying and practicing the materials. It provides audio and visual stimuli to the viewers by presenting the motion pictures, the caption and the sound all together. It presents material in a way that students are being entertained by. Students can easily grasp and memorize the meaning of the words while watching the motion picture. In addition, it contains subtitles that enable student to practice how to correctly spell the words. According to Khodashenas, Farahani, and Alishahi (2014: 297), “Animated cartoons play an important role in lowering the affective filter, which psychologically affects one’s learning. For example, we feel comfortable since it is easy for us to get meaning from foreign language cartoons with subtitles and captions”. Animation video enables students to listen and imitate the pronunciation that English words are pronounced by native speaker, then it can support their better pronunciation. Animation video also provides the students with words in easy English sentences, so it is easier to understand.

**RESEARCH METHODS**

This research was conducted from September 2013 until May 2014, including doing pre-research and pre-test, implementing the action, and doing post-tests. This study was conducted to the fifth grade students of Elementary
School. It consists of 20 students including 13 girls and 7 boys. The method used in this research is action research. Carr and Kemmis in Burns (1999: 30) state that action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out.

Furthermore, Kemmis and McTaggart in Burns (2010) point out a process of action research which consists of four fundamental steps: (1) identifying the problems and planning the action; (2) implementing the action; (3) observing or monitoring the action; and (4) reflecting and evaluating the action, and revising the plan if necessary.

There are two kinds of technique of collecting data in this research: qualitative data and quantitative data. Qualitative data were taken from results of observation, interview, questionnaire, document analysis, and photographs. Meanwhile, quantitative data were taken from the result of the test, including the students’ scores of the pre-test and post-tests.

Further, the data were analyzed by qualitative and quantitative methods. The qualitative method was used to analyze the data that are taken during the teaching learning process. There are some processes of analyzing qualitative data in action research. Burns (1999, 156-160) mentions the following processes: (1) assembling the data; (2) coding the data; (3) comparing the data; (4) building interpretation; (5) reporting the outcome.
Meanwhile, the quantitative data gained from the tests support the qualitative data. In this research, the researcher counted the total score and mean score of each elements of vocabulary mastery, then compared the mean score between pre-test and post-test to identify the improvement score of students’ vocabulary mastery.

**RESEARCH FINDINGS & DISCUSSIONS**

Before doing the action, there is a step called pre-research. In this step, the researcher observed the teaching learning process, interviewed the teacher and several students, distributed questionnaire to the 20 students and conducted pre-test to. Considering the results of pre-research, the researcher identified the problems in vocabulary mastery that were faced by the students in teaching learning process and their classroom situation. To overcome those problems, the researcher proposed to improve the students’ vocabulary mastery by using animation video. The research was conducted in two cycles. There were four meetings in the first cycle and four meetings in the second cycle. If each cycle was done, the researcher conducted post-test to identify the improvement of students’ vocabulary mastery.

The research findings proved that the students’ vocabulary mastery and classroom situation were successfully improved by implementing animation video. The improvement of students’ vocabulary mastery could be identified from the improvements of mean score of their vocabulary indicators from Pre-test to Test 1 and post-test. The improvement also could be identified from the improvement of
students’ mean score of each vocabulary aspect from Pre-test, Test 1, and Post-test.

Chart 1. The Improvement of Students’ Mean Score

Chart 2. The Improvement of Students’ Mean Score of Vocabulary Aspects

The improvements of the students’ vocabulary mastery in this research involved four aspects, those are: meaning, spelling, pronunciation, and word use. Animation video in this research was utilized as media in conveying the materials. The researcher improved the students’ ability in grasping the meaning of the words by playing the video, explaining the words in the video, and giving exercises both orally and written. The students discovered easier to recognize and memorize the meaning of the words since the animation video not only showed the words but also the picture of each word mentioned. They could directly see the meaning of words shown on video. Teacher, in this research, explained the meaning of each word, and pointed out the picture related to the word. The result
of the meaning test indicated that the students were able to grasp the meaning of words more correctly after animation video was implemented. The mean score was improved from 5.45 (pre-test) to 7.85 (test 1) and 9.05 (post-test). As stated by Cakir (2006: 68), “Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words”. Animation video contained captions that enable students to practice how to correctly spell the words. They could watch the correct spellings shown on video, keep them on their mind, and then write carefully on their books. Teacher guided students by using some activities both oral and written. The mean score of spelling test was improved from 4.90 (pre-test) to 7.35 (test 1) and 7.95 (post-test). In addition, Kayaoglu, Akbas, & Ozturk (2011: 24) say that while they try to understand the meaning of words associating the scenes that they watch on the screen, they are also exposed to the pronunciation of words and the written form of words simultaneously.

In pronunciation aspect, animation video was utilized as a model of correct pronunciation as well because it was pronounced by native speaker. By applying animation video in learning process, the students could learn by repeating and practicing it individually. Teacher played the video, asked the students to listen and repeat the sound, then drilled the words. It could be done repeatedly until the students were able to pronounce words correctly. The mean score of pronunciation test was improved from 4.15 (pre-test) to 6.90 (test 1) and 7.45 (post-test). Katchen (2002) states “Most often video is used either to present students with spoken language input for listening practice or to elicit student
language output via speaking or writing”. Last, animation video implemented in this research actually provided the students with words in easy English sentences, so it was easier to understand. Animation video played a role as the attractive example for students and the teacher played a part to point out the example they could follow. Teacher played the video part by part and explained how to make simple sentences like some sentences in the video. By doing so, the teacher could insert some explanation about grammar and word choice to the students. It was more interesting to the students than having them see their teacher wrote a sentence on the board. The result of the word use test indicated that the students were able to use the words in sentences correctly after animation video was implemented. The mean score was improved from 3.35 (pre-test) to 6.40 (test 1) and 7.15 (post-test). Kayaoglu, Akbas & Ozturk (2011: 29) conclude that the use of animation can be extended to the other language skills as well, including grammar.

