

**IMPROVING VOCABULARY THROUGH ANIMATION
PICTURE AT THE EIGHT YEAR STUDENTS OF
SMP NEGERI 8 PALOPO**



A THESIS

Submitted to the English Language of S1 Tarbiyah Department of State
College for Islamic Studies Palopo in Partial Fulfillment
of Requirement for S.Pd. Degree in
English Study Program

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2014

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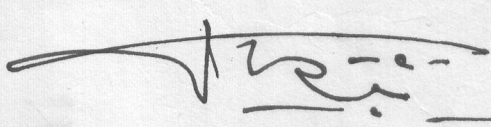
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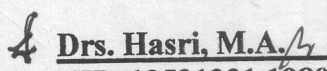
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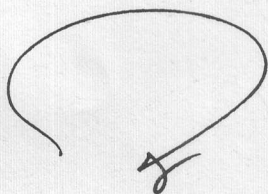
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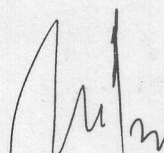
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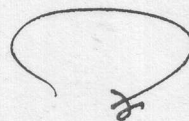
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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ

وَعَلَى آلِهِ وَأَصْحَابِهِ أَجْمَعِينَ.

Alhamdulillah Rabbil Alamin, the writer's praises her highest garatitute to Allah swt, who has given blessing and mercy in completing this thesis writing. The blessing and peace too Allah messenger the last apostle Muhammad saw, his families and followers until the end of the world.

The writer realizes that writing of this thesis would have never been completing without the existence of a number of people. Therefore, the writer would like to express her deepest appreciation and thanks to those people who have helped and involved in completing this thesis, for their useful motivation, guidance and sacrifices they are as follows:

1. Special thanks to her beloved parents Bahrin R.A and Fatimang who have given the writer endless love, motivation, guidance, financial, education, help and pray for the writer success until now.
2. Prof. Dr. H. Nihaya M.,Hum., as the head of STAIN Palopo, who have taught, educated, helped, advised, and guided the writer during her study at STAIN Palopo.

3. Sukirman, S.S., M.Pd, as the first deputy chief of STAIN Palopo, who always advised the writer during her studying at STAIN Palopo.

4. Drs. Hisban Thaha, M.Ag, as the second deputy chief of STAIN Palopo. Who always give motivation to writer during her studying at STAIN Palopo.

5. Dr. Abdul Pirol, M.Ag, as the third deputy chief of STAIN Palopo, who always give some helps, motivation and supports to writer during her studying at STAIN Palopo.

6. Drs. Hasri, M.A as the chief of Tarbiyah Departement of STAIN Palopo. Who always give the best way in writer this thesis.

7. Jufriadi, S.S, M.Pd, as the chief of English Study Program STAIN Palopo, who always support, give the best idea, motiyation, and always give solution in very problem that faced of the writer

8. Dr. Abdul Pirol, M.Ag and Jufriadi, S.S, M.Pd as the first and the second consultants who have given guidance, explanation, correction, suggestions and some ideas until the writer can finish this thesis.

9. All of the lectures and staff of Tarbiyah Departement of STAIN Palopo, especially the lectures of English, who have taught the writer for many years, so she could complete this thesis.

10. Special thanks for my brother's (Ahmad, Bahtiar, Abdul Rahman, Muh. Rusly, Muh. Riswanto) and my sister's Cenceng, Rahmin, Harti, Harma, Kasma Wati, Annisa) who always given support and spirit.

11. Thanks for all my classmate of English study program BIG-C, best friend in Nisba and Serly. And special for Riski Haerudin who have given support and suggestions.

Finally, the writer pray to the God, Allah SWT gives regard to all of the people who have helped the writer. And the writer hopes this thesis can be usefull and given positive contribution for the readers and the others.

Palopo, 2014

The writer

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ABSTRACT

Evayanti Bahrn, 2013. *Improving Vocabulary through Animation Picture At the Eighth Year Students of SMP Negeri 8 Palopo. Thesis, English Program Study of Educational Departement in STAIN Palopo.* Consultant, Dr. Abdul Pirol, M. Ag. and Jufriadi, S. S, M. Pd.

Key word: Vocabulary Vocabulary, Animation Picture

This thesis deal with Improving Vocabulary through Animation Picture At the Eighth Year Students of SMP Negeri 8 Palopo. The problem statement of this thesis: Is animation picture effective to improve vocabulary At the Eight Years Students of SMP Negeri 8 Palopo in 2013/2014 academic years. Based on the problem statement above, the researcher proposed the vocabulary at the Eighth Year Students of SMP Negeri 8 Palopo. The objective of the research is to know the effectiveness of using Animation Picture in teaching vocabulary.

This research, the writer used experimental research. The writer collected data by using a test namely pre-test and post-test. The population of this research was the Eighth Year Students of SMPN 8 Palopo where consisted of 182 students. Thus, the writer used purposive sampling where the writer took 25 students as the sample in this research.

The result of the data analysi indicated that t-test value (t_o) was higher than t-table (t_t). Where t-test value = 12,40 and t-table value significant 1% and 5% are 2,064 and 2,797 with $df = 24$. It means that Animation Picture is effective in improving students' vocabulary because there is significane different between using animation picture in teaching vocabulary of SMP Negeri 8 Palopo. Therefore, the Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_o) is rejected.

CHAPTER I

INTRODUCTION

A. *Background*

Language as a means of communication is very useful and flexible. It can serve human needs in their communication in any situation. We can express everything such as thought, emotions, political, action, affairs, controversies, and ideas. Language is an important thing in our life because without language we can not interact with other people.

English is an international language. Therefore, it is important for people to learn it. By learning English, students are expected to absorb and keep up with the development science, technology, and art. English also the most famous and important foreign language which from elementary school up to universty level. The students have to master the four basic language skills they are listening, speaking, reading and writing. Beside such basic skill, the students have to master some vocabularies as well as possible.

Vocabulary is essential component of all uses of language, because it would impossible to learning a language without vocabulary of words.¹ Vocabulary is one important point learning a language, because it is main part to begin our writing, speaking, reading, and listening. It make easy us to translate some word. Into English or Indonesia and also the more we could speak with other.

¹ Michael H. Long and Jack Richard, *Methodology in TESOL: A Book of Reading* (New York: Harper and R), P. 305

The researcher was interested in improve the student's ability of SMP Negeri 8 Palopo because before doing researcher observation. From the observation, got primary data that the student's ability in vocabulary low because utilization of instructional media conducted by the teacher in learning process still lacking, so that it inhabits the students to understand the material being taught mainly in memorizing vocabulary.

One way can be used by teacher in teaching vocabulary is by using media namely animation picture. This way make students memorize vocabulry more activing because this media thought to help students memorize the vocabulary because the visual symbol can facilitate the achievement of the goal to undesrtand and remember information or message contained in the image.

Based on the description, the researcher used one way in motivating the spirit of students in teaching English vocabulary, that is animation picture. The purpose is make the material more interesting and enjoyable. The researcher wanted to focus attention on "Improving Vocabulary through Animation Picture at the Eighth Year Student of SMPN 8 Palopo".

B. *Problem Statement*

Based on the backround above the researcher formulates the research question of follows:

"Is a animation picture effective in improving vocabulary to the eighth year students of SMPN 8 Palopo".

C. *Objective of the Research*

Relevant to the research argue set above, the writer states the specific of the research as follow:

“To find out whether a animation picture is effective in improving vocabulary at the eight year students of SMPN 8 Palopo”.

D. *Significance of the Research*

1. Theoretically

The result of this research is expected to be useful information for all reader including lectures, learners, and practitioners of education. To give contribution to the students of English in general especially for the students as SMPN 8 Palopo.

