

CHAPTER I INTRODUCTION

1.1 Background of Study

In communication, most of the population uses language as one of the main tools since it makes it easy for them to understand and obtain information. One language widely used by people worldwide is English, one of the international languages. Importantly, several countries, like Malaysia, Singapore, and India, consider this language formal. In Indonesia, even though English is taught in official classrooms, English remains a foreign language rather than a formal one. When learning English, there are a few key points that students need to be aware of. This includes listening, reading, speaking, and writing. To strengthen these skills, it is necessary to use several language components such as structure, vocabulary, and others.

One component of the English Language that is crucial to learning all other English abilities is vocabulary. Hiebert and Kamil (2005) said that understanding repeated words in a text cannot be achieved if the number of words understood is insufficient. Additionally, students find it difficult to come up with ideas to develop language for speaking and writing skills. Teachers should teach vocabulary in a different method; they teach grammar and pronunciation, for example.

Vocabulary is needed to give students something to understand when learning the structure. Students must learn to remember vocabulary in sentences and in everyday life. Students can feel comfortable speaking or writing because a large vocabulary supports them. Vocabulary is an important part of language learning as it is the main part of the beginning of our writing, speaking, reading, and listening. This makes it easier for us to translate some words.

Currently, there are still many students who do not master vocabulary, which is due to several factors, such as students finding vocabulary difficult. They cannot learn new words and understand English well. Apart from that, the differences in written and spoken forms of English and the methods teachers use in teaching also sometimes make it difficult for students to learn vocabulary.

Based on the initial observation result in class V of SDN 121 Kalabbirang on April 18, 2024, learning new words and remembering those they have learned can be challenging. The learning taught by the teacher introduced students to various types of transportation using textbooks and short explanations. Students at the school are easily bored and less eager to participate in class because the English teacher mainly uses textbooks as a teaching tool.

Hikmah (2021) said that using technology is one technique to improve students' learning. One of them, for example, is using animated videos. The use of animation helps students build words and provides repeated practice opportunities to read, write, and speak. Additionally, the video will increase the effectiveness of learning vocabulary compared to the previous method. This helps students learn with a positive learning experience. Learning the English language must be supported by notes and explanations; media is needed to make the



process more enjoyable. They need something real, such as if students are learning about objects in the classroom, the teacher can point directly to objects such as "tables," "chairs," or "boards," and something understandable, such as using pictures or videos that demonstrate the words being learned. For example, if students are learning the words "run," "jump," or "swim," the teacher can show videos or do the movements.

Animated videos offer entertaining and engaging images that can capture students' attention. Students can be entertained with various presentation materials, including features, storylines, live objects, plots, music, and stories. By observing the animated video's colorful scenarios, students learning vocabulary through animation also benefited from improved vocabulary memory.

This study aims to address vocabulary-related issues based on the explanations provided previously. This research will involve qualitative and quantitative methods, including pre-test and post-test to measure vocabulary improvement, classroom observations, and student feedback to gain insights into their engagement and perceptions of this learning method. The purpose of this research, titled "The Effectiveness of Using Animation Video to Improve Students' Vocabulary Mastery: A Study at the Fifth Grade of SDN 121 Inpres Kalabbirang," aims to determine whether animated videos contribute significantly to vocabulary acquisition and recommend more effective language teaching strategies.

1.2 Identification of Problem

Some of the issues presented in this study are based on the background of the topic that has been mentioned. They are as follows:

1. The difference in written and spoken forms makes students lazy to learn English.
2. Some students have difficulty memorizing certain vocabulary.
3. The students' responses showed disinterest in learning vocabulary.
4. The teacher delivers the material less attractively, using the coursebook as a medium.

1.3 Scope of Problems

The researcher limited the research problem to make it more focused. While SDN 121 Inpres Kalabbirang had many interesting aspects of learning, the research only focused on the effective use of visual media, such as animation videos, and how interested students could be in using animation videos to learn vocabulary.

1.4 Research Questions



in the background, this study is focused on the following research

is the use of animation videos to improve students' vocabulary at SDN 121 Inpres Kalabbirang?

How are students in learning vocabulary using video animation?

1.5 Objectives of Study

The purpose of this study is:

1. To determine whether using animation videos can help fifth-grade students in SDN 121 Inpres Kalabbirang increase their vocabulary.
2. To explain how fifth-grade students at DN 121 Inpres Kalabbirang are interested in learning English vocabulary through animation videos.

1.6 Significance of Study

The result of the study is that the researcher expects that it will be useful for teaching English, particularly in vocabulary acquisition, and be helpful for further research. The contribution is divided as follows by the research:

1. For the School

This research can provide new insights for schools, especially SDN 121 Inpres Kalabbirang, in improving the quality of English learning. With empirical evidence regarding the effectiveness of using animated videos in improving students' vocabulary, schools can consider integrating this technology into the teaching and learning process. Furthermore, this research can also be a basis for teachers to choose more interesting learning strategies that fit students' needs. With increasing teaching effectiveness, it is hoped that the quality of education in schools can continue to develop and have a positive impact on overall student learning outcomes. Schools can also use the results of this study to conduct training for teachers in the use of interactive learning media so that they are better prepared to face the challenges of learning in the digital era.

