

**THE EFFECTIVENESS OF USING ANIMATION VIDEO ON
TEACHING VOCABULARY AT THE SEVENTH YEARS STUDENTS
IN SMPN 1 PALOPO**



A THESIS

*Submitted to the English Study language of S1 Tarbiyah and Teacher Training Faculty of
State Institute for Islamic Studies of Palopo in Partian Fulfillment of Requirement for
S.Pd Degree in English Education*

By

ARWIN

REG. NUM. 13.16.3.0043

**ENGLISH EDUCATION PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) PALOPO**

2017

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2017

THESIS APPROVAL

This thesis entitled “*THE EFFECTIVENESS OF ANIMATION VIDEO ON TEACHING VOCABULARY AT THE SEVENTH YEARS STUDENTS IN SMPN 1 PALOPO*”, which is written by **Arwin**, REG. Number. 13.16.3.0043, English study program of Tarbiyah and Teacher Training Faculty of The State Institute for Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on Sunday, coincide with , it is authorized and acceptable as partial fulfillment of requirement for S.Pd. Degree in English language teaching.



EXAMINER APPROVAL

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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan, demikian untuk di proses selanjutnya.

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With all awerness and consciousness, the researcher who signs below, pronounces that this thesis is originally written by himself except the listed sources. If somebody proves that this is duplicated, copied or made by other people as whole or partially, so this thesis will be the responsibility of the writer for law.

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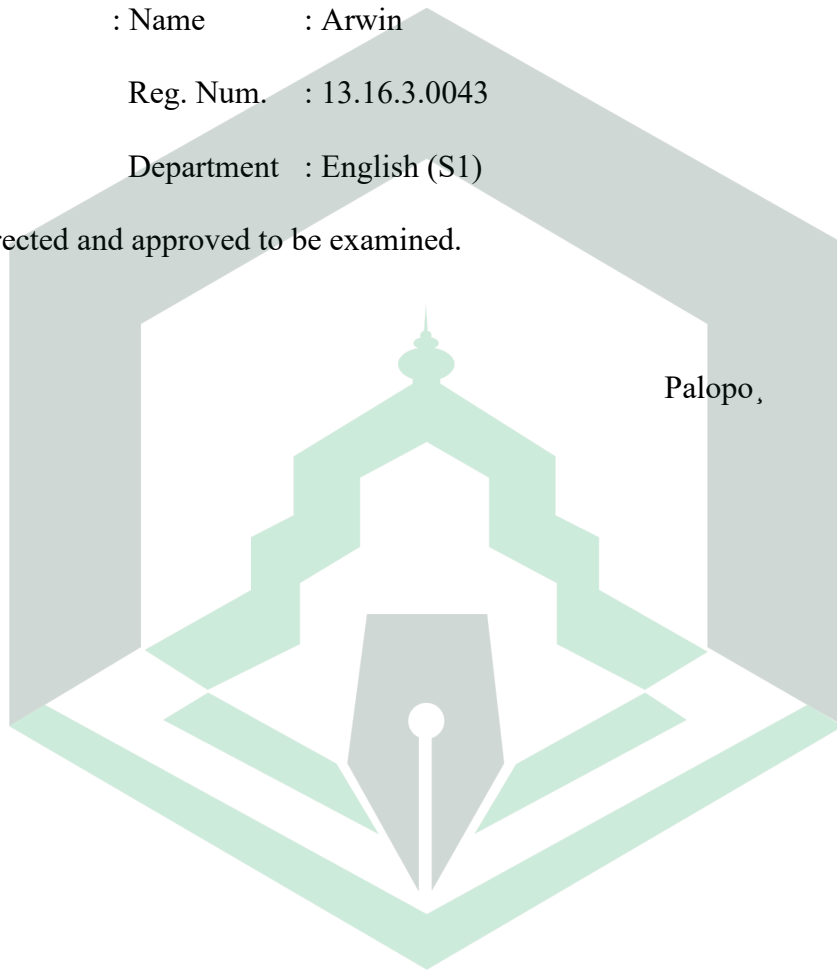
CONSULTANT APPROVAL

Thesis Entitled : ***“THE EFFECTIVENESS OF USING ANIMATION VIDEO ON
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The writer hopes this thesis can give some values to the students of English department, English teachers and the readers especially improve Speaking in teaching-learning. The writer admits that this thesis is not perfect, so that the writer will accept suggestions from the readers in order to make better. the writer hopes that this thesis would be useful and give positive contribution for the readers.

Palopo, March 9th 2018

Researcher

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ABSTRACT

Arwin, 2013 “The Effectiveness Of Animation Video On Teaching Vocabulary At The Seventh Years Students In Smpn 1 Palopo”. A thesis of English Education Program Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies of Palopo. Pembimbing : (1) Dr. Masruddin, S.S., M. Hum. (2) Muh. Irfan Hasanuddin, MA.

Key Word : The effectiveness’, vocabulary, animation video.

This research studies effectiveness of using animation video in teaching vocabulary at the seventh years student in SMPN 1 Palopo 2018/2019 academic year. This thesis focused on a questions : Is the use of animation video effective in teaching vocabulary at the seventh years students in SMPN 1 Palopo?. This thesis uses pre experiment method. The population of this study was 125 students in the eleventh year of SMPN 1 Palopo.

Samples were taken from entire population by purposive sampling technique. This case study took 25 students of class VII as a sample. The data collected by using the test used to determine the effectiveness of the use of animation video in class. This study uses pre-test is to know the ability of students before given treatment, and post test to determine the ability of students after being given treatment.

The results showed that students ability improved significantly after being given an animation video treatment. This is evidenced by the results of the calculation of statistical tests $t_{\text{arithmetic}} > t_{\text{table}}$ is $13,375 > 2.064$. The test results show that H_1 states where there are significant differences before being treatment and after being treatment with an animation video. And from the results of this study, researchers strongly recommend to teachers to use this method in learning English students.

INTRODUCTION

CHAPTER I

A. Background

There are so many methods that a teacher can use in a learning process. And there are so many ways to present a subject matter. One of them is by using media. Media in question such as visual-based media, audio, audio-visual, computer and so forth. This time, the author will discuss about the use of audio-visual based media, namely the use of animation video in a class, on learning vocabulary students.

The use of media in learning is discussed by some experts, among others, according to Azhar Arsyad, Bruner said that there are three levels of learning mode, namely direct experience (enactive), experience viktorial / image (iconic), and experience abstrak (symbolic).¹ Meanwhile, Levie & Levie in Azhar Arsyad, concluded that visual stimuli produce good learning outcomes for tasks such as remembering, recognizing, recalling, and connecting facts and concepts.²

Learning by using multiple senses (view and hear) will benefit students. Students will learn more than if the subject matter is only presented with a hearing stimulus only or with a view stimulus only. Baugh in Azhar arsyad, says about 90% of a person's learning outcomes are obtained through the senses of view, and

¹ Azhar Arsyad, *Media Pembelajaran* (PT Raja Grafindo Persada-Jakarta), p. 10.