2. Practically

The English teacher as facilitator of learning. All learners of English as foreign language to develop their ability in vocabulary through animation picture. It can be reference in English teaching for the students who want to improve vocabulary through animation picture.

E. *Scope of the Research*

The scope of the research would be restricted to teaching vocabulary specify on noun, verb, adjective and adverb by using animation picture.

F. *Defenition of Terms*

1. Vocabulary is body of words know to person used particular book.
2. Animation is the quick display of a set of sequence images in order to create a moving picture or called an optical illusion of motion.

CHAPTER 11

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Some researches have conducted their research on the use of various techniques in teaching vocabulary:

1. Sri Dewi Puspita, says in her thesis "Teaching Vocabulary through Picture Story at the Eighth year students of SMP PMDS Putra Palopo". She concluded the result indicates that using picture story is effective because it can improve the students' vocabulary.¹

2. Marlina, says in her thesis "The Effectiveness of the Use Pictures of Traffic Sign Terms in Teaching Vocabulary of SDN 577 Pepabri" that the teacher should help their students to master vocabulary so that the students can master some English skill such as speaking, listening and reading.²

Based on the previous findings above the writer can explain that Improving Students' Vocabulary through Animation Picture, especially how to improve noun, verb, and adjective.

¹ Sri Dewi Puspita. *Teaching Vocabulary through Picture Story At the Eighth Year students of SMP Negeri 8 Palopo*, (Thesis STAIN Palopo, 2011), p. 65.

² Marlina. *The Effectiveness of the Use Pictures of Traffic Sign in Teaching Vocabulary of SDN 577 Pepabri*, (Thesis STAIN Palopo, 2010), p. 57.

B. The Concept of Teaching

Definition of Teaching:

Haskew says that teaching is action to increase the odds that potential learner will learn, action to point learning toward desired accomplishments by learners a live opportunity to learn. Longman states that teaching is to give (someone) training or lessons in (a particular subject, how to do something), pass on knowledge or skills, teach is general word for helping a person or group of people to learn something.³

Hornby says that teaching is giving an instruction, to cause to know or to be able to do something, giving knowledge and skill. Giving lesson at school.⁴

Generally, people usually said that teaching is a process that makes someone from unknown to know. But, as we know there is some aspect have definition about teaching.

Reflective teaching is an approach to teaching which is based on a belief that teachers can improve their understanding of teaching and the quality of their understanding of teaching and the quality of their own teaching by reflecting critically on their teaching experiences.⁵

From several defenitions about teaching above, we can take the conclution that teaching is delivering knowledge to the educator of students at

³ Noyita Goreti Yogi. *Improving Students' Vocabulary Mastery through Snowball Throwing Strategy of the Fourth Grade of MI at-Taufik Samarinda*, (Unpublished, thesis STAIN Samarinda, 2012), p. 13.

⁴ *Ibid.*

⁵ Jack C. Richards and Willy A. Renandya *Methodology In Language Teaching: An Antalogy of Current Practice*, (The United States of America: Combridge University Press. 2002), p. 23.

school. Teaching is giving knowledge and skill to the students in order to understand the material given. It is concluded that teaching is an activity which done by some one (teachers) or someone else (students) by giving instruction and guiding them, in order to help the students to find something (knowledge) that they have never known, so they are able to understand it.

C. Some Concept of Vocabulary

Vocabulary as an essential an component of all used of language would be impossible to learn a language without it. Vocabulary is one of components of language and that no language exists without words. Words are sings or simbols for ideas. They are the means by which people exchange their through. The more words we learn, the more ideas we should have, so we can use communicative the ideas more effectively. The vocabulary we understand and the vocabulary we can use varies in nature and in quality from one person to another even in our native language. We can help our students by giving those ideas on how to learn vocabulary and some guidance on what to learn. Vocabulary is one of the components of language. More words we know, more ideas we can explore. So, we communicate the ideas effectively.⁶

1. Defenition of Vocabulary:

There are some definitions which endeavor to describe the meaning vocabulary. The writers try to define vocabulary in different ways. They do this in order to make clear the position of vocabulary in language. Acording to Martin Manser in his Dictionary *Oxford Learner's Pocket Dictionary*, that: Vocabulary is

⁶ Sri Dewi Puspita, *op. cit.*, p. 7.

all the words that a person knows: all the words in a language; list of words with their meanings, especially in a book for learning a foreign language.⁷

Jeremy Harmer states that vocabulary was been as incidental to the main purpose of language teaching, namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on to when learning structure, but was frequently not a main focus or learning itself.⁸

Richard and renandya say that, vocabulary is core component of language proficiency and provides much of the basis for how well speak, listen, read, and write.⁹

Based on the definition above the writr make conclusion for the word vocabulary, it is one component of language which consists of total number of words that have functions and meaning. In short, vocabulary is the very foundation of learning. It is not only related to the meaning of words but also the knowledge to represent opinions, fact and new data which need to be recognized.

2. Tips in Learning Vocabulary

Faxian log in gives some tips in learning English vocabulary as follows:¹⁰

⁷ Martin Manser, *Oxford Learner's Pocket Dictionary*, (New Edition; New York: Oxford University Press, 1980), p. 482.

⁸ Jeremy Harmer. *The Practice of English Language Teaching. A New Edition*, (New York: Longman Publishing, 1992), p. 154.

⁹ Jack C. Richards and Willy A. Renandya, *op. cit*, p. 255.

¹⁰ Faxian Log in Rinnawati, *Teaching Vocabulary through Reading English Folklate to the Eighth Year Students of SMP Pesantren Modern Datok Sulaiman (PMDS) Putra Palopo*, (Palopo:2011), p. 7.

- a. "Read, read and read: Most vocabulary words are learned from content. The more words you are exposed to, the better vocabulary you will have, while you read, pay attention to words you don't know. First try to figure out their meaning from context. Then look the word up and listen to challenging material so that you will be exposed to many new words.
- b. "Improve your content, skill" research shows that vast majority of words is learned from content. To improve your skill pay close attention to how words are used. Doing a search on awards using sentences (for searching new groups) will give you many examples how that words are used in context.
- c. "Take as many associations and connect one as possible". Say the words aloud to activate your auditory memory. Relate the words to words you or already know.
- d. Get in the habit of looking up words you don't know. If you have a dictionary program. In your computer, keep it open handy.
- e. "Use vocabulary list" for the various vocabulary students there are many books that focused on the words.

3. The Principles of Teaching and Learning

In March 1987, the *AAHE Bulletin* first published "seven principles for good practice in Undergraduate Education". With support from Lilly Endowment, that document was followed by a Seven Principles Faculty Inventory and an Institutional Inventory (Johnson Foundation, 1989) and by a Student Inventory (1990). The principles, created by Art Checkering and Zelda Gamson with help from higher education colleagues, *AAHE*, and Education Commission of the

States, with support from the Jhonson Foundation, distilled findings from decades of research on the undergraduate experience. This essay, then, describes some of the most cost effective and appropriate ways to use computers, video, and telecommunications technologies to advance the Seven Principles.¹¹

a. Good practice encourages contacts between students and faculty

Frequent student-faculty contact in and out of class is a most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and plans.

Such as time-delayed exchange was often a rather impoverished fro of conversation, typically limited to three conversational turns:

- 1.) The instructor process a a question (a task).
- 2.) The student responds (with homework).
- 3.) The instructor responds some time later with comments and a grade.

b. Good Practice Develops Reciprocity and Cooperation Among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not compatitive and isolated. Working with others often increases involvement in learning. Sharring one's ideas and responding to others' improves thinking and deepens understanding.

c. Good Practice Uses Active Learning Techniques

¹¹ Stephen C. Ehrmann, Online: <http://www.tltgroup.org/seven/home.htm>. Accessed on october 15th 2013.