The second improvement was classroom situation. Comparing to the class situation before the research, there were some positive progresses. First, before the research, most of the students were not interested to the lesson. It could be clearly identified through their behavior during the learning process. Most of the students looked bored, sleepy and frequently laid their head down on the table. Such conditions almost were not found when using animation video. More students were enthusiastic and interested in the teaching. Most of the students were not bored when following the lesson and almost no students laid their head on the table or sleepy. The situation in learning was different from previous
before, so it gave a new atmosphere to the students. Animation video could attract their attention and help them learn more easily and enjoyably. As their motivation improved the students became more interested in joining the learning process from the beginning until the end of the lesson. Williams and Lutes (undated, 12) argue “Video is also an extremely intrinsic motivator”. Second, before the research, students often did activities which have no relation to the lesson such as playing their writing equipment, drawing, chatting, or walking and running in the class. Students felt that they did not need the lesson, even after the teacher forced them to pay their attention to the lesson. By animation video, students found comfortable classroom situation that they have never had before. Animation video could attract students’ attention with no force. When the video was played by the teacher, they directly watched, mimed, and followed the video. If they were interested, they would give much attention to what is being taught or discussed. According to Kayaoglu, Akbas & Ozturk (2011: 24), “As a tool, an animation makes students more focused on the words because it is interactive and addresses almost all senses as well”.

The positive improvement could be identified from the students’ activeness during the teaching learning process. The students became more active and enthusiastic in every activity either in group or individual activity. The animation video provided material that attract the students’ to be active from the beginning until the end of the lesson. During teaching learning process, they participated in all of activities conducted in the class well. William and Lutes (undated, 5) say “Video materials in the ESL classroom can be used to actively
engage students in the learning process.” Moreover, before the research, there were so many students who often pretended as if they had needed to go to the bathroom for pee. Actually, the students avoided the boring and depressing lesson, because they always found the lesson as only a difficult subject and as teacher’s command. Drastically, during the use of animation video, all of the students never pretend any longer. The students’ boredom and fear to the lesson could be well recovered by using animation video. Devi (2005) states “If animation is used at the beginner level or to teach new concepts for the first time, the teaching learning process becomes less tedious.”

CONCLUSIONS AND SUGGESTIONS

There are two conclusions based on the research findings and discussion. The first is about the implementation of animation video towards the students’ vocabulary mastery. The findings showed that the implementation of animation video could improve the students’ vocabulary mastery. It could be proved from the results of the students’ tests which had improvement of mean score in every cycle. In the pre-test the students obtained 4.46, in the test 1 the mean score increase become 7.14 and in the post-test the mean score increase up to 7.90. The students’ vocabulary mastery increased in all aspects. The students could understand and memorize the meaning of words, they could pronounce the words correctly and no longer pronounce based on written form by listening and drilling to the right pronunciation from the video, they obtained better in spelling the words oral or written and they could use the words in a simple sentence. By
playing video repeatedly, the students were able to pronounce and write words correctly because they had more practices in learning.

The second is the improvement of the English class situation. Having been taught by using animation videos, the students showed great interest to be actively involved in the learning process. They were more enthusiastic in learning process and did not feel bored or sleepy as they felt before. In addition, they became more active and enthusiastic in every activity either in group or individual activity. There was nobody asked for permission to go to the bathroom at the same time. There were also fewer students who did unimportant activities such as playing, chatting or walking and running in the classroom.

In achieving the objectives of teaching and learning process, it is really important to apply a suitable media. The appropriate choice will contribute good impact in both process and result of the teaching and learning itself. From the result of conclusion, animation video was an effective media to enrich students’ vocabulary mastery and classroom situation. Animation video played a role as the attractive example for students, and the teacher played a part as a guide to points out the example they can follow.

Considering the findings of this research, there are some suggestions offered. For the teachers, it is recommended for them to create enjoyable and fun situation for learning process. The teacher can utilize interesting teaching media such as animation video. The use of video can be combined with various techniques in order to create a good atmosphere, make the students more
motivated to learn and do not get bored during the teaching-learning process. Dealing with the media used, in this case is video, teacher should carefully in selecting the video going to be used. The teacher should select the video which not only contain entertainment but also education aspect and suitable for their students’ age.

For the students, they should be aware of the importance of English. They should not be afraid of making mistakes and keeping on trying. They should also have more practices both in school and their home so that it will help them to learn English easier. They can learn from various media such as internet and video. Besides, the students should also involve actively in English class and practice the English frequently.

Moreover, regarding to the use of animation video, the school should provide facilities and media which can support the teaching learning process. By using appropriate facilities and media in class, teaching learning process can run more effectively. It can also gain the students’ interest and motivation in studying a subject at school.

REFERENCES