² Ibid, p. 12.

only about 5% are acquired through the sense of hearing and 5% are obtained with other senses.³

Well, this time, the author will discuss about learning vocabulary students by using animation video media. Learning vocabulary by using video animation is very necessary, because it has two complete aspects of audio and visual that can support student learning memory.⁴

While, vocabulary is one of important aspects in teaching language because it is the basic element of English subject. Vocabulary is a course component of language. According to Azhar Arsyad, Jeremi Harmer said, vocabulary as incidental to the main purpose of language teaching. Namely the acquisition of grammatical knowledge about the language structures.⁵

Vocabulary is necessary to gives students something to hang on when learning structures. Students need to learn how to memorize vocabulary in the sentence and their daily life. The students can feel comfortable when they are speaking or writing. They are backed up by abundant vocabularies. Vocabulary is 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.

Understanding of vocabulary is generally regarded as an important part of learning a language or developing one's ability in a language acquired. Students are frequently taught new words as basic of language learning some adults consider that formation of vocabularies and instructive activities.

³Azhar Arsyad, *Media Pembelajaran* (PT Raja Grafindo Persada-Jakarta), p. 10.

⁴Ibid, p. 12.

⁵Ibid, p.13.

Having aducate some vocabulary can aid learners in expressing their ability in language skills. It is absolutely in learning English as a foreign language, learners have to own many vocabularies to support and enhance them in learning process. Having massive number of vocabulary will guarantee them develop language competence in oral and written own.

When my teaching at SMP Negeri 1 Palopo, the researcher observed that students faced face difficulties in achieving a basic competency. This was as a result of the students mastery of English vocabulary is inadequate. They often had difficulty in understanding the meaning of a word therefore the process of achieving a basic competency will run longer.

B. Problem Statement

Based on the background above, the problem statement can be formulated as follow. Is the use of animation video effective in teaching vocabulary at SMPN 1 Palopo ?.

C. Objective of the Research

Based on this question set above, the researcher stated the specific objectives of this research is to find out the effectiveness of the animation video in teaching vocabulary at the seventh years in junior high school one palopo.

D. Significances of the Research

The results of this study are expected to be useful information and help English teachers in general to improving students' vocabulary through animation video.

E. Definition of term

In this research, the researcher formulates the operational definition as follow:

1. Vocabulary is collection of words that make up a meaning In this case, the type of vocabulary to be taught is noun.
2. Animation video is a learning medium that combines audio and visual. In this case, researchers took samples of short duration videos from youtube, as research material in class.

F. Scope of the Research

The scope of the research is focused on the implementation of animation video in the teaching vocabulary at the seventh years in SMPN 1 Palopo. As for the scope of research that is noun. In this case, specific to the job names, such as :

- Dentist
- Photografer
- Neck
- Table
- Buffalo
- Student, etc.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Study*

There are relevant previous researchers to the originality of the research, those are :

1. Astiana Silana is her thesis which is written under the title “ *Improving Students Vocabulary in Translating Reading Text at The Eight Year Students of SMPN 8 Palopo.*” The result of the study show that the students vocabulary mastery improve by translating reading text because translating reading text in improving student’s English vocabulary are in good category and include in high level.⁶
2. Hermawati in her thesis which is written under the title “*Using Mother Tongue in Teaching Vocabulary to the First Year Students of MTS Pergfis Wotu*”. The result of the study shows that Using Mother Tongue can Improve the Students vocabulary achievment because they feel enjoyable to follow the lernomg process and they are not fear of worry to the material so that cxan receive it undestand easily. The use Mother Tongue is effective in teaching vocabulary. It can be seen from the post test result.⁷
3. Basri in his thesis which is written under the title of “*Improving Vocabulary Through Letter Game at The Eight Year Students of Pesantren Modern Datok*

⁶Astiana Silana, *Improving Students Vocabulary in Translating Reading Text at The Eight Year Students*” of SMPN 8 Palopo.

⁷Hermawati, *Using mother Thongue In Teaching Vocabulary To The First Year Students MTS Pergis Wotu*, (STAIN Palopo, 2009).

Sulaiman Putri Palopo".⁸ The result of the study shows : There was a significant improvement of vocabulary at the second class of Pesantren Modern Datok Sulaiman Putri Palopo after letter game conducted. The students vocabulary was improved through letter game. It can be seen on the result of "t" test analysis that it means that there was significance different before and after between.

4. Alek Kurniawan in his thesis which is written under the title of *Keefektifan Penggunaan Media Video Animasi Dalam Pembelajaran Keterampilan Menyimak Bahasa Jerman Peserta Didik Kelas X MIA di SMA Negeri 1 Sedayu Bantul*. The result of the study show; there is a significant difference in learning of listening to German Language at The Tenth Year Students MIA in SMA Negeri 1 Sedayu Bantul between being taught by animation video media and being taught using conventional media. This is seen in the t-test results indicating that it is larger than the ttable ($2.688 > 2.00$).⁹

B. Some Pertinent Ideas

Vocabulary

1. Definition of vocabulary

In Oxford learner's pocket dictionary, vocabulary is;

All the words that a person knows or uses.

⁸Basri, *Improving Vocabulary Through Letter Game at The Eight Year Students of Pesantren Modern Datok Sulaiman Putri Palopo*.

⁹ Alek Kurniawan, *Keefektifan Penggunaan Media Video Animasi Dalam Pembelajaran Keterampilan Menyimak Bahasa Jerman Peserta Didik Kelas X MIA di SMA Negeri 1 Sedayu Bantul*.

All the words in a language.¹⁰

List of words with their meanings, especially in a book for learning a foreign language.

Vocabulary are :

- 1) Stock of words use by person, class of people, professional, etc.
- 2) A collection or list of words, usually alphabetical order and defined.

Vocabulary are list or collection of words arranged in alphabetical order and explained; a dictionary or lexicon, either of a whole language, a single work of author, a brunch of science, or the like; a word-book.¹¹

A person's of vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually developes with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenge is learning a second language.¹² Based on some understanding of the above researches concluded that vocabulary is something very fundamental in learning English because is covers four basic skills in English.

2. Types of Vocabulary

There are four many types of vocabulary. These are reading, writing, listening and speaking vocabularies. A vocabulary means both a list of words

¹⁰ Victoria Bull, *Oxford-Learners Pocket Dictionary*, (Great Clarendon Street : Oxford University Press, 2008), p.495.

¹¹ Meriam, *Online Dictionary*, <http://www.merriam-webster.com/dictionary/vocabulary>, The internet available Online, Accessed on 17 Februari 2018.

¹² Meriam, *Online Dictionary*, <http://www.merriamwebster.com/dictionary/vocabulary>, The internet available online, Accessed on 1 st January 2018.

known by any one person. A person's vocabulary develops with age and learning.

a. Reading vocabulary

A literate person's reading vocabulary is all the words her or she can recognize when reading. This is generally the largest type of vocabulary simply because it includes the other three, though in some cases, notably Chinese characters, as in Chinese and Japanese, where the pronunciation is not transparent, some words may be part of the oral vocabulary but not written. For example, a Chinese speaker may not recognize that giraffe is pronounced *qi lin*, a Japanese speaker may not recognize that giraffe is pronounced *kirin*.

b. Writing Vocabulary

A person's writing vocabulary is all the words she or he can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Speaking Vocabulary

A person's speaking vocabulary is all the words she or he can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.¹³

3. Concept of vocabulary

Vocabulary is an important thing in learning language. It would be impossible to learn a language without knowing vocabulary. Vocabulary is one

¹³Anonym *Vocabulary*, <http://en.wikipedia.org/wiki/Vocabulary>, The internet available online, Accessed on 18 February 2018.

of the components of language and that no language exists without words. More words we know, more ideas we can explore. So, we can communicate the ideas effectively. There are so many general concepts of vocabulary, the writer would like to explain about some definition or concept of vocabulary. The list below are the appearance of some definitions of vocabulary. Manser on his book wrote that vocabulary is :

- a) Total number of words in a language
- b) Word known to a person
- c) List of word with their meaning, especially at the back of a book used for teaching foreign language.