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answer. They must talk about what they are learning, write reflectively about it, relate it to experiences, and apply it to their daily lives. They must make what they learn part of themselves.

d. Good Practice Gives Prompt Feed Back

Knowing what you know and don't know focuses your learning. In getting started, students need help in assessing their existing knowledge and competence. Then, in classes, students need frequent opportunities to perform and receive feedback on their performance. At various points during college, and at its end, students need chances to reflect on what they have learned, what they still need to know, and how they might assess themselves.

e. Good Practice Emphasizes Time On Task

Time plus energy equals learning. Learning to use one's time well is critical for students and professionals alike. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty.

f. Good Practice Communicates High Expectations

Expect more and you will get it. High expectations are important for everyone for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy.

g. Good Practice Respects Diverse Talents and Ways of Learning

Many roads lead to learning. Different students bring different talents and styles to college. Brilliant students in a seminar might be all thumbs in a lab or studio; students rich in hands-on experience may not do so well with theory. Students need opportunities to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

4. What the Students Need to Know

There are some vocabulary items that are useful to know by the students. There are:¹²

a. Meaning

The first thing to realize about vocabulary is that they frequently have more than one meaning. For example, the wordbook refers to something you use to read from a set of printed pages fastened together inside the cover, as a thing to be read according to one learner's dictionary. But the same dictionary then goes on to list eight more meanings of book as a noun, two meanings of a book as a verb and three meanings where book preposition makes phrasal verbs. So we will have to say that the word "book-sometimes means the kind of thing you read from, but it can also mean a number of other things. We come across the decipher its meaning in we will have to look at the context in which it is used. And also words have meaning in relation to other words. As for as the meaning in relation to other words. As for as the meaning goes, then, students need to know about meaning in context and sense relation.

¹² Hairun. *The Interest of Students in Learning Vocabulary Through Open Area At SDN 364 Labokke puy*, (Palopo: 2009), p. 11.

b. Word Use

Word meaning is frequently stretched through the use of metaphor and idiom. We know that the word "hiss" describes the noise that snakes make. But we stretch its meaning to describe the way people talk to each other. Word meaning is also governed by collocation that is which words go with each other. In order to know how to use the word "sprained", we need to know that we can say sprained ankle. Sprained wrist. We cannot say sprained thigh. We often use words only in certain local social and topical context. What we say is governed by the style and register we are in. If you want to tell someone you are angry with you will choose carefully between the formal expression of this fact (I'm angry) and the informal version (I'm really pissed off). The latter would certainly seem rude to listeners in certain contexts.

c. Word Formation

Words can change their shape and their grammatical use value too. Students need to know a lot about word formation and how to twist words to fit different grammatical contexts, the verb "run" has the participle "running" and "run". Students also need to know how suffixes, and prefixes work. How can we make the words potent and expressive opposite we prefix one with in- and the other. The need to know how words are pronounced indeed the way words are written and speaking and knowing how they can change meanings.

d. Word Grammar

Just as words change according to their grammatical meaning. So the use of certain words can trigger the use of certain grammatical patterns, we make

distinction between countable and uncountable nouns. The former have both singular and plural. We can say one of two chairs. There are many other areas of grammatical behavior that the students need to know about, what are phrase verbs and how they behave/ etc.

What we have been saying is that knowing a word means for more than just understanding (one meaning), somehow our teaching must help students what this knowledge implies both in general and for certain words in particular.

e. The Importance of Vocabulary

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

f. How to Learn

Every day you hear or read many new English words. You also find them in your dictionary when you are translating from your own language. You can't possibly learn all these new words, so your first problem is to decide which one to concentrate on. Here are some suggestions:

- 1.) Learn the words that are important to the subjects you are studying
- 2.) Learn the words that you read or hear again
- 3.) Learn the words that you know you will often want to use yourself
- 4.) Do not learn words that are rare or not used fully (your teacher can help you with this)

Once you have chosen which words to learn, you next have to decide how you are going to learn them. Here are a few ideas:

- a. Write the words in a notebook (with their translations or definitions)
- b. Write the words and definitions on small cards
- c. Say the words many times (if you have an electronic dictionary you can hear how the words is pronounced)
- d. Put the words into different groups (you could use a graphic organizer)
- e. Write them in a file for use with a computer program
- f. Make associations (in pictures or with others words)
- g. Ask someone to test you
- h. Use the words in your own speaking or writing.

5. Kinds of Vocabulary

Vocabulary is the stock of lexical items in language, for the purpose of and learning activities. Word in language is small elements, which could make up the language.

Four general kinds of vocabulary test are presented:

- a. Limited response is for beginners. These test items require either a simple physical action like pointing at something or a very simple verbal answer such as "yes" or "no".
- b. Multiple-choice completion is a test in which a sentence with missing words is presented; students choose one of our vocabulary items given to complete the sentence.

c. Multiple choice paragraphs, is a test in which of four words is the closed in meaning to the underlined item.

d. Simple completion (words) has students write in missing part of words that appear in sentences. Concluding the discussion of each test type you will find a summary of the advantages and limitations of the test types 1,2,3 and 4 also includes a list of alternate from of the technique being described. Devine vocabulary is the set of words used by a writer or speaker, or a list word used in certain book arrange in alphabetical order.¹³

There are eighth kinds of words classes: noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection, but the writer only writes four kinds of them because it is the main kinds of word classes:

1. Noun

A word like oil, memory, arm, which can be used with an article. Nouns are most often the names of people or things.¹⁴

There are several special classifications for nouns:

a. Common and Proper nouns

Proper nouns begins with a capital letter in writing. It includes:

1. Personal names: Mr. John
2. Names of geographic units such as countries, cities, rivers: Holland, Paris
3. Names of nationalities and religions: a Dutchman, Christianity
4. Names of holidays: Easter, Thanks giving day

¹³ Harold S, Madsen. *Techniques in Testing*, (New York: Oxford University Press), p.12

¹⁴ Michael Swam, *Practical English Usage*, (New Edition; New York: Oxford University Press, 1996), p. 25.

5. Names of time units: Saturday, June

6. Words used for personification – a thing or abstraction treated as a person:

Nature, Liberty.

As opposed to proper nouns, all other nouns are classified as common nouns.

b. Concrete and Abstract nouns

Concrete noun is a word for a physical object that can be perceived by the sense – we can see, touch, smell the object.

Example: flower, girl.

An abstract noun is a word for a concept – it is an idea that exists in our minds only.

Example: beauty, justice, mankind

c. Countable and Non-countable nouns

Countable nouns name what can be counted individually

Example: A book, three pencils, four dictionary.

Non-countable nouns name what can be divided but which cannot be numbered or counted individually.

Example: Mankind, oxygen, milk.

2. Verbs

A word like ask, wake, play, be, can, which can be used with a subject to form the basis of a clause. Most verbs refer to actions or states.¹⁵

Classified by complement of verb:

a. Transitive verb

¹⁵ *Ibid*, p. 29.

Transitive verb is followed by object.

Example: The boy kicks the ball.

He shot the bird.

b. Intransitive verb

Intransitive verb is not followed by object.

Example: All those babies cry.

The man walked a long distance.

c. Linking verb

Linking verb may be followed immediately by an adjective that describes the subject of a sentence. Common verbs that may be followed by an adjective: feel, look, smell, sound, taste, appear, seem, become.

Example: The soup smells good

The man looks angry

d. Auxiliary

TABLE I

Auxiliary	In Present	In Past
To be	Is, am, are	Was, were
To, do	Do, does	Did
To have	Have, has	Had

e. Modal auxiliary

It can use modal auxiliary with other verbs.

Example: To ask permission.

Can I use your phone, please?

May I borrow your car, please?

There are ten modals: can, could, may, might, will, would, shall, should, must, ought to and three semi modals: need, dare and used to.