2. For the Students

Using animated videos in English learning is expected to increase students' motivation and interest in learning. One of the challenges in learning vocabulary is the difficulty in understanding and remembering new words. With interactive visual media, students can more easily understand the meaning and use of words in real contexts. In addition, animated videos can help students associate words with images and sounds, which makes the learning process more enjoyable and effective. This increase in vocabulary mastery is also expected to contribute to their overall English language skills in speaking, writing, reading, and listening. Thus, students not only gain additional vocabulary but also gain a more enjoyable and meaningful learning experience.

3. For Further Research

This study also provides benefits for further researchers who want to develop similar studies in the field of education and learning technology. The results of this study can be used as a reference in further exploring how the use of animated videos can be applied in various aspects of English language learning, including grammar, speaking skills, and reading comprehension. This study can open up opportunities for further, more in-depth studies that influence the effectiveness of animated videos in learning. For further research can compare the effectiveness of animated videos



with other learning methods or examine how differences in age levels and learning styles of students affect their learning outcomes.

1.7 Previous Study

The researcher found several studies on the use of animation videos. The first study was by Dzebeq and Gunawan (2020), in their study “The Use of Animation Video on Tenth-Grade Students’ Vocabulary Achievement,” which stated that animation videos significantly increased students’ vocabulary achievement. The average student test scores showed that students who learned with animation videos had higher achievement than those taught conventionally. In conclusion, animation videos make it easier for students to understand, making learning more enjoyable, remembering vocabulary, and increasing their interest in learning English.

The second one was Mubarok (2017), who found that animated videos significantly improve students’ vocabulary achievement in his research “The Effect of Using Animation Video on the Grade Students’ Vocabulary Achievement at SMPN 5 Jember”. With a value of 0.000, the statistical significance of the result is far from the criterion of 0.05, indicating a significant difference between the experimental and control groups. More specifically, students in the experimental group who learned through animation videos performed better than students in the control group who learned through more conventional techniques such as lectures and question-and-answer sessions. The result of this study shows that animation videos can be a successful strategy for teaching vocabulary to English teachers and increase students’ performance.

Then, Munawir, Inayah, Firmansyah, and Huda (2022) stated that animation videos significantly enhance students’ vocabulary mastery, as demonstrated in their study, “Students’ Vocabulary Mastery by Using Animation Videos on English Language Teaching.” The research employed a pre-experimental design with a one-group pre-test and post-test approach. The results showed a remarkable improvement in students’ vocabulary, with a post-test mean score of 84.50 compared to the pre-test mean score of 52.90. After receiving treatments, the second-year students of MTs As’adiyah Putri 1 Sengkang displayed greatly improved vocabulary mastery through animation videos as a teaching tool. This study highlights that animation videos engage students and enhance English language learning outcomes.

Andrean (2019) said that using animation videos helps enhance students’ vocabulary in his study “Improving Students’ Vocabulary Mastery by Using Animation Video”. The medium used to convey the information was videos. Student average test scores are evidence of this. As part of the study, the researcher found that students



ngs from videos. Students can learn written material and practice re engaged students become, the more they enjoy learning English be concluded that students can improve their vocabulary mastery ideas.

dy, Agustin, Dunifa, and Syafitri (2022) surveyed “The Effectiveness n Video on Students’ Vocabulary Mastery,” aiming to evaluate the ted videos on students’ learning experiences and vocabulary

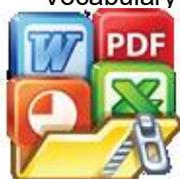
understanding. The study showed that animated videos significantly improved students' vocabulary mastery, as evidenced by the increased test scores and positive feedback from both students and teachers during interviews. The findings demonstrated that using video as a learning medium was effective in helping students better grasp and retain new vocabulary. This study supports the idea that animated videos can be a powerful tool for enhancing vocabulary acquisition and engaging students in learning.

The following study by Hikmah (2021) entitled "The Use of Animation Video for Vocabulary Mastery," conducted qualitative research and highlighted that animated videos positively affect students' vocabulary learning. The results indicated that integrating animated videos into the learning process was highly effective, capturing students' interest and attention. Students were mainly engaged because they could hear clear and precise audio in addition to viewing dynamic visuals. This combination of sight and sound made the learning experience more engaging and helped students improve their vocabulary skills. The study underscores the effectiveness of animation videos in enhancing vocabulary mastery.

In addition, Lestari and Selian (2021), in their study, "Effect of Teaching English Vocabulary by Using Animation Video at SMP Swasta Baitul Aziz Bandar Klippa in the 2021/2022 Academic Year," found that using animation videos significantly improved students' vocabulary mastery. The study demonstrated increased students' scores from the pre-test to the post-test, indicating a clear improvement in their understanding of vocabulary after receiving the treatment. The statistical analysis showed that the t-observed value (6.65) was much higher than the t-table value (1.67), confirming that using animation videos as a teaching tool significantly and positively affected students' vocabulary learning. The study concludes that animation videos are an effective and influential medium for enhancing vocabulary mastery among students.