From the explanation above, the writer concludes that vocabulary is words or total of word, which use in learning language with meaning of word itself in order to know the meaning of words or sentences and next definition vocabulary is a group of words and sentences and next definition vocabulary is a group of words which are arranged in alphabetical order and briefly explained and should studied in context. Words or sentences become meaningful when these are studied and considered in context. That is with all the other word which surround them and which help give them their meaning.¹⁴

4. Vocabulary selection

Teaching vocabulary is an important part of language and it must be done carefully. English teacher should know which words will not be useful to the students. Useful words are the word that occurs frequently in every day English.

¹⁴ Anonym Concept of Vocabulary, <http://www.shvoong.com/writing-and-speaking/self-publishing/2105539-general-concept-vocabulary/>. The internet available online, accessed on 18 February 2018.

To select the important vocabulary means that the teacher or instructor should choose the actual words that can be used by the students. In this case before teaching it, the teacher should select the vocabulary students need. Vocabulary for beginners, middle and intermediate the teacher or instructor should choose what vocabulary the students need. Incorrect use of search vocabulary is the single largest cause of a failed search. Here are three tips to help you use better search vocabulary.

- a) Be deliberate in your choice of a keyword versus a subject heading search.
- b) Use the appropriate search terms used by each database.
- c) Keep a research log.¹⁵

5. The Class of Words

a. Content words

Content words are not function words, including nouns, verbs, adjectives, and most adverbs with the exception of the likes of "then" and "why".¹⁶

➤ Noun

¹⁵Anonym *Concept of Vocabulary*, <http://www.libraries.psu.edu/psul/how/searchstrategy.cab.html>, the internet available online, Accessed on 18 february 2018.

¹⁶Anonym *Content Word*, <http://en.wiktionary.org/content-word>, The internet available online, Accessed on 18 february 2018.

A noun is a word use to name a person, animal, place, thing abstract idea. Nouns are usuakky the first words which small children learn. The highlighted words in the following sentence are all nouns :

Late last year our **neighbour** bought a gost.

Portia white was an opera **singer**.

The bus inspector looked at all the **passenger's passes**.

A noun can a function in a sentence as a subject, a direct object, and indirect object, a subject complement an object complement, an appositive, an adjective or an adverb.

a) Types noun

There are many different types of nouns. As you know, you capitalize some nouns, such as "Canada" or "Louise," and do not capitaqlize oyhers, such as "badger" or "tree" (unless they appear at the beginning of a sentence). In fact, grammarians have developed a whole series of noun types, inculding the proper nouns. A proper nouns is the opposite of the common noun.

In each of the following sentence, yhe proper nouns are highlighted:

Many people dread **Monday** morings.

Beltane is celebrated on the first of **May**.

Abraham appears in the **Talmud** and un the **Koran**.

1) Common Nouns

A common nouns is a noun refering to a person, place, or thing in a general sense – usually, you shoul write it with a capital letter only when it begins a sentence. A common nouns is the opposite of a proper noun. In each of the following sentences, the common nouns are highlighted :

According to the **sign**, the nearset **town** is 60 **miles** away.

I dont understand why some **people** insist on having six different kind of **mustard** in their **cupboards**.

Many child care workesr ure underpaid..

2) Concrete Nouns

A concrete nouns is a noun which names anything (or anyone) that you can perceive throuh your physical sences : touch, sight, taste, hearing, or smell. A concrete nouns is the opposite of a abstract noun. The highlighted words in the following sentences are all concrete nouns :

The **judge** handed the files to the **clark**.

Whenever they take the dog to the **beach**, it spends hours chasing **waves**.

The **book binder** repolaced the fimsy paper cover with a study, cloth - coverd **board**.

3) Abstract Nouns

An abstract noun is a noun which you can not perceive through your five physical senses, and is the opposite of a concrete noun. The highlighted words in the following are all abstract nouns :

Buying the `fire extinguisher was an **afterthought**.

Title is amused by people who are nostalgic about childhood.

Justice often seems to sleep out of our grasp.

Some scientists believe that schizophrenia is transmitted genetically.

4) Countable Nouns

A countable noun (or count noun) is a noun with both a singular and a plural form, and it names anything (or anyone) that you can count. You can make a countable noun plural and attach it to a plural verb in a sentence. Countable nouns are the opposite of non-countable nouns and collective nouns.

In each of the following sentences, the **highlighted** words are countable nouns :

We painted the **table** red and the chairs blue.

Miriam found six silver **dollars** in the **toe** of a sock.

The oak **tree** lost three **branches** in the **hurricane**.

5) Non-Countable Nouns

A non-countable noun (or mass noun) is a noun which does not have a plural form, and which refers to something that you could (or would) not usually count. A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns.

The highlighted words in the following sentences are non-countable nouns :

Oxygen is essential to human life.

The furniture is heaped in the middle of the room.

Gravel is more expensive than I thought.

6) Collective Nouns

A collective noun is a noun naming a group of things, animals, or persons. You could count the individual members of the group, but you usually think of the group as a whole is generally as one unit. You need to be able recognise collective nouns in order to maintain subject-verb agreement. A collective noun is similar to a non-countable noun, and is roughly the opposite of a countable noun.

In each of the following sentences, the highlighted word is a collective noun :

The **flock** of geese spends most of its time in the pasture.

The steering **commite** meets every Wednesday afternoon.

The class was startled by the bursing light bulb.¹⁷

➤ Verbs

A verb is a word that shows action or being. Whatever you are doing can be expressed by verb. A sentence can have only one word as long as that word is a verb. Play! Stop! Run!

a) Action verbs

There are two types of action verbs : transitive and intransitive.

1) Transitive verbs

A transitive verbs express an action and as followed by an object that receives the action of the verb. In the following example, transitive verbs are shown in color and direct object of these verbs are underline.

I washed (what?) the car yesterday.

I took (whom?) my sister to the movie.

¹⁷Anonym Noun, <http://grammar.about.com/od/mo/g/nounterm.html>, The internet available Online, accessed on 15 February 2018.

John studies (what?) English.

2) Intransitive verbs

Intransitive verbs an intransitive verbs expresses an action but is not followed by an object cannot followed. Applying (what?) or (whom?) test to an intransitive verb shown immediately that an object cannot follow.

Tom's grades improve (what? Whom ?) with the help a tutor.

The child cried (what? Whom?) loudly.

The mother sang (what? Whom? To her children.

b) Linking verbs

Linking verbs do not show action. A linking verb (also called copulative verb) links or establishes a relationship between the subject and its complement. It describes or renames the subject.

She is angry.

The word is (a form of the verb to be) links the subject she to the subject complement angry.

Linking verb followed by predicate noun :

My became the president of the company.

Linking verb followed by predicate adjective.

I feel nervous.

List of common linking verbs : appear, become, feel, get, grow, look prove, remain, seem, smell, sound, taste, turn and be.