3. Adverbs

A word like tomorrow, once, badly, there, also, which is used to say, for example, when, where or how something happens.¹⁶

Types of adverbs:

a. Adverb of manner

Adverb of manner show us how something happens.

Example: John behaved badly.

The train went slowly.

b. Adverb of time

Adverb of time

Example: I will see him next Monday.

I spoke to him his morning.

c. Adverb of frequency

Adverb of frequency generally answer the question *How often?*. The most common are: always, usually, normally, frequently, often, sometimes, hardly ever, seldom, ever, never.

Example: I am always late.

You never try hard enough

¹⁶ *Ibid*, p. 21.

- d. Adverb of degree can make the word the modify weaker or stronger and their effect depend on stress and intonation.

Example: The film is quite good! And our voice 'goes up', this means 'I enjoyed it on the whole'.

The film is quite good. And our voice 'goes down'. This means 'I did not really enjoy it'.

- e. Adverb of place

Adverb of place shows where something happens.

Example: We go Downtown.

They go abroad every year.

4. Adjectives

A word like green, hungry, impossible, which is used when we describe people, things, events. Adjectives are used in connection with nouns and pronouns.

Example: A green apple, She is hungry.¹⁷

D. Teaching Vocabulary

Learning is one of the primary activities of students in the classroom. Successful learning is only on the right way to lead the process. Good learning atmosphere and method can guide the students to learn more and meaningful. To accomplish such condition, teachers must variety and attractive methods for the class.

¹⁷ Ibid.

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word; for example, post office and mother-in-law, which are made up of two or three words but express a single idea. There are also multi-word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary 'items' rather than 'words'.

There are six for example of vocabulary items as follow:¹⁸

1. From: Pronunciation and Spelling

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). There are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.

2. Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have some idiosyncratic way of connecting with other words in sentences, it is important to provide learners with this information at the same time as we teach the base form. When teaching a new verb, for example, we might give also its past form, if this is irregular (thin, thought), and we might note it is transitive or intransitive similarly, when teaching a noun, we may wish to present its plural form, irregular (mouse,

¹⁸ Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1996), p. 61-62.

mice), or draw learner's attention to the fact that it has plural at all (advice, information). We may present verbs such as want and enjoy together with the verb form that follows them (want to, enjoy-ing), or adjectives of verbs together with their following prepositions (responsible of, remind someone of).

3. Collocation

The collocation typical or particular items are another factor that make a particular combination sound 'right' or 'wrong' in a given context. So this is another piece of information about a new item which it may be worth teaching. When introducing words like decision and conclusion, for example, we may note that you take or make the one, but usually come to the other, similarly, you throw a ball but toss a coin; you may talk about someone being dead tired but it sounds odd to say dead fatigued.

Collocations are also often noted in dictionaries, either by providing the whole collocation under one of the head-words, or by a note in parenthesis.

4. Aspects of meaning

a. Denotation

The meaning of word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary, for example, dog denotes a kind of animal: more specially, a common, domestic carnivorous mammal, and both dank and moist mean slightly wet.

b. Connotation

A less obvious component of the meaning of an item is its connotation: the associations, or positive or negative feelings it evokes, which may or may not

be indicated in a dictionary definition. The word dog, for example, is understood by most British people, has positive connotations of friendship and loyalty; whereas the equivalent in Arabic, as understood by most people in Arabic countries has negative associations of dirt and inferiority. Within the English language, moist has favorable connotations while dank has unfavorable: so that you could describe something as 'pleasantly moist' where 'pleasantly dank' would sound absurd.

c. Appropriateness

A more subtle aspect of meaning than often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that a certain word is very common, or relatively rare. Or 'taboo' in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal discourse, or belongs to certain dialect. For example, you may know the word weep is virtually synonymous in denotation with cry it is more formal, tends to be used in writing more than in speech, and is in general much less common.

d. Meaning relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones:

- 1.) Synonyms: items that mean the same, or nearly the same: for example, bright, clever, smart may serve as synonyms of intelligent.
- 2.) Antonyms: items that mean the opposite; rich is an antonym of poor.

3.)Hyponyms: item that serve as specific examples of a general concept; dog, lion, mouse, are hyponyms of animal.

4.)Co-hyponyms or ordinates: other items that are the 'some kind of thing', red, blue, green and brown are co-ordinates.

5.)Super ordinates: general concept that 'cover' specific items; animal is the super ordinate of dog, lion, mouse.

6.)Translation: word or expressions in the learners' mother tongue that are (more or less) equivalent in meaning to the item being taught.

Besides these, there are other, perphas looser, ways of associating meaning that are useful in teaching. You can, for instance, relate parts to a whole (the relationship between arm and body); or associate items that are part of the same realword context (tractor, farmer, milking, and irrigate are all associated with agriculture).

All these can be exploited in teaching to clarify the meaning of a new item, or for practice or test materials.

e. Word formation

Vocabulary items, whether one-word or multy-word, can often be broken down into their component 'bits'. Exactly how these bits are put together is another piece of useful in information. Perphaps mainly for more advanced learners

You may wish to teach the common prefixes and suffixes; for example, if learners know the meaning of sub-, un-, and -able, this will help them guess the meanings of words like substandard, ungrateful and untranslatable. They should

however, be warned that in many common words the affixes no longer have any obvious connection with their root meaning (for example, subject, comfortable). New combination using prefixes are not unusual, and the reader hearer would be expected to gather their meaning from an understanding of their components (ultra-modern, super-hero).

Another way vocabulary items are built is by combining two words (two nouns, or a gerund and a noun, or a noun and a verb) to make one item: a single compound word, or two separate, sometimes hyphenated words (bookcase, follow-up, swimming pool). Again, new coinages using this kind of combination are very common.

Beside that the the aims of teaching vocabulary are to make teachers aware of the variety of technique that can be used to teach vocabulary for active or passive control and to give practice in the English necessary for presenting, eliciting and checking understanding of new vocabulary.¹⁹

Teaching vocabulary process has meaning so that adding new words in repertory our experience. Developing vocabulary is placed new concepts in place good or in a series and arranged vocabulary.

Teaching vocabulary is crucial process in learning of language and it must be managed properly. In English structure the words have integral point. It is clue to the lack of vocabulary referential for the students can make students poor in language skill. In this case, before teaching it, the teacher should select the

¹⁹ Jane Wills, *Teaching English through English*, (Cet. 1; Hongkong: Longman, 1981), p. 115.

vocabulary students need. Vocabulary, for beginner, middle, and intermeddle the teacher or instructor should choose what vocabulary the students need.

Part of the problem in teaching vocabulary lies in the fact that whilst there is a consensus about what grammatical structures should be taught at what levels the same is hardly true or vocabulary. One of the problems of vocabulary teaching is how to select what words to teach. Dictionaries for upper intermediate students frequently have 55,000 words or more and there may be many meanings for a word and they represent a small fraction of all the possible words in a language.

E. Media

1. Definition of media

Media is all the form that utilized to the process of information channeling.²⁰

Media is each person, matter, tools, or event that placed the condition in order the learner can get knowledge, skills and attitude. In this case teacher, text books, and school media.²¹

While gagne puts of media as a source. Definition of media is the component of learning source that can stimulate students in learning.²²

Educational media include a tool that physically is used for telling content of subject matter, which consist of book, tape, recorder, cassette, video, camera, recorder, film, slide, photo, picture, graphic, TV, and computer. So, we could say

²⁰ Basyruddin Usman. *Media Pembelajaran*, (Jakarta: Ciputat ppers, 2002), p. 11

²¹ *Ibid.*

²² Arsyad., Azhar. *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2004),p.4

that media is the source of learning component or a physical vehicle that content instruction material in surrounding of students that can stimulate students interest.