Aridha (2018) conducted a study titled "The Use of Animation Video in Improving Vocabulary of the Second Grade Students of SMP Negeri 6 Watampone" using a pre-experimental method. The results revealed a significant improvement in students' vocabulary mastery, as evidenced by the difference in mean scores between the pre-test and post-test. The mean score in the pre-test was 52.90, while the post-test score increased to 84.50, reflecting an improvement of approximately 32 points. This increase demonstrates that using animation videos as a teaching medium greatly enhances students' vocabulary achievement. The study concludes that animation videos can be a powerful tool for improving students' vocabulary skills.

Another study is by Lathifah (2022) entitled "Students' Perception of Vocabulary Development Using Video Animation Animaker during Online .19 Pandemic," combining both quantitative and qualitative tests with 100 samples. The study revealed that students enjoyed learning motivated by learning through Animaker video animations. Key findings that students found the videos interesting and engaging, with clear visuals, clear audio, and content that was both relevant and educational. Questionnaire responses and interviews highlighted that the use of animation significantly enhanced students' vocabulary



development, while also making the online learning experience more enjoyable and interactive. The study concluded that video animation is an effective and engaging tool for vocabulary enhancement during online learning.

On the other hand, Anah, Novari, and Gumelar (2022) conducted a study titled "The Effect of Using Animation Video Towards Students' Vocabulary Mastery at The Ninth Grade Students of MTs MII Jiput Pandeglang in the Academic Year 2021/2022" using a quantitative approach with pre-test and post-test designs. The study found that students' scores significantly improved after the researchers applied the treatment using animation videos in the experimental class. Using animation videos helped students learn and understand more vocabulary in English. The results highlighted that animation videos as a learning medium effectively enhanced students' vocabulary mastery and test scores. This study showed the positive impact of animation videos on students' vocabulary development.

Based on the previous studies, the researcher finds that the studies were conducted in junior high schools, MTs, and MAN. In contrast, this research will be conducted in an elementary school, specifically at SDN 121 Inpres Kalabbirang. The most significant difference lies in the method of data collection. In previous studies, only one used a questionnaire for data collection, and other studies used a pretest and a posttest. In this study, researchers will use both data collection methods, namely questionnaires, pre-test, and post-test, to provide a more comprehensive understanding of the effectiveness of animation videos in vocabulary development. This combination of methods makes my research unique and distinct from the previous studies.

1.8 Theoretical Framework

This study is grounded in the *Cognitive Theory of Multimedia Learning* proposed by Mayer (2002). The theory posits that learning becomes more effective when information is presented through words and pictures rather than words alone. In this context, an animated video is a suitable instructional medium because it combines verbal elements (narration or text) with visual elements (images or motion graphics). The theory is based on three main assumptions: (1) the *dual-channel assumption*, which suggests that humans process information through two separate channels, visual and auditory; (2) the *limited capacity assumption*, which states that each channel has a limited capacity for processing information at any one time; and (3) the *active processing assumption*, which proposes that meaningful learning occurs when learners actively select relevant information, organize it into coherent mental representations, and integrate it with prior knowledge. Therefore, this theory provides

foundation for the use of animation videos as a means to improve vocabulary acquisition in this study.



Definition of Vocabulary

Vocabulary can be understood in various ways depending on the perspective. Generally, it refers to the knowledge of words and their meanings.

Alternatively, it can be defined as a collection of words arranged alphabetically alongside their definitions. Linguistically, a word is characterized by a combination of features, including its meaning, register, associations, collocations, grammatical behavior, written form (spelling), spoken form (pronunciation), and frequency of use. To fully master a word, one must grasp its meaning, and these additional seven aspects are collectively called word knowledge (Schmitt, 2000, as cited in Alizadeh, 2016).

Vocabulary is a fundamental element of language that people need to learn a language, especially to communicate effectively with other people. Vocabulary refers to all the words in a particular language that people know or use to communicate effectively (Utami, 2015). Vocabulary is the number of words used to express the speaker's thoughts and intentions. A person's vocabulary is a collection of all the words an individual knows that can be used to form new sentences (Alqahtani, 2015).

Based on the definitions, vocabulary can generally be understood as the collection of words a person knows and uses to communicate effectively. It encompasses the meanings of words and their usage in different contexts, as well as their grammatical behavior, pronunciation, spelling, and frequency of use. Vocabulary forms the foundation of language learning, enabling individuals to express their thoughts, intentions, and ideas. In summary, vocabulary is the total set of words in a language or those known and utilized by an individual to convey messages and engage in meaningful communication.

b. **Kinds of Vocabulary**

Description of Vocabulary has been discussed and divided into various types. Some are divided into two types: active and passive vocabulary. Gruneberg and Sykes (1991), as cited in Susanto (2017), distinguished the two types of vocabulary. The first type of vocabulary referred to the one the students had been taught and expected to be able to use. Meanwhile, the second one referred to the words the students would recognize when they met them, but they would probably not be able to pronounce them.

According to some experts, language is divided into active and passive categories. Harmer (1991), cited in Alqahtani (2015), distinguishes between these two categories of words. The first type is the vocabulary that students have been taught and are expected to be able to utilize. The second term, on the other hand, refers to terms that students cannot pronounce but can still when they encounter them. Hatch and Brown (1995), as cited in Alqahtani (2015), refer to two types of vocabulary in Haycraft: receptive and productive.



Vocabulary

: students can't produce but can be identified and understood when text are known as receptive vocabulary. Even though they don't use reading or writing, students identify this language when they see or hear it in reading.