Only *become* and *seem* always linking verbs. Other verbs from the list above sometimes can function as action verbs. In the following examples, verbs *feel* and *taste* are functioning as action verbs.

I feel pain from the injury.

Taste the pie and tell me if you like it.

To determine whether a verb is a linking verb substitute *am*, *is* or *are* for the verb.

If it fits the substituted verb a linking verb.

In the following examples, verb *feel* is substituted with *am*.

I am nervous

Make sense so *feel* is linking verb.

I feel pain from the injury.

Does not make sense so *feel* is action verb.

The verb *to be* is most common/used verb in the English language. Here are eight words to the verb *to be* *am*, *are*, *is*, *was*, *are*, *be*, *being*, *been*. Here are tenses of the verb *to be*.

- 1) Present tense : I am, you/ we/ they (are), he/ she/ it (is).
- 2) Past tense : I/ he/ she/ is (was), you/ we/ they (were).
- 3) Future tense : I/ you/ they/ we/ he/ she/ it (will be).
- 4) Present perfect tense : I/ you/ they/ we (have been), he/ she/ it (has been)
- 5) Past perfect tense : I/ you/ they/ we/ he/ she/ it (had been)
- 6) Future perfect tense : I/ you/ they/ we/ he/ she/ it (will have been)

The three principal parts of verbs : present, past, and past participle.

- a) The present is used by itself for the present tense.

I will *jump*

I *eat*

- b) And with helping verb will for the future tense.

I will *jump*

I will *eat*.

- c) The past is used for the past tense :

I *jumped*

I *ate*.

The past participle is used with the verb have (has, had) to form perfect tenses

- 1) Present perfect

I have jumped.

I have eaten.

- 2) Past perfect

I had jumped.

I had eaten.

- 3) Future perfect

I will have jumped.

English regular and irregular verbs. Most English verbs are regular. Regular verbs just add d and ed when they change principal parts from the present to the past participle.

I learn English now. (present)

I learned English last year. (past)

I a short time she has learned English well. (past participle).

Irregular verbs form their past participles in unpredictable ways. There are some patterns among them (blow-blew, know-knew,...), (spring-sprang. Drink-drank,...) but it is not always easy to apply these patterns. The only way to learn regular verbs is to memorize them.

➤ Adjective

Adjective is word that describes a noun.

e.g green in garden grass.

A word used to describe or quality noun is known as an adjective.

Example :

Lifqah is a beautiful girl

I read a historical novel.

There are two types of every adjective namely.

Attribute uses, an adjective used with a noun is known as attribute use .

a) Attribute use, an adjective used with a noun is known as attribute use

Example :

Beautiful girl

Clever student

Fair face

b) Predictive use, an adjective used with a verb is known as adjective use

Example :

My father is a live

Tucha is afraid

➤ Adverb

Adverb is a word modify a verb, an adjective or another adverb or use to explain how, where, and why an action is performed is know as an adverb

Example :

Rucha is very beautiful

She speaks English quite well.¹⁸

Adverb is market by their ability to appear in unterance final position following a nouns functioning as complement. A few kadverbs, mostly those which are identical with adjectives (flat adverbs), use inflectional suffixes –as and p –est to form.

a) Adverb of manner

An adverb use to show how in action is known is an adverb of manner. E.g. quickly, bravely, happily, probably, sadly, clearly, evidently, soundly :

Example :

She dance beautifully

They speak English well

¹⁸ Masruddin, *Error Analysis*, (STAIN Palopo; Penerbit LPS Press, 2009), p.60.

b) Adverb of place

An adverb use to show where an action done is known as an adverb of place. Eg. Here up, down, away, every, by, out, above, below, near.

Example :

She went away

He lives near me.

c) An adverb

An adverb use to show when an action done is known as an adverb of time e.g. now, the, today, tomorrow, early, soon, still, yet, before ago, often, never, always, again, seldom, sometime.

Example :

We will soon be there

Write today

He has not finished (his breakfast) yet

d) Adverb of frequency

An adverb use to show how often an action is done is known as an adverb of frequency, such as : once, twice, often, never, always, again, seldom, sometimes.

Example :

They sometimes stay up all night.

He can never understand.

e) Adverb of certainty

An adverb use to show definition of the action is known as an adverb of certainty. E.g. certainly, surely, definitely, obviously.

Example :

I shall certainly help me

Ramla is obviously very clever.

f) Adverb of degree

An adverb use to show how much or in what degree or to what extent an action is done is known as an adverb degree, such as : very, rather, fairly, quite, too, almost, hardly, fully, enough, so, altogether, no, pretty, any, party.

Example :

I almost ready

g) Interrogative adverb

An adverb use to ask question is know as an interrogative adverb. E.g. where, when, why, how.

Example :

How long still you stay in Delhi?

Where did you go yesterday?

b. Teaching Vocabulary

In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Thus, although the course curriculum was often quite specific about aspect of teaching

such as grammar, reading, or speaking little specification was given to the role of vocabulary. The status of vocabulary now seems to be changing.¹⁹

Media

1. Definition of Media

Media is all the form that utilized to the process of information channeling. Media is each person, matter, tools, or event that place the condition in order the learner can get knowledge, skills and attitude. In this case teacher, text, books, and school media. While Gagne puts of media as a source. Definition of media is the component of learning source that can stimulate students in learning.²⁰

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 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

¹⁹ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: an Anthology of Current Practice (Teaching Vocabulary)*, USA: Cambridge University Press), 2010, p.255-256.

²⁰ Anonym *Definition of Media*, http://www.iwebtool.com?what_is_media.html, The internet available Online, Accessed on 11 February 2018.

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

b. Audio-visual

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

c. Dramatize, fpr example : role, play, sicio-drama, pantomime, ans so on.

d. Audio

Audio aids just can be distented, for example ; photograph, recorder, tramples, electronic, radio, and so on.²¹

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 projected²²

- Opaque
- Overhead proyeksi
- Slider
- Filmstrips

2. Visual not projected

- picture
- poster
- charts, graphic, diagram
- Show

²¹ Basruddin Usman, *Media Pembelajaran* (Jakarta : Ciputat ppers, 2002), p.11

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

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). Text book
- b). TV

b. Modern media

1. Media based of telecommunication

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

2. Media based of microprocessor

- a). computer assisted instruction

> 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 a color. By extension , a figure, a model.

➤ Learning Video Media

1. Definition of learning video media:

One form of audio-visual media is learning videos. Arsyad²³ (2004: 36) put forward a video which is a series of motion pictures accompanied by sounds that form a unity assembled into a groove, with messages in it for the achievement of learning objectives that are stored with the storage process on the tape or disk media.

According to Heinich, Molenda, Russell (1993: 188) the video is defined as follows:

"The primary meaning of the video is the display of pictures on a television type screen (the latin word video litrally means" I see "Any media format that employes a chatode-ray screen to present the picture portion of the message can be reffered to as video .

2. Excess Video media:

Video media has several advantages, namely:

- a. Give more messages that can be received more evenly by the students
- b. Very good to explain a process.
- c. Overcome the limitations of space and time.
- d. More realistic, repeatable and discontinued as needed.
- e. It gives a deep impression, which can affect student attitudes.

3. Advantages of video in the learning process:

²³Rusman, Deni Kurniawan, Cepi Riyana, *Learning Based on Information and Communication Technology, Developing Teacher Professionalism*, (Jakarta-PT Raja Grafindo Persada Rajawali Pers), p. 218.