Another definition from Education Association (NEA) define media as things that can be manipulated, seen, hear, read or the instrument that use in learning process, can influence the effectiveness of instructional program.

2. Kinds of Media

Classified media into four kinds namely:

a. Visual

Visual aids are things that can be seen. For example film strip, transparencies, micro projection, blackboard, picture and globe.

b. Audio-visual

Audio-visual aids can be listened and signed, example: film and television.

c. Dramatize, example: role play, socio-drama, pantomime, and so on.

d. Audio

Audio aids just can be distended, for example: photograph, recorder, tramples, electronic, radio, and so on.

Seals a Glasgow in Arsyad divided media into two categories, namely: traditional media and modern media as follow:

a. Traditional media

1. Silent visual which is projected

a.) Opaque

b.) Overhead proyeksi

c.) Slider

d.) Filmstrips

2. Visual not projected

a.) Picture

b.) Poster

c.) Charts, graphic, diagram

d.) Show

3. Audio

a.) Record

b.) Cassette, reel, cartridge

4. Multimedia show

a.) Slide + voice(tape)

b.) Multi-image

5. Dynamic visual which is projected

a.) Film

b.) TV

c.) Video

6. Printed

a.) Text book

b.) Module, program text

c.) Workbook

d.) Scientific newspaper

e.) Hand-out

7. Player

- a.) Puzzle
- b.) Simulation
- c.) Board player

b. Modern media

1. Media based of telecommunication

- a.) Teleconference
- b.) Study of far distance

2. Media based of microprocessor

- a.) Computer-assisted instruction
- b.) Computer player
- c.) Intelligent tutor system
- d.) Interactive
- e.) Hypermedia
- f.) Compact (video)disc.²³

3. The important of media

Media in learning process has urgencies as follows:

- a. Media can overcome the limited of experience have by the learners
- b. Media can get students interest
- c. Media can overcome the classroom
- d. Media can give direct interaction between learner and their surroundings
- e. Media can result the homogeny observation
- f. Media can give right base concepts, concrete, and real

²³ Azhar Arsyad. *Op.cit.* p. 21

- g. Media can improve new interest and desire
- h. Can give the integral experience from the concrete to the abstract

4. The function and usefull media

Classified media into four kinds namely:

- a. Attention function of visual media is a core, namely lead and draw students attention to concentrate to the contain of subject matter which related with the meaning that has been showed.
- b. Affective function of visual media can be showed from the level of students enjoy when they learn or read a text that have picture.
- c. Cognitive function of visual media can be showed from the research impervious explanation that visual sign or picture speed to gain a goal in or to understand and remémber and information or message that contain in the picture.
- d. Compensatory function of Education media can be showed from the result of the research that visual aid or media that give a context to understand the text help the low students in reading to organize the information in the text and remember any more.²⁴

Contain the useful of education media have been explain by the research any even through we had already aware that there are many useful of using educational media, its receiving and integrating into educational program going to be late. They explained some the result of research that point out positive affect of using media in learning process.

Here the usefull of educational media:

²⁴ Ahmad rohani. *Media Pembelajaran*, (Cet. 1, Jakarta; Rineka Cipta, 1997), p. 11.

- a. In explaining subject will be more standard
- b. The learning process will be interest
- c. Learning process will be interactive by applying the learning theory aid the physilogical principles which is received by the students; there will be feedback from the students.
- d. Can minimize time and it will be an able to understand by the students.
- e. The quality of the students result after learning can be improved.
- f. The explanation can be given in every situation.
- g. Can improve the positive students' attitude toward they learn
- h. Teacher role can be large to be more positive.²⁵

The advantages of educational media in teaching learning process, as follows:

- a. Can draw student's interest in order to the students will be motivated
- b. The subject matter will be learner so the students can understand easily in order to gain goal.
- c. Teaching method will be more variety not only uses verbal communication through teachers' explanation, so the students not feel bored and teacher will not lack of power.
- d. The students more active because they are not only listen teacher's explanation but also do something demonstrate.²⁶

²⁵ Azhar Arsyad, *Op.cit.* p. 22

²⁶ *Ibid*, p. 25

5. The function of media

One of the main function learning media is as a helping tool of teaching that also influences atmosphere, condition and learning circumstances arranged and created by teacher.²⁷

According to Asnawir and Usman that the functions of media are:

- a. Media can overcome the limited of experience, which is had by the students.
- b. Media can overcome classroom
- c. Media can make the direct interaction between students and environment
- d. Media can result variety observation
- e. Media can implant the right basic concept, real and realist
- f. Media can increase new desire and interest
- g. Media can increase the motivation and stimulate students to study
- h. Media can give integral experience from the concrete to the abstract think.²⁸

Media is a tool help teacher in learning process it means that it is only as a tool who can give a visual experience to the students in giving the students motivation make clear and make easier the complex concept and abstract to be simple, concrete and easier to understand, therefore we can conclude that the function of media is to improve the comprehension and retention of the students on learning material.

²⁷ Ibid, p. 15

²⁸ Asnawir and Usman. *Media Pembelajaran*, (Cet, I; Jakarta: Ciputat Pers, 2002), p. 11

F. Picture

1. Definition of Picture

There are definition of picture, these are:

- a. The art of painting; representation by painting
- b. A representation of anything (as a person, a landscape, a building) upon canvas, paper, or other surface, produced by means of painting, drawing, engraving, photography; a representation in colors. By extension, a figure; a model.
- c. An image or resemblance; a representation , either to the mind; that which, by its likeness, brings vividly to mind some other things; as child is the picture of his father; the man is the picture of grief.
- d. To draw or paint/a resemblance of; to delineate; to represent; to form or present an ideal likeness of; to bring before the mind.²⁹

2. Kinds of Picture

- a. Documentation picture ; it is a historical picture as well for an individual or society.
- b. Topical picture; it is a picture which explain an event that includes all aspects of life.
- c. Scenery picture; it is a picture which describes a certain scenery or view in a certain place.
- d. Advertisement/commercial picture; it is a picture which is used to persuade or convince people or consumers.

²⁹ <http://www.brainyquote.com/words/pi/picture202820.htm#oFCskUdGLM2FwqzG>.
 99. Accessed on 1st January, 2013.

e. Symbolic picture; it is a which used symbol or mark that express a certain message and it can express human life deeply and the concepts or idea of children.

G. Animation

Defenition of Animation:

Trish: Animation is the process of displaying a series of still pictures together in sequence, to give the illusion of continuous movement.³⁰

A brief description of animation can be one or more of the following:

- a. To impart motion or activity to
- b. To give life to; fill with life
- c. To fill with spirit, courage, or resolution; encourage
- d. To impart motion or activity to
- e. To inspire or activity to

Animation basically means motion of some sort. Motion would be the change of someone or something position over time. Theoretically, it is also the space between those points but that is another discussion all together. What one should know is that an object doesn't necessarily need to change is location in order to be considered animated. It could just be changing its shape. What you should remember is that the connection of animation to time is an important. Without any motion or change, there is no animation and of course no sense of time.

³⁰ [Http: answers, ask. com/Computer/Graphics/ what-is-animation](http://answers.ask.com/Computer/Graphics/what-is-animation). Accessed on 1st January, 2013.

Types of Animation:

- 1.) Frames and motion: Virtually all visual animation media uses frames, which is a series of still images shown very rapidly to simulate motion or change. Anything you see on a computer, television, or movie screen is based on frames. Making frame by frame animation in flash at a frame rate of 24 fps will keep people happy as they will accept those frame as a single movie. Anything slower than that rate and you would get choppy or jumpy breaking the illusion of the movie.
- 2.) Frame and Records: The whole concept of frames makes three things possible: storage, transmission and display. You cannot really store, transmit and display a man walking across a room, but you can store a picture or many pictures, store, transmit and then eventually display them almost anywhere.
- 3.) Programmed Frames: Using a computer helps you calculating things on the fly, so you don't really need a long list of descriptions for your frames. You may cut it down to a description of the first frame and some rules on how to build the subsequent frames. So the computer is not merely creating an image from a description first, then creating the image based on the description, and finally displaying the image.