Vocabulary

Words that students can understand, pronounce correctly, and utilize both in writing and speaking are known as productive vocabulary. This includes what is required for receptive vocabulary and the ability to speak or write at appropriate times. Therefore, since students may create words to communicate their ideas to others, developing a good vocabulary can be considered an active process.

c. The Importance of Vocabulary

Vocabulary is a crucial component of effective language use, strengthening confidence when speaking. It is the fundamental platform through which we can communicate ideas and thoughts, exchange knowledge, understand each other, and build interpersonal bonds. According to Rasulova (2023), Vocabulary is crucial as it forms the foundation of any language. It provides the essential elements to convey our ideas and thoughts, comprehend others, and develop interpersonal relationships. Even with minimal knowledge of a language and no understanding of grammar, we can still manage to communicate, though it might come across as primitive. Alqahtani (2015) asserts that vocabulary is essential to successfully using a foreign language. Thus, it should be regarded as a key component of language learning and prioritized accordingly. A strong vocabulary is critical for effective Communication, particularly in English.

Vocabulary is essential because it forms the foundation of effective Communication and language acquisition. It allows individuals to express their thoughts, emotions, and ideas clearly, facilitating understanding in both spoken and written forms. A strong vocabulary improves all language skills, including speaking, listening, reading, and writing, by enabling precise articulation, comprehension, and creativity. It is also crucial for academic and professional success, as it helps individuals grasp complex concepts, communicate persuasively, and participate confidently in discussions. Furthermore, vocabulary enhances critical thinking by providing the tools to analyze and articulate nuanced ideas, promoting problem-solving and decision-making abilities. It fosters cultural and social integration, enabling smoother interactions in diverse settings. Beyond Communication, a rich vocabulary supports lifelong learning by making absorbing new knowledge easier and adapting to different contexts. Vocabulary is vital to personal and intellectual development, playing a significant role in every aspect of life.

1.8.2 Using Animation Video to Teach English

In this study, the videos were selected from publicly available content on YouTube.



mi, Hashemi, and Bardine (2011), two types of videos on YouTube learning exist. The first type is videos created by language teachers ticular grammar point or a lesson on the language. In contrast, the leo includes those made by native speakers of the target language. semi, Hashemi, and Bardine (2011) also identified categories of YouTube: Autos and Vehicles, Comedy, Education, Entertainment, , Gaming, How-to & Style, Music, News & Politics, Non-profit &

Activism, People and Vlog, Pet & Animals, Science & Technology, Sports, and Travel & Event. The videos used in this study specifically belong to the “Film & Animation” category, as they are animated videos designed to support language learning. These animation videos were chosen because they are visually engaging, contextually rich, and suitable for helping students understand and remember new vocabulary. Based on the two types of educational YouTube videos identified by Ghasemi et al. (2011), the animation videos used in this study fall under the first type, as they are created with the specific purpose of teaching vocabulary and language concepts, often featuring structured language input, subtitles, repetition, and supportive visual elements. Although animated and entertaining, their primary function is instructional rather than spontaneous or conversational, distinguishing them from native-speaker-generated content.

a. Definition of Video

A video is a type of multimedia that delivers information through two sensory channels: auditory and visual. It often combines different presentation formats, such as text and images, as seen in on-screen text and closed captions. Video is an electronic medium for recording, duplicating, playing back, broadcasting, and showcasing moving visual content. (Belinda, 2018).

Multimedia content, such as video, communicates with the visual and auditory senses. It frequently employs a variety of presentation modalities, including closed captioning and on-screen print, which use both spoken and visual representations. Because it can enhance learning outcomes, video is an audiovisual material frequently created for the teaching and learning process. Audio-visual media can concurrently exhibit visual and aural features when conveying a message or information. Audio-visual media also include video media. A technique for teaching content is video learning media, which is a video presented in its original format. Visual media and Audiovisual Assistance (AVA) are two categories that can be included in video media studies. Students may respond well to the utilization of video learning resources. Students are more eager to learn and have improved comprehension of the material.

b. Definition of Animation

The word animation comes from the Latin *anima*, which means “life,” and *animates*, which means “to breathe life into.” Then, the term was translated into English as *Animate*, which means “to give life” or “animation,” which refers to the appearance of movement or vitality. Generally speaking, animation refers to the process of creating a cartoon.



According to the definition above, animation is converting a still image into a moving image to make it appear alive or imaginary. Television animation is typically used as a spectacle to entertain viewers.

Furthermore, animation videos use visual and aural elements to draw in students and present concepts clearly, and facilitate understanding of challenging

c. Advantages of Using Animation in the Teaching-Learning Process

Wang (2015) said that using video media in teaching English language offers four advantages:

- 1) Using animated videos to teach English can encourage students' autonomy and proactivity. By showing the video in class, students can quickly understand the cultural context and attitudes the lesson material evokes. This way, they can use their autonomy to learn the language. Students can immerse themselves in the rich environment created through animated video media and understand the characters' language they watch. Traditional teaching approaches cannot achieve both outcomes.
- 2) Video enriches classroom activities, motivates students' passion for learning English, and helps to hold their attention in the classroom. Providing animated videos to teach English involves several elements, such as visual aids. These elements can potentially capture students' attention and facilitate language use. Because teaching with animated videos can reduce students' boredom, attention will be gained.
- 3) Video for language teaching is mostly a portrait of realistic situations in life. Students' everyday language can teach more than typical English-language teaching materials. When students interact with English in real-life contexts, they gain a more practical and natural understanding of how the language is used, which can ultimately be more effective in helping them learn, compared to simply learning the language from more formal materials that are not always relevant to their life situations.
- 4) Teaching English using videos such as movies, music videos, or TV shows to the students with direct access to native speakers' culture. It can be used as a supplement to traditional English classes that do not focus on helping students build intercultural communication skills. Learning English via videos teaches you how to think like a native speaker in addition to language skills like vocabulary, grammar, pronunciation, and colloquial idioms. To become a native speaker, students must understand the beliefs, social customs, and lifestyles of native speakers. Here are examples of beliefs, social customs, and lifestyle:
 - a. Beliefs

- Individualism: Individualism is highly valued in American and British cultures. People often prioritize personal goals and self-expression over collective goals.

- Equality: Many native English speakers believe in equality and fairness, emphasizing equal opportunities regardless of gender, race, or background.

- Openness to Diversity: Particularly in the U.S., there is a strong emphasis on multiculturalism and acceptance of diverse traditions and perspectives.

- Customs



- Politeness: Using phrases like “please,” “thank you,” and “excuse me” is essential in interactions. Politeness is a cornerstone of social etiquette in both cultures.
- Informality: Americans are often informal in their interactions, addressing people by their first names even in professional settings. British people may be more formal initially, but relax over time.
- Punctuality: In British culture, punctuality is highly valued, especially in business contexts. Arriving late can be considered disrespectful.

c. Lifestyle

- Casual Dressing: Americans often dress casually outside of work, favourite jeans and sweatshirts. British people may dress more formally in urban areas, but still embrace casual clothing for social gatherings.
- Home Entertainment: Both cultures value hosting guests at home, with meals or gatherings being common social activities. In Britain, guests are expected to arrive slightly late (10–20 minutes after the scheduled time).
- Use of Slang and Idioms: Native speakers frequently use slang and idiomatic expressions that reflect their culture, such as proverbs or colloquial phrases like "a fool and his money are soon parted" (American) or calling someone "a muppet" (British).

Based on the explanation above, it can be inferred that utilizing animation videos as a teaching tool offers several benefits. These benefits include encouraging students' independence and engagement, motivating them to learn English, making them more engaged and active in the class, and giving students direct access to understanding the culture of native speakers better.

1.8.3 Techniques for Teaching Vocabulary

Choosing the most appropriate approach to learning vocabulary is very important to achieve optimal results in vocabulary mastery. Here are some ways Gairns and Redman (1986), as cited in Sutriani (2022), recommend introducing a new language:

1) Visual

a. Using Objects

Using objects in the learning process is very effective in helping students understand concepts and vocabulary. Media such as flashcards, pictures, sketches on the board, wall maps, and real objects can clarify the meaning of words and make it easier for students to remember information. For example, when introducing vocabulary about fruits, teachers can show pictures or bring

so that students can see and feel them directly. Wall maps can also to introduce geographical locations and important places. Sketches board can clarify certain concepts or situations, such as drawing daily. In addition, real objects provide students with direct experience through the senses of sight and touch. Thus, using visual objects in can create a more concrete and in-depth understanding.

and Meme



Gestures and memes also play an essential role in clarifying meaning and making the learning process more interactive and fun. Gestures or body movements can be used to demonstrate specific actions, such as hand movements to indicate the word “chew” or demonstrate the concept of “big” and “small” through hand movements. This helps students understand the meaning of words visually and kinesthetically. In addition, using memes is an interesting strategy in modern learning. Memes that are funny and relevant to students’ daily lives can be used to explain certain concepts or situations in a light and fun way. Memes can also increase student engagement because they are related to the digital world that is close to them. Information packaged in memes is easier to remember because it contains elements of humor and is relatable.

2) Verbal Techniques

a. Use of Illustration

Using verbal illustrations is one effective method when dealing with abstract concepts or concepts that cannot be seen directly. Teachers can provide examples of relevant situations or contexts so students can understand the concept’s meaning more easily. For example, when teaching about the idea of “kindness,” teachers can provide examples in everyday life, such as “helping friends in trouble” or “sharing food with those in need.” Illustrations in short stories or analogies can also help clarify the explanation so that students can relate the concept to their own experiences.

b. Use of Synonymy and Definition

Using synonyms and definitions is useful in learning, especially for elementary students. Teachers can simplify explanations by using synonyms that are easier to understand. For example, when introducing the word “gembira,” teachers can provide synonyms such as “senang” or “bahagia.” However, teachers also need to limit the scope of the explanation so as not to confuse students. Clear and simple definitions are essential for students to understand the basic meaning of a word.

c. Contrast and Opposites

Teachers can compare new concepts with concepts that students already know. For example, when introducing “big” and “small,” teachers can show two objects of contrasting sizes, such as a large and a small ball. With this method, students can more easily understand the differences in concepts visually and verbally. Teachers also need to understand students’ vocabulary so that explanations can be adjusted and easily understood.



↻ technique is used to help students understand the relationship or
 ↻ between two similar concepts. Once students understand two
 ems, the teacher can introduce a new item between them. For
 if students already understand the concepts of “hot” and “cold,” the
 can introduce the term “warm” as a scale between the two. This
 e helps students build a more detailed and sequential understanding

of the learned concepts. With the scale technique, students can relate new concepts to their knowledge, making learning more logical and systematic.

3) Translation

According to Brown and Pain, vocabulary learning consists of five important parts closely related to translation. First, students need reference sources such as dictionaries to understand the meaning of words in the target language. Second, translation helps to obtain a clear picture of the form of words, both visually and audibly. Third, this process encourages students to understand the concept or meaning of words in the right context. Fourth, translation strengthens the mental connection between the form and meaning of words in two languages. Finally, students practice and improve their vocabulary mastery by using words in translation. Thus, translation becomes an effective strategy for enriching and deepening vocabulary understanding.



CHAPTER II RESEARCH METHODOLOGY

2.1 Research Design

The researcher used a mixed-methods research design to gather qualitative and quantitative data. Sugiyono (2018) states that the quantitative research method is based on positivism applied to a specific population or sample. The quantitative method was gained from a pre-experiment design with a group pre-test and post-test design. A qualitative research technique based on postpositivism is used to study the condition of natural objects. The qualitative method was gained from the questionnaire analysis, which contained ten questions.

According to Creswell (2021), mixed methods is a research methodology in the social, behavioral, and health sciences in which the investigator gathers both quantitative (closed-ended) and qualitative (open-ended) data and integrates or combines the two. Then, the investigator draws inferences (called “meta-inferences”) from the integration that provide insight beyond what can be learned from the quantitative or qualitative data.

The design of one-group pretest and posttests can be illustrated as follows:

E: O₁X O₂

Where:

E: Experimental Group

O₁: Pre-test score

X: Treatment

O₂: Post-test score

2.2 Instrument of the Research

2.2.1 Test

Tests are used to determine/measure the completeness of student learning outcomes, and instruments are used as learning outcomes tests, namely pretest-posttest. This test was created according to the material, including the names of fruits, animals, body parts, vegetables, school supplies, transportation, and clothes. The material is presented through animated videos to make it more interesting and easier for students to understand. The instrument used in this study (See Appendix 1) adapted the format from Sutriani's (2022) research, which included three types of questions: multiple choice, matching words, and translating words. Although the



is similar, there are differences in the content. Sutriani's study focused on classroom and household objects, while the content in this study was adapted to match the material taught. As a result, the images, context, and content of the pre-test and post-test differ accordingly.

naire

naire is a method of gathering data in which the subject is given a list of statements to answer. This research aims to understand students'

opinions and whether or not animated videos benefit learners. Students were required to complete the questionnaire that the researcher provided.

2.3 Population and Sample

2.3.1 Population

Population is a generalization area consisting of objects/subjects with specific qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono 2018:117). All fifth-grade students at SDN 121 Inpres Kalabbirang are the population in this research.

2.3.2 Sample

The researcher would use a saturated sampling technique. Using every member of the population as a sample is known as the saturated sampling technique. This is frequently used when the population is smaller than 30 people or where research aims to conclude with minimal error rates. A census, in which every member of the population is included in the sample, is another word for a saturated sample (Sugiyono 2018: 24-25). The sample in this study consisted of all 5th-grade students from SDN 121 Inpres Kalabbirang, totaling 20 students. This sample is chosen because they already have fairly developed language skills, but are still very much influenced by their surroundings, such as friends, teachers, and family. Children at this age typically begin to exhibit variations in their speech, both in formal language used at school and in more casual language when interacting with friends. In addition, factors such as family background and interaction habits can also influence how they use language.

2.4 Method of Collecting Data

2.4.1 Pre-test

Researchers will give tests before carrying out a treatment. Students take a few vocabulary tests to get a pre-test, and the researcher conducts ten multiple-choice tests, five number-matching tests, and five translate-the-word tests. After the pre-test, the researcher reviews the students' work to determine whether students lack vocabulary

2.4.2 Treatment

Researchers will provide treatments. The researcher used an animated video to treat students after the pre-test. The students imitate what the teacher says and what they see on the screen. The treatment process includes twelve sessions, and the researcher provided an animated video for each session. During the treatment, the students were seated in several rows facing the whiteboard at the front of the classroom. The animation videos were projected onto the whiteboard using an LCD



ed to a laptop placed on the teacher's desk. The researcher stood
ard to guide the students during the session and to ensure their
d focused. The classroom had natural lighting from the windows on
d the seating arrangement allowed all students to see the screen.
played with audio from the laptop, and the students observed from
lassroom setup was maintained throughout each treatment session
ency in the learning environment.

Meeting 1: Pre-Test

1. The students worked on the pre-test for 60 minutes at this meeting
2. The researcher greeted the students and explained the purpose of the learning activities.
3. The students took a pre-test to assess their initial vocabulary knowledge before the learning sessions began.
4. The pre-test was conducted individually, and the results served as baseline data to evaluate the students' progress after completing all learning sessions.

Meeting 2: Vocabulary Related to Fruits

1. This meeting lasted for 60 minutes.
2. The researcher greeted the students in English and created an enjoyable classroom atmosphere.
3. The researcher played an animated video that introduced various fruit names in English with pronunciation and visuals.

Source:

<https://youtu.be/-WxaMzfXMIIs?si=ZFcneLfY75lfVZTU>

https://youtu.be/OkaDVed_DZA?feature=shared

<https://youtu.be/VUGoF2FjfQ4?si=CDImiWg5FI7sMra0>

4. The researcher paused the video at key moments to emphasize pronunciation and meaning, and the students repeated the words after the video to practice correct pronunciation.
5. The students wrote down the new vocabulary words and their meanings in their notebooks.
6. The researcher reviewed the vocabulary learned and asked a few students to recall their remembered words.

Meeting 3: Vocabulary Related to Fruits

1. This meeting lasted for 60 minutes.
2. The researcher greeted the students and reviewed the previous lesson by asking some students to mention fruits they remembered from the last meeting.
3. The researcher played a different animation video from the first meeting.

Source:

https://youtu.be/ZQ2K8vaqtOo?si=06_Z58dq0abqCdrn

<https://youtu.be/BBOQpQbH-5s?si=GOzDs7ROjbWnxtgn>

4. The researcher paused the video at key moments to emphasize pronunciation and meaning, and the students repeated the words after the video to practice correct pronunciation.
5. The researcher encouraged the students to memorise and write down the new



asked several students to name five fruits that they had studied.

Vocabulary Related to Animals

lasted for 60 minutes.

greeted the students and told them they would learn about the names in English using animated videos.

- The students watched an animated video introducing vocabulary related to the kinds of animals.

Source:

<https://youtu.be/3XEXZ-dQkoY?si=yus90z8JSLewv4YM>

- The researcher repeated animal names and asked the students to imitate their pronunciation.
- The students wrote the names of new animals in their books, and the researcher reviewed the names of animals learned that day.
- The researcher asked the students to mention two animal names in Indonesian and English before leaving the class.

Meeting 5: Vocabulary Related to Animals

- This meeting lasted for 60 minutes.
- The researcher explained that they would learn about animal names as they had in the previous meeting.
- The students watched an animated video introducing vocabulary related to the kinds of animals.

Source:

https://youtu.be/dK-p6fuDg_k?feature=shared

<https://youtu.be/hxbzaJz00A?feature=shared>

- The students practised pronouncing the words and discussed their meanings.
- The researcher showed pictures of animals one by one, and the students were asked to raise their hands and say the names of the animals in English.
- The researcher guided the students in memorising and writing down the new vocabulary.

Meeting 6: Vocabulary Related to Body Parts

- This meeting lasted for 60 minutes.
- The researcher greeted the students, asked how they were in English, and then introduced the topic.
- The researcher played an animated video on YouTube about body parts.

Source:

<https://youtu.be/BB7QgKU7cak?feature=shared>

<https://youtu.be/G-7AMnZLOCM?feature=shared>

- The researcher pointed to a body part, said its name, and then the students repeated it.
- The students practised pronouncing the words and discussed their meanings.
- The researcher repeated some of the body parts that had been studied and asked the students to write them down in their books.



Vocabulary Related to Body Parts

lasted for 60 minutes.

- er greeted the students and reviewed the previous lesson by asking
- s to mention body parts they remembered from the last meeting.
- er played an animated video about body parts.

<https://youtu.be/G-7AMnZLOCM?feature=shared>

4. The researcher gave the students a game called “Simon says.’ The students only followed the command if it started with “Simon says.”
5. The researcher repeated some of the body parts that had been studied.
6. The researcher asked the students to mention two names of body parts in Indonesian and English before leaving the class.

Meeting 8: Vocabulary Related to Vegetables

1. This meeting lasted for 60 minutes.
2. The teacher greeted the students and told them they would learn about vegetables in English using animated videos.
3. The researcher played animated videos from YouTube that introduced various vegetables.

Source:

<https://youtu.be/RTbu78cExzY?feature=shared>

<https://youtu.be/NDEgy6GtuTE?feature=shared>

<https://youtu.be/To0QldzHpak?si=EydzvzeF5gtBpHou>

4. The researcher paused the video at key moments to emphasize pronunciation and meaning, and the students repeated the words after the video to practice correct pronunciation.
5. The researcher showed several pictures of vegetables and asked the students to guess their names in English.
6. The researcher asked the students to write them in their books.

Meeting 9: Vocabulary Related to School Supplies

1. This meeting lasted for 60 minutes.
2. The researcher greeted the students and introduced the topic: “Today, we will learn about school supplies!”
3. The researcher played an animated video on YouTube about vocabulary for school supplies.

Source: <https://youtu.be/AS5nhKzaOqo?feature=shared>

4. The students practised pronouncing the words and discussed their meanings.
5. The researcher reviewed some vocabulary learned by pointing to objects in the classroom and asking the students to say their names in English.
6. The researcher encouraged the students to memorise and write down the new vocabulary.

Meeting 10: Vocabulary Related to Transportation

1. This meeting lasted for 60 minutes.
2. The teacher greeted the students and told them they would learn about using animated videos.

er played an animated video on YouTube about transportation.

[/youtu.be/lcdWNmvyew?feature=shared](https://youtu.be/lcdWNmvyew?feature=shared)

r practised pronouncing the words and discussed their meanings.

wrote down the names of transportation in their books.

er reviewed the vocabulary learned and asked a few students to remembered words.



Meeting 11: Vocabulary Related to Clothes

1. This meeting lasted for 60 minutes.
2. The researcher greeted the students in English and created an enjoyable classroom atmosphere.
3. The researcher played an animated video about clothes on YouTube.
Source: https://youtu.be/Q_EwuVHD5U?feature=shared
4. The researcher paused the video at key moments to emphasise pronunciation and meaning.
5. The students repeated the words after the video to practice correct pronunciation.
6. The researcher encouraged the students to memorise and write down the new vocabulary.

Meeting 12: Post-Test

1. The students worked on the post-test for 60 minutes.
2. The researcher greeted the students and explained that they would take a post-test to assess their vocabulary improvement.
3. The students completed the post-test individually, using similar questions to the pre-test for a direct comparison.

The post-test results were used to evaluate the effectiveness of using animated videos in enhancing students' vocabulary.

2.4.3 Post-test

The post-test was administered after the treatment; after that, a post-test was given to see if watching animation videos helps students improve their vocabulary. Students receive a post-test by taking a series of vocabulary tests, and the researcher administers ten multiple-choice tests, five number-matching tests, and five translate-the-word tests.

2.4.4 Questionnaire

The researcher administered a questionnaire to the students during their most recent meeting to gauge their interest in learning vocabulary through animated videos. There are ten questions on the questionnaire. The questionnaire was administered in Bahasa Indonesia to facilitate students' comprehension (see Appendix 2), while the research report is entirely written in English. Data from the questionnaire were classified using a Likert Scale model analysis. The Likert scale used is a modification of the 4-level Likert scale. According to Hadi (Hertanto, 2017: 2), modifying the Likert scale is intended to eliminate the weaknesses in the 5-level Likert scale.

SA: Strongly Agree

A: Agree

D)isagree

Question of the questionnaire

STATEMENT

SA

A

D

SD



1	I feel more interested in learning when using animated videos.				
2	I enjoy learning vocabulary more with animated videos than the traditional way.				
3	Animated videos help me stay more focused when learning vocabulary.				
4	I find it easy to understand the meaning of new vocabulary after watching animated videos.				
5	The images and sounds in animated videos make it easier for me to remember new vocabulary				
6	I find that animated videos match my learning style.				
7	I feel that time passes more quickly when I learn with animated videos.				
8	Animated videos make the learning process more enjoyable.				
9	I feel more actively involved in learning when using animated videos.				
10	I would like to have more learning sessions that use animated videos.				

2.5 Method of Analyzing Data

2.5.1 Quantitative Data

a. Coding

The researcher coded the samples S1, S2, S3, and so on to protect student privacy.



' scores are calculated by analyzing the students' tests, and then d with the formula:

$$\text{score} = \frac{\text{students correct answer}}{\text{the total of number}} \times 100$$

c. Classifying

Students' scores are categorized using a five-level of scale in the tabulation.

Table 2. 2 The classification of the score

Score	Category
86-100	Excellent
71-85	Good
56-70	Sufficient
40-55	Low
>40	Poor

d. Finding the percentage of students' scores

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

Where:

P = Percentage

F = Frequency

N = Total number of samples

e. Mean Score

The mean scores of students' scores pre-test and post-test were calculated using the following formula:

$$X = \frac{\sum(x)}{N}$$

Where:

X = Mean Score

$\sum(x)$ = The sum of the total score

N = Total number of samples



Standard Deviation

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

SD = Standard Deviation

$\sum x$ = The sum of all squares

N = The total number of samples

$(\sum x)^2$ = The sum of the squares of the sum of squares

- g. Finding the significant difference between the mean score of the pretest and posttest by calculating the value of the test using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N(N-1)}}$$

Where:

t = Test of significance

D = The mean score of the difference (X1-X2)

$\sum D$ = The sum of the total score

$\sum D^2$ = The square of the sum score of the difference

N = The total sample

2.5.2 Qualitative Data

Miles and Huberman (1994), cited in Baba (2017), stated that activities in qualitative data analysis are carried out interactively and continuously until complete, so the data is saturated. Activities in data analysis, according to Miles and Huberman, include:

- a. Data Reduction

In this study, data reduction was done by filtering and summarizing the questionnaire results so that only the most relevant information was retained. Data collected from the questionnaire included students' responses regarding their experiences using animated videos to improve vocabulary. Data reduction was carried out by identifying key patterns in the questionnaire responses, such as students' enthusiasm, motivation to learn, and self-perceived progress in vocabulary acquisition

- b. Data Display

After the data is reduced, the next step is to present it in a more structured form to make it easier to analyze. Data presentation in this study can be done in various forms, such as:

A summary table of the questionnaire results shows the percentage of students whose vocabulary has increased after using animated videos.

Conclusion

The purpose of this study is to draw conclusions based on the data that has been collected, analyzed, and presented. Following the concept of Miles and Huberman, qualitative research is tentative and can change along with further data. In this study, it is proposed that the questionnaire results show that students feel more motivated and engaged in learning and find animated videos helpful. In that case,



it can be said that students positively receive animated videos. However, actual vocabulary improvement must be measured through direct assessment or testing.