By using this type of media, students are expected to gain the same perception and understanding, in addition to the students can receive the subject matter. While the teacher is expected to bind students during the learning takes place and help him recall easily the various knowledge and skills learned.

a. Animation²⁴

Definition of animation :

Trish : animation is a process displaying a series of still picture together in sequence, to give the illusion of continuous movement. 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 on 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 its 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.

²⁴Http : *answers, ask.com/computer/grapics/ what-is-animation*. Accessed on 5 january.

Without any motion or change, there is no animation and of course no sense of time.²⁵

Types of Animation :

1. Frame and motion :

Is 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. Anything slower than that rate and your would get choppy or jumpy breaking the illusion of the movie.

2. Frame and records :

The whole concepts of frames makes three things possible :, transmission and display a man walking across a room, but you can store a picture or many pictures, store, transmit and then eventually display hem most anywhere.

3. Programmed frames :

Using a computer helps you calculating things on the fly, so you don't really need a long list of descriptipon fou your frames. You may cut it down to a description on the first frame and some rules on how to build subsequent frames. So the computer is marely creating an image from a description fisrt, the creating the image based on the description, and finally dislaying the image.

Animation is has its own role in education, especially to improve the quality of teaching on lerning. 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 abstract the attention of students with ease. Animation is able 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 enjoying media. Animation is able to attract attention, increase motivation and stimulate student thingking more memorable.
5. Visual and dynamic overing provides by animation technology can simplify the process of applying the concepts or demonstration.

The weakness of the media animation is 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. Nimation 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 presentated to garnish animatif that is not important.²⁶

Excess of use media in teaching vocabulary animated image can provide benefit to the learning process that helps the teacher to clarify the teaching materials, to motivate children t 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 meaningfull. Of the many media used in the learning process media animation image is one that prsents a teaching

²⁶Aisyarani. *The vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Years 2013/2014 taught by Using Animation Video* (Thesis Universitas Muria Kudus, 2013),p.18.

media audio-visual message and motion, as it gives the message that is impressive for the spectators. This media is generally like by the children because the characters are interesting animated image. The effect of using media in teaching vocabulary animated image than give students better impression as a sense of comfort, encouragement and avoid the possibility of the students feel bored.²⁷

There 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 through that process quickly. It's a form a group work, so you can bounce of ideas and knowledge off each other.
- 3.) If youn related a concept on content in your topic, you can expand your knowledge as ypu go through the process knowing all the theoretical content steps, and you produced something visual so you can depend your overall understanding.
- 4.) Engages students in active learning, cooperative learning and uses of range of multiple intelligences.
- 5.) Animation can be use to visualize a dynamic phenomenon or process with cannot be readily seen by the eye or science setting (e.g : meiosis), so they produce a visual product which shows the content. Has the potential to deepen their understanding of topics through visualitation of content.²⁸

²⁷Aisyarani. *The vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Years 2013/2014 taught by Using Animation Video* (Thesis Universitas Muria Kudus, 2013), p.25.

²⁸Rusman, Deni Kurniawan, Cepi Riyana, *Learning Based on Information and Communication Technology, Developing Teacher Professionalism*, (Jakarta-PT Raja Grafindo Persada Rajawali Pers), p. 224.

CHAPTER III

RESEARCH METHOD

A. Research Design

1. Method

This research applied pre experimental design that was One-Group Pretest and Posttest design which aims at examining the effectiveness animation video in teaching vocabulary at SMPN 1 Palopo. The design of this research was described as follow:

$O_1 \text{ X } O_2$

Where:

O_1 : pre-test for experimental Class

O_2 : post-test for experimental Class

X: Treatment²⁹

B. Location of The Research

This research is located at SMPN 1 Palopo, at Andi Pangerang street No. 2 District North Wara, Palopo, South Sulawesi, (beside SMAN 1 Palopo).

C. Population and Sample

1. Population

²⁹Sugiyono, *Metode Penelitian Pendidikan (Pendidikan, Kuantitatif, Kualitatif dan R & D)*, Bandung: Alfabet, p. 112.

Population was all data that concern us in a space scope and time that we specify. Population of this research consisted of four classes namely VIIA, VIIB, VIIC, VIID, and they are 120 Students at the seventh years of SMPN 1 Palopo.

2. Sample

The sample is as part of the population, for example (learners) which are taken in certain ways. This research used random sampling technique.³⁰ The researcher took sample 10-15 % from total population. So, the researcher took one class from four classes by drawing namely class VII B that was 30 students of SMPN 1 Palopo.

D. Instrument of the Research

Functionally usefulness of research instrument is to obtain data needed when the researcher has stepped on the information gathering step in the field.³¹ In this test, the researcher gives pre-test and post-test. It was intended to know the students vocabulary before and after doing the treatment.

➤ Instrument Validity

A test is said to be valid if the test measures what it wants to measured. This opinion is reinforced which states that the validity of a research instrument is a degree that indicates where a test measures what it wants to measure. The principle of a test is valid, not universal. The validity of a test that researchers need to pay attention to is that it is only valid for a particular purpose.

a. Content Validity

³⁰ Margono, *Metodologi penelitian Pendidikan*, (Jakarta-Rineka Cipta), p. 121

³¹ Sukardi. *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya.*, (Jakarta: Bumi Aksara), p. 75.

Validity is the degree to which a test measures the scope of the substance who want to be measured. To obtain the validity of the content, it can be consulted and evaluated to the expert person, that is the lecturer counselor and ask his opinion to determine whether the questions in the test have measured one's success in a field.

b. Construct Validity

The construct validity is the degree to which a test measures a temporary construction or a hypothetical contract. Construct, definitively, is an unobservable trait.³²

The construct validity in this research is obtained by see if the item in the test has tested the ability of listening learners. To obtain the validity of constructs in this study is to consult the instruments that have been made to English teachers who concerned.

c. Validity Item Problem or Item Validity

The general sense for the validity of an item is thus an item is said to be valid if it has great support to the total score. An item has high validity if the score on the item has alignment with the total score. The technique used to determine alignment is the product moment correlation technique proposed by Pearson.

³² Sukardi. *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya.*, (Jakarta: Bumi Aksara), p.123.

E. Procedure of Collecting Data

1. Pre Test

Before giving the treatment, the researcher distributed the vocabulary test to know prior knowledge of the students' ability. In pre-test the researcher will give vocabulary test. The researcher will give questions about vocabulary. As for the test was:

Pre-Test

Pair the following words according to the translation:

Job or occupation:

- | | |
|------------|----------------------|
| 1. Dentist | a. Pemadam kebakaran |
| 2. Farmer | b. dokter hewan |
| 3. Vet | c. petani |
| 4. Baker | d. dokter gigi |
| 5. Fireman | e. tukang roti |

Animal :

- | | |
|-------------|-------------|
| 1. Squirrel | a. belalang |
| 2. Giraffe | b. bangau |
| 3. Locusts | c. tupai |
| 4. Fox | d. serigala |
| 5. Flamingo | e. jerapah |

Part of Body ;

- | | |
|---------|---------|
| 1. Lips | a. mata |
| 2. Feet | c. bahu |

- | | |
|-----------|----------------|
| 1. Kettle | c. cerek |
| 2. Spoon | d. piring |
| 3. Fork | e. pemanggang. |

2. Treatment

After giving a pre-test, the researcher gave a treatment in the classroom.