Animation has its own role in education, especially to improve the quality of teaching and learning. The following are some of the excess interest or animation when used in the field of education:

1. Animation is able to convey something complex concepts visually and dynamically.

2. Digital animation able to attract the attention of students with ease. Animation is able to convey a message better than the use of other media.
3. Digital Animation can also be used to help provide virtual learning.
4. Animation is able to offer a more enjoyable learning media. Animation is able to attract attention, increase motivation and stimulate student thinking more memorable.
5. visual and dynamic offerings provided by animation technology can simplify the process of applying the concept or demonstration.

The weakness of the media animation is in need of special equipment. Materials and materials that exist in the animation are difficult to change at any time if there is a mistake or the information contained in it is difficult to add. Animation can be used to attract the attention of students when used properly, but otherwise the animation can also divert attention from the substance of the material presented to garnish animatif that it is not important.³¹

Excess use of media in teaching vocabulary animated images can provide benefits to the learning process that helps the teacher to clarify the teaching materials, to motivate children to be more excited to be involved in the learning process, as well as making methods that are more varied so as to make the expected learning outcomes in children more meaningful. Of the many media used in the learning process media animation image is one that presents a teaching

³¹ Aisyarani. *The Vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Year 2013/2014 taught by Using Animation Video.* (Thesis Universitas Muria Kudus, 2013), p.18.

media audio-visual messages and motion, as it gives the message that is impressive for the spectators. This media is generally liked by the children because the characters are interesting animated image. The effect of using media in teaching vocabulary animated images that give students a better impression as a sense of comfort, encouragement and avoid the possibility of the students feel bored.³²

The are advantages of animation:

- 1.) Its very fun to do
- 2.) If you know what you are doing, know what you want to achieve and are organized, you can get though the process quickly. It's a form of group work, so you can bounce of ideas and knowledge off each other.
- 3.) If you can relate to a concept or content in your topic, you can expand your knowledge as you go through the process knowing all the theoretical content steps, and you produce something visual so you can deepen your overall understanding.
- 4.) Engages students in active learning, cooperative learning and uses a range of multiple intelligences (Tech4learning, 2004).
- 5.) Animation can be used to visualize a dynamic phenomenon or process which cannot be readily seen by the eye or science setting (e.g. meiosis), so they produce a visual product which shows the content (Tech4learning, 2004). Has the potential to deepen their understanding of topics through visualization of content.

³² *Ibid*, p.25

The process of doing a claymation is very fun, motivating and interesting. I can see some benefits it can have in explaining certain processes in science. Students can sometimes become bored or dis-interested if you continuously show videos, projections and pictures (staple resources in science department) to them explaining process or systems. Experiments don't always help either, as some difficult processes to visualize can only be seen in a real laboratory setting. This is where claymation can come in handy especially if you want students to get hands on with the content. You can select a difficult process to visualize (e.g. meiosis) and ask students to produce a movie that explains the process and final product. This can deepen their understanding as well as make them have fun.³³

The are disadvantages of Animation:

- 1.) Audio problems encountered during the editing process may frustrate students.
- 2.) Final editing process may be a problem as can only be done by 1-2 students. If working in large groups there's nothing for the others to do, so they may become bored or passive.
- 3.) It's a time consuming process. Task involves preparation time, actual photo-taking time and then editing time all of which may need to be under teacher supervision.
- 4.) Role determination as certain people will inevitably do more work than others, which is unfair to them and their group members.

³³ Guthrie. *Animation*, at online:<http://guthrie.blongsport.com/2013/7/9>. Accessed on 9th March, 2014.

5.) Familiarity with software. Many might not know how to use it or how to edit, so they may become frustrated or lose complete interest in the task. Also time consumed in explaining to all students how to use the software.

6.) Research shows that stop-motion animation rarely furthers students knowledge and rarely has any benefits to student knowledge when compared to static/textbook graphics or diagrams (Betrancourt, M. 2005).

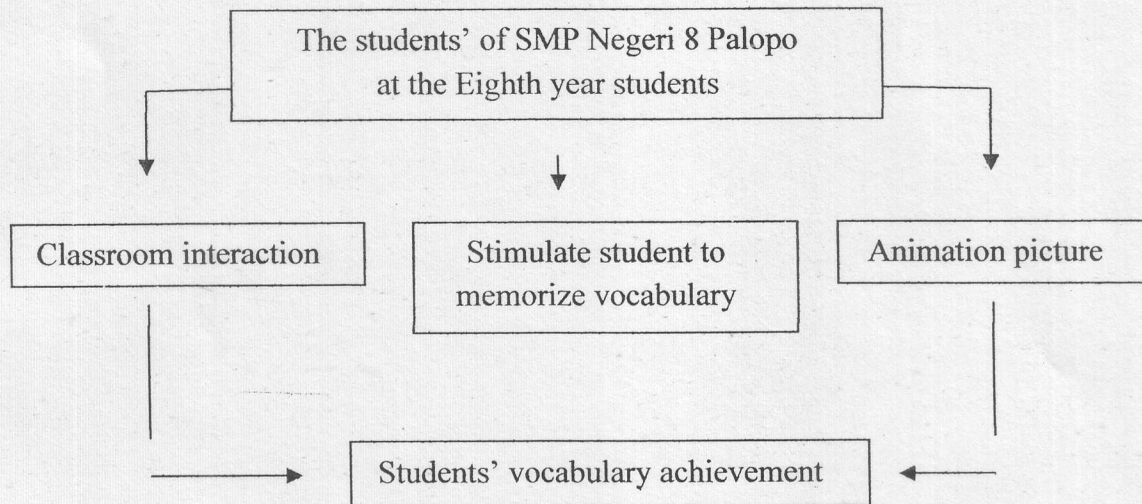
7.) The final product sometimes does not relate to the content at all. Students may lose track somewhere and produce a movie that neither fills your criteria nor expands their knowledge, thereby being a waste of time.

8.) Level of knowledge with this technology in students is highly varied. Although some students may be interested in taking on the challenge, some may become disinterested or intimidated by the technology, and not produce a good final product (Betrancourt, M. 2005).

H. Conceptual Framework

Vocabulary is one of the words very important on language. By having enough vocabulary people can be easily to make senses and in teaching vocabularies. There are many technique can be use and one technique is animation picture. Animation picture is independent variable and vocabulary is dependent variable. Through this animation picture leads the students to upgrade their vocabulary based on thematic vocabulary teaching namely, verb, noun, adverb, and adjective.

The conceptual framework in this research is shown in the diagram as follows:



The research used animation picture in teaching vocabulary to the students of SMP Negeri 8 Palopo in 2013/2014 academic year. It is hoped animation picture can stimulate the students to memorize vocabularies because they study by animation picture. It can make the students active in the classroom.

I. Hypothesis

1. (H_0) : Animation picture is not effective in teaching vocabulary at the eighth year students of SMPN 8 Palopo.
2. (H_a) : Animation Picture is effective in teaching vocabulary at the eighth year students of SMPN 8 Palopo.

CHAPTER III

METHOD OF THE RESEARCH

A. Design of the Research

This research applied an experimental research method. It involved one group of that will be given pre-test, treatment and post-test. This design was presented as follows:

Pattern: $O_1 \times O_2$

Where:

Pattern: Experimental (E)

O_1 : Pre-test

X : Treatment

O_2 : Post-test¹

B. Variable of the Research

This reseacrh consisted of two variables namely:

- 1). Independent variable is animation picture
- 2). Dependent variable is students' achievement in improving vocabulary at the Eighth Year Students SMPN 8 Palopo.