The treatment gave been step. The following steps, as follows:

1. researcher explained to student what is vocabulary and the importance of learning vocabulary.
2. The researcher explained what is an animation video and its use in learning.
3. The researcher mentioned what animation video will be presented (according to the subject matter on that day).
4. Researcher prepared tools, computer / laptop, loudspeaker, and multimedia projector.
5. Researcher and students listened to the video to be presented.
6. Asking the students what contained in the animated video and asking what was not understood.
7. The teacher explained the material using the animation video.
8. Researcher instructed students to follow the speaker in the animation video.
9. The researcher then gives the assignment to students about the material that have been studied.

10. After finishing the task, students and teachers corrected together the task.

11. The researcher gave appreciation to students.

12. Read the recording to conclude what you already have.

3. Post-test

After giving a treatment, the researcher gave post-test to know the students' vocabulary ability after the students was gave a treatment. The form of post test is the same as pre-test. The post test to be presented is :

----- Post-Test

Pair the following words according to the translation :

Job or Occupation ;

- | | |
|--------------------|----------------|
| 1. Pesulap | a. teacher |
| 2. Perawat | b. postman |
| 3. Guru | c. businessman |
| 4. Pengusaha | d. nurse |
| 5. Pengantar surat | e. magician |

Animal :

- | | |
|-------------|---------------|
| 1. Elephant | a. beruang |
| 2. Turtle | b. kura-kura |
| 3. Buffalo | c. kerbau |
| 4. Elephant | d. gajah |
| 5. Bear | e. kura-kura. |

Part of Body :

- | | |
|------------|-----------|
| 1. Teeth | a. rambut |
| 2. Mouth | b. perut |
| 3. Stomach | c. lidah |
| 4. Tongue | d. gigi |
| 5. Hair | e. mulut |

Object of The Kitchen

- | | |
|-----------------|--------------|
| 1. Glass | a. kulkas |
| 2. Chair | b. kursi |
| 3. Microwave | c. mangkuk |
| 4. Refrigerator | d. mikrowave |
| 5. Bowl | e. kursi. |

F. Technique of Data Analysis

After collecting the data by conducting the pre-test, treatment, and post-test which involve some instruments, the researcher then focused on the data analysis. The data collected through pre-test and post-test analyzed by using SPSS 16 computer program. SPSS 16 was computer software/program of processing, calculating or analysis data of statistic. To find the scoring the students' correct answer, the researcher used the formula below:

$$\text{Score} = \frac{\text{value of students correct answer}}{\text{Total number of value}} \times 100\%$$

Note : each correct answer has a score of “5”.

On the classification of student test results, the researcher used the classification category of Piet A. Sahertian:

No.	Score	Classification
1.	81 -100	Very Good
2.	61 -80	Good
3.	41 – 60	Fair
4.	21 – 40	Poor
5.	1 -20	Very poor

33

Table. 3 : 1

If $t_0 \geq t_t$ it means the null hypothesis is rejected (H_0)

If $t_0 \leq t_t$ it means the alternative hypothesis is accepted (H_a).³⁴

In which:

t_0 = test of significance (t – test)

t_t = level of significance on once tailed test (t – table)

³³ Piet A sahertian, Konsep dan Tehnik Supervisi Pendidikan, (Isrediwon: Rineka Cipta, 2000), p. 60

³⁴ Anas sudijono. *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo, 1995), P. 289.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter shows the results of comparative research between methods of media usage. Especially the animation video media in learning vocabulary students with before using media video. With comparative results are quite significant.

A. Findings

The finding of the research showed to describe the result of the data that analyzed statistically. It comprised the students' score in pre-test and post-test or the score before the students gave treatment and the score after the students have given treatment.

1. The analysis students' vocabulary score in pre test

a. The mean score of the students' in pre-test

In this section, the researcher shows the students' correct answer in pre-test, the mean score and standard deviation of students, and the rate percentage of students' vocabulary score in pre-test. The researcher presents them in the tables and calculated the score by using SPSS 16. For more clearly, at first the researcher shows the students' correct answer score in pre-test. It is tabulated by following table:

Table 4.1**The students' Correct Answer in the pre-test (O₁)**

Respondents	Students' Correct Answer
R1	9
R2	7
R3	9
R4	6
R5	8
R6	8
R7	7
R8	6
R9	10
R10	8
R11	9
R12	11
R13	9
R14	7
R15	7
R16	8
R17	6
R18	7
R19	9
R20	5
R21	5
R22	7
R23	6
R24	4
R25	7

To find out the mean score of the students' in pre-test, the researcher calculated by using SPSS 16. The result was presented in to the table descriptive statistic as follows:

Table 4.2
The mean score of students' in pre-test

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	25	7.00	4.00	11.00	185.00	7.4000	.33166	1.65831
Valid N (listwise)	25							

From the table 4.2, it shows that the highest score of students were 11 and the lowest score was 4. Besides, it also indicates that the mean score of students in pre-test were 7, 400 and the standard deviation was 1,658.

a. The scoring classification and the rate percentage of the students

Table 4.3

Scoring of the students' vocabulary test in pre-test

Respondents	Students' correct answer	Scoring of the students
R1	9	45
R2	7	35
R3	9	45
R4	6	30
R5	8	40
R6	8	40
R7	7	35
R8	6	30
R9	10	50
R10	8	40
R11	9	45
R12	11	55
R13	9	45
R14	7	35
R15	7	35
R16	8	40
R17	6	30
R18	7	35
R19	9	45
R20	5	25
R21	5	25
R22	7	35
R23	6	30
R24	4	20
R25	7	35

In order to know the rate percentage of the students, the researcher took the scoring students' vocabulary on the criteria of classifying level the students' score and then classifies students' score into table classification as follows:

Table 4.4
Rate percentage of students' scoring in pre-test (O₁)

Classification	Score	Frequency	Percentage
Very Good	81-100	-	-
Good	61-80	-	-
Fair	41-60	5	20%
Poor	21-40	19	76%
Very poor	1-20	1	4%
Total		25	100%

Based on the table above shows that the vocabulary ability of pre-test students before gave treatment is **Poor**. From all of the students, there was five students (20%) got the score **Fair**, nineteen students (76%) got the score **Poor**, and one Students (4%) got the score **Very Poor**. It means that the students' parts of speech still low.

2. The analysis students' Vocabulary score in post-test

a. The mean score of the students post-test

In this section, the researcher shows the students' correct answer in post-test, the mean score and standard deviation of students, and the rate percentage of students' vocabulary score in post-test. The researcher presents them in the tables and calculated the score by using SPSS 16. For more clearly, at first the researcher showed the students' correct answer score in post-test. It is tabulated by following:

Table 4.5**The students' correct answer in the Post-test (O₂)**

Respondents	Students' Correct Answer
R1	14
R2	19
R3	14
R4	14
R5	15
R6	11
R7	14
R8	18
R9	19
R10	19
R11	15
R12	15
R13	14
R14	16
R15	14
R16	20
R17	17
R18	15
R19	16
R20	20
R21	14
R22	18
R23	18
R24	19
R25	15

To find out the mean score of the students in post-test, the researcher calculated by using SPSS 16. The result of the analysis can be seen in the table descriptive statistic as follow:

Table 4.6
The mean score of students' in Post-test

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Posttest	25	9.00	11.00	20.00	403.00	16.1200	.48069	2.40347
Valid N (listwise)	25							

From the table 4.6, it shows that the highest score of students were 20 and the lowest score were 11. Besides, it also indicates that the mean score of the students in post-test were 16, 12 and the standard deviation was 2, 40.

b. The scoring classification and the rate percentage of the students.