¹ Suharsimi Arikunto, *Prosedure Penelitian*, (Cet.IV: Rineka Cipta,1997), p. 78.

C. Population and Sample

a. Population

Population is all object of research.² Based the opinion above, the population of this research is the students of SMPN 8 Palopo at the Eight Class academic year 2013/2014. Then number population 182 students.

b. Sample

The sample in this research, the writer used Purposive Sampling technique where all of students in one class taken as a sample of this research namely at the Eight Year students of SMP Negeri 8 Palopo. The researcher choose class 2 9. The reason why the researcher choose the class because the students' vocabulary and interest of students to learning English more less than another class.

D. Instrument of the Research

Instrument of the research is a series of activities to explore the accurate data. In this instrument used pre-test and post-test to improve vocabulary. The writer gave some questions of vocabulary test that consisted of four points, such as vocabulary verb, noun, adjective and adverb.

E. Procedures of Collecting Data

To collect the data, the writer will use some procedures as follow:

a. Pre-test

The writer enters the classroom and explains directly the purpose or the research to the students. Before giving material, gave pre-test to find out the

² *Ibid*, p. 37

E. Procedures of Collecting Data

To collect the data, the writer will use some procedures as follow:

a. Pre-test

The writer enters the classroom and explains directly the purpose or the research to the students. Before giving material, gave pre-test to find out the students ability in memorize vocabulary. In pre-test asked students to memorize the vocabulary.

b. Treatment

The writer gave treatment to the students for sixth meeting, the steps as follow:

- 1). The first meeting, the writer explanation about animation picture, noun, verb, adjective and adverb..
- 2). The second meeting, the writer played animation picture about verb.
- 3). The third meeting, the writer played animation picture about noun.
- 4). The fourth meeting, the writer played a animation picture about adverb.
- 5). The fifth meeting, the writer played a animation picture about adjective.
- 6). The sixth meeting, the writer played a animation picture about adjective colours.
- 7). The seventh meeting, the writer played a animation picture about noun people.
- 8.) The eighth meeting, the writer concludes and review all of the material.

c. Post-test

After doing pre-test and treatments, the writer does post-test and in this part does to know the result measuring the student's vocabulary achievement through Animation Picture. In post test consists 30 number of test.

F. Technique of Data Analysis

The writer analysis the data of the test by using descriptive analysis. In this case, the writer percentage the second year student of SMPN 3 Burau in Mastering Simple Past Tense and the rule as follows:

To analysis the data, the writer used the following steps:

- a. Scoring the students' correct answer by the following the formula:

$$\text{score} = \frac{\text{student's Correct Answer}}{\text{Total Number}} \times 10$$

- b. classifying the students' score by using percentage below:

$$P = \frac{F}{N} \times 100$$

where:

P: Percentage

F: Cumulative Frequency

N: Total Number³

³ Ridwan, *Dasar-dasar Statistika*, (Bandung: Alfabeda, 2003), p. 41.

TABLE II
Classification of Score

Range Score	Interpretation	Letter Grade
80-100	Excellent	A
66-79	Good	B
56-65	Fair	C
40-55	Poor	D
0-39	Fail	E ⁴

c. Calculating the meanscore of the students'

$$X = \frac{\sum X}{N}$$

Where

X : Mean score

$\sum X$: Total score

N : Total sample.⁵

d. Calculating for standard from mean of difference, by using following formula

$$SDD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{(N)}\right)^2}$$

⁴ Ratna, *The Effectiveness of Using Video Cast in Teaching Speaking to the Second Grade Students at SMP Negeri 29 Samarinda*, (A thesis STAIN Samarinda, 2012), p. 31.

⁵ Suharsimi Arikunto, *Procedur Penelitian suatu Pendekatan Praktek*, Cet, XI; Jakarta: PT. Rineka Cipta, 1998), p.306.

- e. Calculating for error standard from mean of difference, by using following formula:

$$t_o = \frac{SD}{\sqrt{N-1}}$$

- f. Calculating for error standard from mean of difference, by using following formula:

$$t_o = \frac{MD}{SE_{MD}}$$

Where

MD = Mean of Difference

SE_{MD} / = Error Standard From MD

- g. Criteria of hypothesis acceptability

H₀ t₀ > t_t = Reject null hypothesis

H_a t₀ < t_t = Receive null hypothesis⁶

⁶ Sudrajat Subana dan Rahardi Muersetio, *Statistic Pendidikan*, (Cet. 1 Bandung; CT. Pustaka Setia, 2010), p. 173.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Finding

Based on the description in the previous chapter, the writer used quantitative analysis by analysing the data in numeral form. Those data describe Improving Vocabulary Through Animation Picture At the Eight Year Students of SMP Negeri 8 Palopo.

1. The students score in pre-test and post-test

The score of students based on their test result. The data can be seen in the following table.

Table 4.1

The score of students' vocabulary in pre-test

No	Respondent	Correct Answer	Score
1.	R1	22	7,3
2.	R2	22	7,3
3.	R3	21	7
4.	R4	21	7
5.	R5	21	7
6.	R6	20	6,6
7.	R7	20	6,6

8.	R8	19	6,3
9.	R9	18	6
10.	R10	18	6
11.	R11	18	6
12.	R12	18	6
13.	R13	18	6
14.	R14	18	6
15.	R15	18	6
16.	R16	17	5,6
17.	R17	17	5,6
18.	R18	17	5,6
19.	R19	15	5
20.	R20	15	5
21.	R21	14	4,6
22.	R22	14	4,6
23.	R23	13	4,3
24.	R24	13	4,3
25.	R25	11	3,6

The table above shows that there was 2 students got score (7,3), (6,6), (5), (4,6), (4,3), the were 3 students got score (7), (5,6), the were 1 student got score (6,3), (3,6), the were 7 students got score (6).

Table 4.2

Score classification of the students' vocabulary in pre-test

Classification	Score	Frequency	Percentage
Excellent	9,6-10	-	-
Very good	8,6-9,5	-	-
Good	7,6-8,5	-	-
Fairly good	6,6-7,5	7	28%
Fairly	5,6-6,5	11	44%
Fairly poor	3,6-5,5	7	28%
Poor	0-3,5	-	-
Total		25	100%

The table above shows that the eighth year students of SMP Negeri 8 Palopo in answering vocabulary test, there was no students having excellent, very good, good, poor category. There was 7 students (28%) had fairly good, there were 11 students (44%) had fairly category and 7 students (28%) had fairly poor category.

Table 4.3

The score of students vocabulary in post-test

No	Respondent	Correct answer	Score
1.	R1	25	8,3
2.	R2	26	8,6
3.	R3	27	9
4.	R4	26	8,6
5.	R5	26	8,6
6.	R6	28	9,3
7.	R7	23	7,6
8.	R8	29	9,6
9.	R9	29	9,6,
10.	R10	25	8,3
11.	R11	27	9
12.	R12	27	9
13.	R13	24	8
14.	R14	24	8
15.	R15	27	9
16.	R16	26	8,6
17.	R17	26	8,6
18.	R18	29	9,6
19.	R19	25	8,3
20.	R20	24	8

19.	R19	25	8,3
20.	R20	24	8
21.	R21	29	9,6
22.	R22	29	9,6
23.	R23	19	6,3
24.	R24	26	8,6
25.	R25	26	8,6

The table above shows that there was 5 students got score (9,6), there were 1 student got score (9,3), (7,6), (6,3), there were 4 students got score (9), there were 7 students got score (8,6) and 3 students got score (8,3), (8).