Table 4.7

Scoring of the students' Vocabulary in Post-test

Respondents	Students' correct answer	Scoring of the students
R1	14	70
R2	19	95
R3	14	70
R4	14	70
R5	15	75
R6	11	55
R7	14	70
R8	18	90
R9	19	95
R10	19	95
R11	15	75
R12	15	75
R13	14	70
R14	16	80
R15	14	70
R16	20	100
R17	17	85
R18	15	75
R19	16	80
R20	20	100
R21	14	70
R22	18	90
R23	18	90
R24	19	95
R25	15	75

To find out the rate percentage of the students, the researcher took the scoring students' vocabulary test on the criteria of classifying level the students' score and then classifies their score into the table classification as follows:

Table 4.8

Rate percentage of students' scoring in Post-test (O₂)

Classification	Score	Frequency	Percentage
Very Good	81-100	10	40%
Good	61-80	14	56%
Fair	41-60	1	4%
Poor	21-40	-	-
Very poor	1-20	-	-
Total		25	100%

Based on the table above shows that the students' score classification in Post-test. From all of the students' score, there was ten students (40%) got the score **Very Good**, fourteen students (56%) got the score **Good**, and one students (4%) got the score **fair**. There was none Very Poor in post-test. It means that students' vocabulary were improvement after using animation video.

Looking at the mean score of students' in Post test, the researcher calculated it by using SPSS 16. The result was presented in to the table descriptive statistic as follows:

Table 4.9

The mean score and standards deviation in pre-test (O₁) and post-test (O₂)

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	25	20.00	55.00	925.00	37.0000	8.29156
Posttest	25	55.00	100.00	2015.00	80.6000	12.01735
Valid N (listwise)	25					

Indicates that the standard deviation in pre-test were 8, 291 and in post-test 12, 017. It also shows that mean score of the students in pre-test were 37,00 and the mean score of the students in post-test were 80, 60. The result of the table above shows that mean score of students in post-test was higher than the mean score of students in pre-test. It concludes that using animation video on teaching vocabulary.

To know whether the pre-test and post test were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used T_{test} analysis and calculates it by using SPSS 16. The result could be shown in the table of paired samples statistics, paired sample correlations, and paired sample test. It presents in the following tables:

Table 4.10

The paired samples statistic of pre-test and post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	80.6000	25	12.01735	2.40347
	Pretest	37.0000	25	8.29156	1.65831

The table 4.10 samples statistics of pre-test and post-test above indicates that the value of standard deviation in pre-test are 8,291 and 12,017 in post-test. Besides, the standard deviation error in pre-test was 1, 65 and 2, 40 in post-test. The table above also shows that mean score in pre-test were 37, 00 and in post-test were 80,60. It concludes that the students' score improved from 37, 00 to 80, 60.

Table 4.11

The paired samples correlation of pre-test and post-test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	posttest & pretest	25	-.263	.203

The table 4.11 paired samples correlations of pre-test and post-test above presented that the correlation of the student's ability before and after treatment was 0,263. It means that there was significant correlation of student's ability in teaching vocabulary by using animation video before and after treatment.

Table 4.12

The paired samples test of pre-test and post-test

Paired Samples Test

	Paired Differences				T	df	Sig. (2-tailed)
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower			
	Mean						

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 posttest – pretest	4.36000E1	16.29928	3.25986	36.87199	50.32801	13.375	24	.000

From the table paired samples test of pre-test and post-test above, the researcher got the data $t_{\text{test}} = 13,375$ and df (degree of freedom) = 24.

Based on the table distribution (tt), standart of significance 5% (0,05) with degree of freedom (df) = 24, the researcher got 2.064.³⁵

³⁵ Tigor Hutapea, Statistik: Teori dan Aplikasi, Bandung. Cet 1: (STIE-IBEK). 1995, p. 316.

For more clearly, it shows in the following table:

Table 4.37
Distribution of t (M. Subana)

Df	P (Level of Significance One Tailed Test)			
	0.01	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	5.781
10	1.812	2.228	3.169	5.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.221
13	1.771	2.160	3.012	4.318
14	1.761	2.143	2.977	4.221
15	1.753	2.131	2.947	4.410
16	1.746	2.120	2.921	4.140
17	1.740	2.110	2.989	4.073
18	1.734	2.101	2.878	4.015
19	1.734	2.093	2.861	3.883
20	1.729	2.086	2.856	3.850
21	1.752	2.080	2.831	3.819
22	1.721	2.074	2.819	3.792
23	1.717	2.069	2.807	3.767
24	1.714	2.064	2.797	3.745
25	1.711	2.060	2.787	3.725

26	1.708	2.056	2.779	3.707
27	1.706	2.052	2.771	3.690
28	1.703	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.670	2.042	2.750	3.646
40	1.640	2.021	2.704	3.551
60	1.571	2.000	2.660	3.460
120	1.558	1.980	2.617	3.373

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B. Discussion

In this section, the researchers presented the results of the data analysis found. This discusses the use of animation video in the classroom in the student's vocabulary learning, from pre-test to post test. After analyzing the data in the test vocabulary, it shows $t_{count} (t_0)$ with value (13.375) higher than the value of t_{table} with value (2.064) with degrees of freedom (df) = 24 and at the 0.05 significance level, zero (H_0) rejected and alternative hypothesis (H_a) is accepted. This means that there is a significant difference between pre-test and post-test results. In the pre-test and post t.test the researchers gave a problem to students pairing vocabulary words with meaning in Indonesian .

This research is a test consisting of 20 (twenty). Each answer is given one point. If the student answers 20 points, then the student's score is 100.

^{36 36} M. Subana, et.al., *Statistik Pendidikan*, (Cet, 1: Bandung: CV Pustaka Setia, 2000), p. 172.

The results showed that in the pre-test there were eleven students (44%) got poor score, and fourteen students (46%) got Very Poor's value. Average student score is low (5, 08). In the pre-test, the minimum score is 4.00 while the maximum score is 11.00. That is, the vocabulary part of students is still low. Memory vocabulary still not good. Can be seen from the value of student answers are right and wrong.