Table 4.4

Score Classification of the students vocabulary in post-test

Classification	Score	Frequency	Percentage
Excellent	9,6-10	5	20%
Very good	8,6-9,5	12	48%
Good	7,6-8,5	7	28%
Fairly good	6,6-7,5	-	-
Fairly	5,6-6,5	1	4%
Fairly poor	3,6-5,5	-	-
Poor	0-3,5	-	-
Total		25	100%

The table above shows that none students had fairly good, fairly poor, and poor. There were 5 students (20%) had excellent category, 12 students (48%) had very good category, 7 students (28%) had good category, and 1 student (4%) had fairly category. It means that there was improvement of the students' vocabulary after that treatment was done.

Table 4.5

Score of the students' vocabulary in pre-test and post-test

Respondent	Variable X (pre-test)	Variable Y (post-test)	D= (x-y)	D²= (x-y)²
R1	7,3	8,3	-1	1
R2	7,3	8,6	-1,3	1,69
R3	7	9	-2	4
R4	7	8,6	-1,6	2,56
R5	6,6	9,3	-2,7	7,29
R6	6,6	9,3	-2,7	7,29
R7	6,6	7,6	-1	1
R8	6,3	9,6	-3,3	10,89
R9	6	9,6	-3,6	12,96
R10	6	8,3	-2,3	5,29
R11	6	9	-3	9
R12	6	9	-3	9
R13	6	8	-2	4
R14	6	8	-2	4

R15	6	9	-3	9
R16	5,6	8,6	-3	9
R17	5,6	8,6	-3	9
R18	5,6	9,6	-4	16
R19	5	8,3	-3,3	10,89
R20	5	8	-3	9
R21	4,6	9,6	-5	25
R22	4,6	9,6	-5	25
R23	4,3	6,3	-2	4
R24	4,3	8,6	-4,3	10,49
R25	3,6	8,6	-5	25
N= 25	$\sum x_1 = 130,1$	$\sum y_1 = 216,3$	$\sum D = 72,1$	$\sum D^2 = 240,35$

From the table 4.5, $\sum D = 72,1$ and $\sum D^2 = 240,35$, the next finding the different of standard deviation between variable X (pre-test) and variable Y (post-test) as follows:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$= \sqrt{\frac{240,35}{25} - \left(\frac{72,1}{25}\right)^2}$$

$$= \sqrt{9,614 - (2,884)^2}$$

$$= \sqrt{9,614 - 317456}$$

$$= \sqrt{1,296544}$$

$$= 1,1386588602387$$

After finding out standard deviation of difference (SD_D) about 0,1386588602387, the next for standard error of mean difference (SE_{MD}) between variable X (pre-test) and variable Y (post-test) as follows:

$$SE_{MD} = \frac{\sum D_D}{\sqrt{N-1}}$$

$$= \frac{1,1386588602387}{\sqrt{25-1}}$$

$$= \frac{1,1386588602387}{\sqrt{24}}$$

$$= \frac{1,1386588602387}{4,8989794855664}$$

$$= 0,232427766557$$

After finding out SE_{MD} the next for MD as follows:

$$MD = \frac{\sum D}{N}$$

$$= \frac{72,1}{25}$$

$$= 2,884$$

Now finding out $t_{\text{value}}(t_o)$ as follows:

$$t_o = \frac{M_D}{SE_{MD}}$$

$$= \frac{2,884}{0,232427766557}$$

$$= 12,408156059499$$

$$= 12,40$$

After that, finding out t table (t_t) as follows:

$$Df = n - 1$$

$$Df = 25 - 1$$

$$Df = 24$$

Based on the table "t" standard of significant 5% with $df = 24$ is 2,064 and standard of significant 1% with $df = 24$ is 2,797. Based on the result above, the writer gives interpretation that table (t_t) is smaller than $t_{\text{value}}(t_o)$

$$2,064 < 12,40 > 2,797$$

Where 2,064 is smaller than 12,40 and 12,40 is bigger than 2,797

Based on paired of the samples satatistic and sample test above, the result of this research indicates that null hypothesis is rejected and alternative hypothesis

is accepted. Therefore, it could be said that there is significant difference between the mean score of pre-test and the mean score post-test of the students' improvement in vocabulary mastery by using animation picture. The use of animation picture was effective in improving the students' vocabulary mastery at SMP Negeri 8 Palopo in the academic year 2013/2014.

B. Discussion of the data analysis

Learning vocabulary through animation picture is one effective and interesting way that can be applied in any classroom. The results suggested that animation picture are used not only for fun, but also more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

In pre-test there were 30 questions of vocabulary test where the text based on the students' mastery of English. In one questions, "*Translate word walk into indonesia?*" in this question there were 8 respondents had correct answer with the answer "*berjalan*" the answer correct. There where 17 respondents had incorrect answer. In post-test there were 20 respondent had correct answer and 5 respondent had incorrect answer. In pre-test there were 30 questions of vocabulary test where the text based on the students' mastery of English. In ten questions, "*Translate word chair into indonesia?*". In this question there were 10 respondents had correct answer with the answer "*kursi*" the answer correct. There where 15 respondents had incorrect answer. In post-test there were 23 respondent had correct answer and 2 respondent had incorrect answer.

Based on the comparison score between pre-test and post-test result, it could be seen that in pretest, none of students got excellent category, very good, good. In other component, there were 7 students (28%) got fairly good category, and 11 students (44 %) got fairly category, and 7 students (28%) got fairly poor category. In posttest there was significant increasing of students' score. None of students fairly good, fairly poor and poor category. There were 5 students (20%) got excellent category, 12 students (48%) got very good category, 7 students (28%) got good category, and one student (4%) got fairly category. It means that the students' vocabulary skill was improved after giving treatment.

In the result of vocabulary test, the students got many various score. There were some students classified in low score. They were Respondent 20, Respondent 23, and respondent 25. There were some of students got medium score. They were Respondent 8, Respondent 13, and Respondent 16 and the high score Respondent 2, Respondent 3, and respondent 6. They included in high scores.

Based on the result, it can be concluded that actually students are not stupid but sometimes they need a teacher that can make them feel enjoy and motivate them in class, the teacher that can be a good model for them, the teacher can give the opportunity for students to active in class, the students also need practices not only by given the materials and above all it depends on the good method in doing teaching-learning process.

Based on the result of the data analysis above shows that animation picture can improve students vocabulary it can be seen on the table before and after

treatment (different result between pre-test and pos-test). The result of t table (t_t) with significant 5% we got 2,064 and t_o withh significant 1% we got 2,797.

With compering t_t and t_o which is got and pre-test and post-test, the researcher gives interpretation " t_o " is higher than " t_t " it is showed as follows:

$$2,064 < 12,40 > 2,797$$

Since, " t_o " is higher tahn " t_t " the score of the students vocabulary before and after treatment is significant. It is means that animation picture is effective in teaching vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is presented into two sections they are conclusion and suggestions.

A. Conclusion

Based on the findings and discussions of the data analysis in the previous chapter, this research describes the conclusion as follows:

The results indicates that using animation picture in teaching vocabulary to the students especially the students of SMP Negeri 8 Palopo is effective because it can improve the students' vocabulary. It can be seen on the result of the research where the value of t_o was 12,40 while the value of t_{table} with standard of significant 5% and 1% are 2,064 and 2,797. We can see the result as follows:
 $2,064 < 12,40 > 2,79$.

The result shows that the null hypothesis was rejected because there was significant difference of before giving treatment and after giving treatment by animation picture.

B. Suggestions

Considering the conclusion above, the writer presented some suggestion as follows:

1. It is suggested to the teacher who wants to teach English to use animation picture, since this method has been proved to improve students' vocabulary.
2. By animation picture, the students may find the learning process become more interesting and they find it easily to memorize the vocabulary.
3. It is also suggested to other writer who wants to conduct a research dealing with animation picture. Since the researcher about animation picture is still very few. So, this research is still open to be more explored by other writer.

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