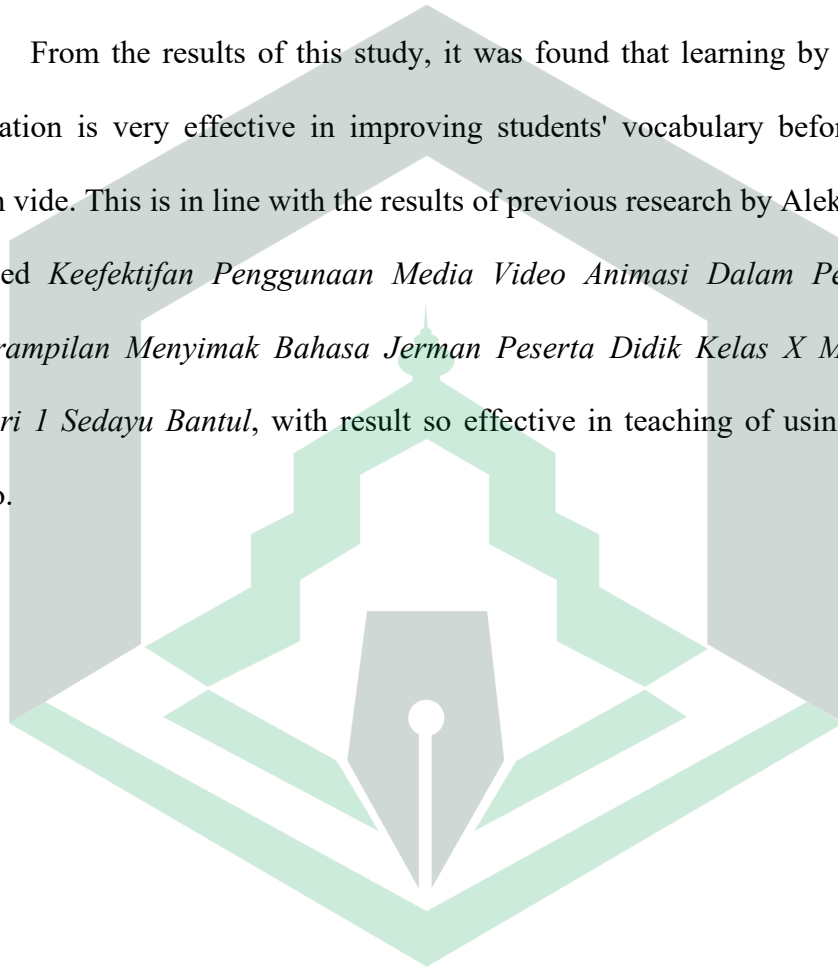
In the treatment, students are invited to watch the video together using multimedia projector. The video is repeated twice, after which, the researcher re-explains to the student the content of the video. Post test is done after giving four treatment to students. It was found that in the post-test there were two students (8%) got Excellent score, seven students (28%) got Very Good score, two students (8%) got Good score, twelve students (48%) got Average score, one students (4%) got fair, one students (4%) got poor. The average score of students in the post-test is 10, 60. In the post-test, the minimum score is 11.00 while the maximum score is 20.00.

Based on these results, it can be concluded that students actually are not stupid but sometimes they need a teacher who can make them feel enjoy and motivate them in class. One of the things that can make students enjoy is with this technique, that is using animated video. The result is certainly more memorable student head.

Based on the comparison of scores between the pre-test and post-test results, it can be seen in the pre-test, no students get very good, good, good and average category. In the other components, there were 11 students (44%) got poor

category and 14 students (46%) got very poor category. On the post-test an increase in student score is significant. This is good for good category, 2 students (8%) got good category, and 2 students (8%) got good category category. In other components, no outstanding, poor and very poor student. This means that students' vocabulary memory increases after being treated with animation video.

From the results of this study, it was found that learning by using video animation is very effective in improving students' vocabulary before and after given vide. This is in line with the results of previous research by Alek Kurniawan entitled *Keefektifan Penggunaan Media Video Animasi Dalam Pembelajaran Keterampilan Menyimak Bahasa Jerman Peserta Didik Kelas X MIA di SMA Negeri 1 Sedayu Bantul*, with result so effective in teaching of using animation video.



CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the research findings and discussions in the previous chapter, the following conclusions are presented . There is a significant difference in learning achievement of vocabulary skills of class VII students of SMP Negeri 1 Palopo, before and after using animation video. This is seen in the t-test results which show that the t_{count} is greater than the t_{table} ($13.375 > 2.064$). So, the use of animation video is so effective in teaching vocabulary at the seventh years student in SMPN 1 Palopo.

By using animation video, the effectiveness generated include; students are more focused on learning because of the presentation of material that attracts students' views. Rote vocabulary students increase, because the presentation of materials that enjoy and liked students. And students are not bored in learning by using animation video.

B. Suggestion

Based on the results of research about the effectiveness of the use animation video in the teaching vocabulary skill at seventh years students of SMP Negeri 1 Palopo, the researcher gives the following suggestions :

1. For student :

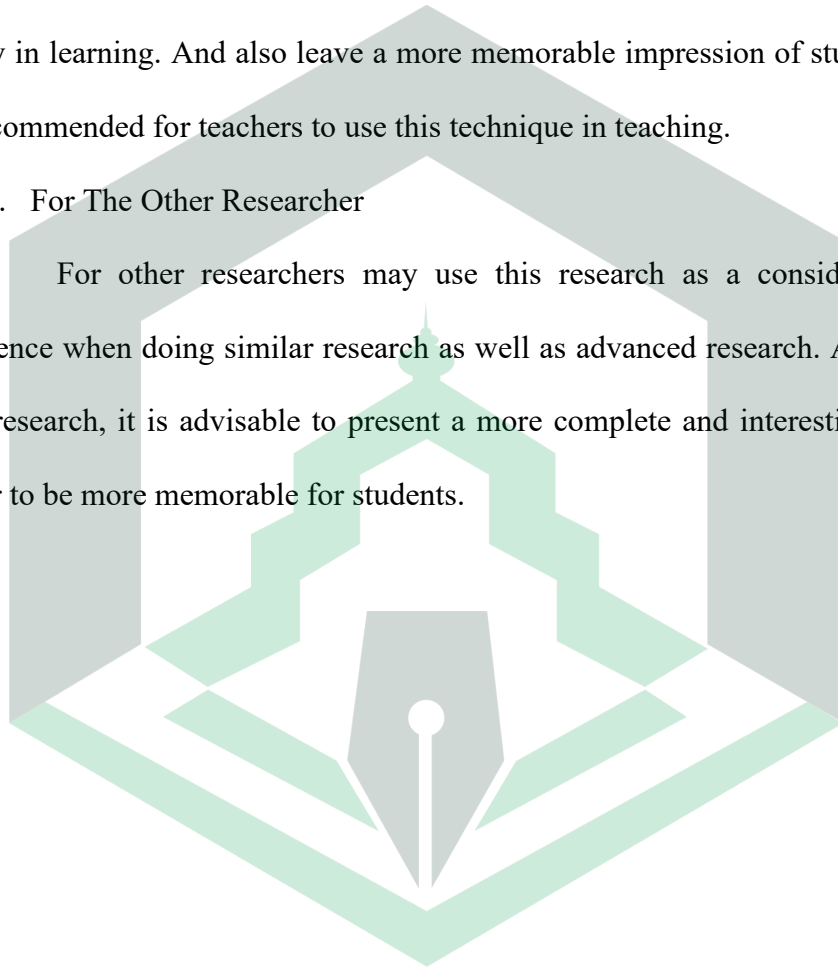
In order to simplify the vocabulary memorization, students are advised to watch many animated videos about learning English at home.

2. For teacher :

By using animation video in the class, students more spirit and more enjoy in learning. And also leave a more memorable impression of students. So it is recommended for teachers to use this technique in teaching.

3. For The Other Researcher

For other researchers may use this research as a consideration and reference when doing similar research as well as advanced research. And if using this research, it is advisable to present a more complete and interesting video in order to be more memorable for students.



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photos at the time of pre-test and treatment:





Photos at the time of Pre pest:

