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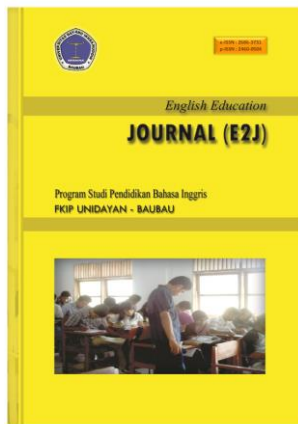
THE EFFECTIVENESS OF SHORT ANIMATION VIDEO ON STUDENTS' VOCABUARY MASTERY

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Abstract
The problem in this research was whether there was a significant difference on students' vocabulary mastery before and after the application of short animation video? The objective of the research was to determine the effectiveness of using short animation video on students' vocabulary mastery. This research uses a pre-experimental method. The subject of the research consisted of 26 students of class VII at SMPN 7 Baubau. This research was one group pretest-posttest. The procedure of the research consisted of three steps. They were pretest, treatment, and posttest. The data was collected by using the test which was analyzed by quantitative analysis. The research outcome indicated that: 1) the mean value of the pretest was 44.12 and the mean score of the posttest was 68.85. 2) from the hypothesis result by using the t-$_{test}$, obtained t$_{count}$ was 4.564, and the sig. (2-tailed) was 0.000 smaller than $\propto$ 0.05, so that, H$_a$ is accepted and H$_o$ is rejected. it meant that there was a significant difference on students' vocabulary mastery before and after the application of the short animation video. Therefore, teaching vocabulary in SMPN 7 Baubau by using short animation video was effective.

Keywords*: The effectivenes, vocabulary mastery, short animation video.*

Abstrak
Masalah dalam penelitian ini adalah, apakah ada perbedaan yang signifikan pada penguasaan kosakata siswa sebelum dan sesudah penerapan video animasi pendek? Tujuan penelitian ini yaitu untuk mengetahui keefektifan pengunaan video animasi pendek terhadap penguasaan kosakata siswa. Penelitian ini menggunakan metode pre-eksperimental. Subjek penelitian ini terdiri dari 26

siswa kelasnVII SMPN 7 Baubau. Jenis penelitian ini adalah one-group pretest-posttest. Prosedur penelitian terdiri dari tiga langkah, yaitu pretest, treatment, dan posttest. Pengumpulan data dilakukan dengan menggunakan tes yang di analisis dengan analisis kuantitatif. Hasil penelitian menunujkkan bahwa: (1) nilai rata-rata pretest adalah 44,12 dan nilai rata-rata posttest adalah 68,85. (2) dari hasil hipotesis dengan menggunakan uji-t diperoleh t hitung sebesar 4,564, dan sig. (2-tailed) adalah 0.000 lebih kecil dari 0,05, sehingga Ha diterima dan Ho di tolak. Artinya ada perbedaan yang signifikan pada penguasaan kosakata siswa sebelum dan sesudah penerapan video animasi pendek. Oleh karena itu, pengajaran kosakata di SMPN 7 Baubau dengan menggunakan video animasi pendek adalah efektif.

Kata kunci: keefektifan, penguasaan vocabulary, video animasi pendek.

1. INTRODUCTION

Vocabulary is part of the English section and plays an important role in mastering all English skills including listening, reading, speaking, and writing. Vocabulary lists include all the words people use, words people use when talking to others, and word lists with meanings for learning a foreign language. Becker and Collin (2000) found that mastering the vocabulary in a language is very important in helping people to communicate with each other, and the richer the vocabulary, the greater the ability to speak the language.

Vocabulary is necessary to gives students something to hang on when learning sturctures. 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 languange, 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 languange or developing one's ability in a languange acquired. Students are frequently taught new words as basic of languange learning some adults consider that formation of vocabularies and instructive activites.

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

However, mastering vocabulary is not easy for students. Students need to learn new vocabulary, and pronunciation, and memorize and understand new vocabulary while learning English. It is not easy to memorize the vocabulary of many students.

In addition, the use of media is very important to improve students' vocabulary mastery. Examples of media when learning a language are short animated videos. Animation is a technique used by filmmakers to give motion to other inanimate objects (Michael Molenda Sharon E 2005). Video is an educational technology that combines sound and images and is dedicated to language instruction in the classroom for each specific language characteristic, as cited in Walker (1999) (Aridha, 2018). Animated video is multimedia material consisting of verbal and non-verbal presentations that simultaneously display images and narratives of on-screen text (Muniandy & Veloo, 2011).

Based on their observations, the researchers found that most students felt tired and bored because they often struggled to understand the meaning of words, which is why the process of acquiring basic skills took longer. Also, the media used in the classroom is monotonous. This means that students are not attracted to the strategy. As a result, students lack the motivation to complete vocabulary exercises. Another problem is students' lack of pronunciation. They have trouble distinguishing sounds or words that sound alike. This situation will result in a low vocabulary for students. Based on the questions, it can be concluded that teachers must provide alternative media to support the teaching and learning of vocabulary. Animated videos can be fun media for students because they allow students to relax and have fun.

To solve this problem, teachers can use media such as animated short videos in teaching activities. The researchers focused on media that are important for improving students' vocabulary fluency in vocabulary instruction. The media can be an effective means of teaching English vocabulary and can

change the classroom atmosphere, and the use of animated videos is expected to have a good effect on improving students' vocabulary ability.

Based on the problematic problems mentioned above which certainly need to be solved, the researcher is motivated and interested in the research entitled: *"The effectiveness of Short Animation Video on Students' Vocabulary Mastery"*.

1.1 Vocabulary Mastery

The foundation for how language learners listen, talk, write, and read is proficiency in vocabulary (Richards, J. C. & Renandya, 2000). In studying a foreign language, vocabulary is a component of the English language that connects all language abilities, such as speaking, reading, writing, and listening (Huyen, 2013). The vocabulary includes a selection of the terms both as single words and as a grouping of words with related meanings (Sulastri, 2011).

The researcher can infer from the aforementioned definitions of vocabulary that it is all the words that individuals require to convey their ideas and express their meaning.

Nation (1990) defined vocabulary mastery as the ability to match each word with a synonym or equivalent word in the target language, as well as to grasp the meaning of each word. Students have a good enough understanding of how words and meaning relate to vocabulary mastery. The students can recognize both official and casual settings, and they are also certain to understand the meaning in their tongue. The term "vocabulary" describes a collection of terms that a speaker of a certain language may employ.

1.2 Types of Vocabulary

According to Harmer, there are two categories of vocabulary in Rusdiana. *The first* is passive or recognition vocabulary, which is composed of words. In the framework of reading materials, one is known, but he does not use himself. The term "passive vocabulary" describes terms that pupils will encounter but generally won't be able to construct on their own.

The second is active vocabulary, which comprises terms that are practical and regularly employed in speaking and writing.

1.3 Teaching Vocabulary

For anyone learning a second language, vocabulary is crucial because it allows them to communicate ideas clearly both orally and in writing. As a result, they ought to be aware of how to broaden their vocabulary to increase their enthusiasm for learning the language. Therefore, for students to succeed in learning new vocabulary, language teachers need to have a thorough understanding of how to run an engaging classroom. Vocabulary instruction is crucial to language learning because it helps children develop all four language skills—speaking, listening, writing, and reading—together. The students will utilize the terminology in real situations, which will help them believe that they can use English to communicate the same thoughts or emotions they do in their home tongue (Finochiaro, 1974) Additionally, the vocabulary list from the book can be introduced by the teacher when teaching vocabulary. The instructor incorporates new jargon that is pertinent to the students. The teacher must be well-versed in the resources they use. Teachers should have a general understanding of vocabulary, words, and their meanings before they begin teaching vocabulary to students. Both oral and written forms of the language are possible.

1.4 Animation Video

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. 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 pshical vehicle that content instruction material in surrounding of students that can stimulate students interest. Another definition from Education Association (NEA) define mdia as things that can be manipulated, sean, hear, read or the instrument that use in learning process, can influence the effectiveness of instructional

program.

Regarding animated videos, there are many definitions. Animations are a type of dynamic representation that show evolving processes. Ainsworth (2008). Animation, according to Heinich, Molenda, and Rusell (1982), is a technique where a director provides motion to inanimate objects. Video is a teaching method that is gaining popularity in English classes. In the EFL classroom, listening exercises can be used using movies, videos, and cartoons.

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.

1.5 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 thiings 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 case. 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.

1.6 The Advantages and Disadvantages of Short Animation Video

1. The Advantages of short Animation Video

The key benefit of employing animation movies is that they can facilitate learners' understanding of difficult concepts. Ainsworth (2008). Additionally, Oddone (2011) lists the following benefits of using films in language instruction:

a) They offer examples of actual language and can be completely utilized under the teacher's supervision.
b) Videos provide access to items, locations, people's actions, and events.
c) Since it's exciting for people to comprehend "actual things," authentic content frequently proves to be exceptionally motivating.

2. The Disadvantages of Short Animation Video

In addition to the problems listed below, Arsyad (2011) also cited several benefits of using video:

1. Specifically, employing film and video requires a lot of time and money.
2. Because the images move continuously while the movie is being seen, some students may find it difficult to absorb the material.
3. Unless they are created and produced, particularly for a purpose, films and videos occasionally fail to meet the

needs of learning objectives.

It is clear from the foregoing justification that employing animation movies in the language classroom has both benefits and drawbacks. It relies on the teacher's approach to using it as a teaching tool. When used correctly, the video can provide benefits or contributions to language acquisition by being selected, employed, and used at the appropriate time and location.

1.7 The Procedure of Teachimg English Vocabulary by Using Animation Video

a. Get everything ready for the action, including a laptop, LCD projector, loudspeaker, animation video clips, materials, and student exercises.
b. Hold a question-and-answer session with kids to discuss boosting brainstorming.
c. Create content for the students.
d. Explain how to find animation videos on the internet.
e. Play a video and let the pupils ask questions about it.
f. Instruct pupils to select challenging words to enunciate following the animation.
g. The study is discussed and the students review the plot of the animation video together.
h. The instructor conducts two meetings in the classroom.
i. The instructor administers a post-test to the students during the last meeting.

2. METHOD OF THE RESEARCH
2.1 Type of the Research

According to Sugiyono (2010), some quantitative research designs were used, such as *pre-experimental design, true experimental design, and quasy experimental*. The research method that research used a pre-experimental design as a quantitative method, it was a one-group pretest and post-test design.

The research employed the comparative methodology, comparing students' post-test results before and after treatment, to determine the impact of this technique on the student's vocabulary mastery.

This research used a qualitative research method with a descriptive approach. Descriptive qualitative research is a research method based on a post-positivist philosophy that is often used to study the natural objective conditions of researchers as a key tool [18]. This study aims to find out the Reading interests of English Education Students in scientific articles.

2.2 Subject of the Research

In this research subjects were the seventh grade students in one class of SMPN 7 Baubau, with 26 students, So that the research knew the students vocabulary mastery

2.3 Time and Place of the Research

This research was conducted on Monday 18TH July 2022. This research took at SMP Negeri 7 Baubau at Jl. Drs. H. La Ode. Manarfa No. (0402) 2825881, Baadia village, Murhum sub-distict, Baubau City, Southeact Sulawesi.

2.4 Instrument and Technique of Data Collection

2.4.1. Test

In this research, the types of tests given were Pre-Test and Post-Test. This test was conducted to determine the Effectiveness of Short Animation Video on Students' Vocabulary Mastery.

2.4.2. Pre-test

The pre-test was done at the beginning before doing the animation video. The test was given in a research sample class. This test was carried out to find out basic competencies. Scores were analyzed to determine between the pre-test and post-test. The value of the test time was 45 minutes. The researcher took a pre-test of the class of students at SMP Negeri 7 Baubau.

2.4.3. Post-test

A post-test was done after the treatment post-test was given in a researcher sample class. The score was analyzed to determine between the pre-test and post-test. The test time allocation was 45 minutes. The researcher took a post-test from the seventh-grade student at SMP Negeri 7 Baubau.

2.4.4 Treatment

Treatment based on Farida Azmi namely (2020) :

a. The researcher applied the treatment of English animation video.

b. The materials given were like and dislike and procedure text.

c. Before the video was played, the researcher explained dislike and descriptive text.

d. Then the teacher invited the student to watch and pay attention to the video.

e. After the video was played, the teacher asked the student to write down the vocabulary they got from the video then write on the blackboard and then discussed them with the researcher.

2.5 Technique of Data Analysis

In analyzing the collected data, the researcher use data analysis techniques developed by Miles, Huberman, and Saldana [19].

2.5.1. Descriptive Statistic

Creswell (2012) states that descriptive statistic was required to indicate general tendency (mean, mode, and median), and the spread of scores (variance, standard deviation, and range). Besides that, descriptive statistic was also used to display the minimum and maximum scores.

Table 1. Score of Descriptive Statistic

No	Scoring Range	Criteria	Score in Letter
1	86-100	Very Good	A
2	71-85	Good	B
3	56-70	Moderate	C
4	≤55	Low	D

Dirjen Pendidikan dan Menengah (2015)

2.5.2. Normality Test

A normality test was used to know whether the data come from the normal distribution or not. In this research, the researcher tends to use SPSS 26 to find out the normality of the data.

2.5.3. Homogeneity Test

The homogeneity test was used to know that the samples come from populations that have the same variation. This test was applied to the data of pre-test and post-test. To measure the homogeneity of the variance, the researcher used the SPSS 26 and the value of α was 0.05. The criteria were if the significant value was greater than 0.05 ($p > \alpha$), then the variance was homogeneous. However, if the significance was smaller than 0.05 ($P < \alpha$), then the variance was not homogeneous.

2.5.4. Inferential Statistic

Sugiyono (2013) explains that inferential statistics was a technique of statistics that were used to analyze sample data and the result that was applied to the population. This type of statistic was appropriate to used if the sample was taken from an obvious population and the technique of determining a sample from the population was randomly selected.

In this research, the hypothesis was examined by applying a t-test with the value of significant (α) = 0.05or 5%. The criteria for receiving or rejecting the hypothesis were as follows:

a. If probability value (sig. (2-tailed) > 0.05, the null hypothesis (H_o) was accepted, and (H_a) was rejected. It meant that there was no significant difference in students' vocabulary mastery before and after the application of the short animation video at SMP Negeri 7 Baubau.

b. If the probability value (sig. (2-tailed)) < 0.05, the alternative hypothesis (H_a) was accepted, and (H_o) was rejected. It meant there was a significantly different in students' vocabulary mastery before and after the application of short animation at SMP Negeri 7 Baubau.

3. FINDING AND DISCUSSION
3.1 Findings
3.1.1 Result of Descriptive Statistic

The result of descriptive statistic of this research was as follow;

a. The Result of Pre Test and Post Test

Table 2. Result of Pre Test and Post Test

	Mean	Std. Deviation	Minimum	Maximum
Pre-Test	44.12	17.662	13	80
Post-Test	63.85	13.187	43	90

The mean score for Pre-Test as 44.12, the median was 44.50, the mode was 66, the standard deviation was 17.662, the variance was 311.946, the range was 76, the minimum was 13 and the maximum was 80. While the mean score for Post-Test was 63.85, the median was 61.50, the mode was 60, the standard deviation was 13.187, the variance was 173.895, the range was 50, the minimum was 41 and the maximum was 90. It meant that the student's vocabulary mastery was significant in the Pre-Experimental class.

From the data above, the researcher concluded that the students, rate percentage in Post-Test were better than the percentage in Pre-Test.

3.1.2 Normality Test
Table 3. Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.085	26	.200*	.975	26	.762
Postest	.141	26	.197	.944	26	.171

Based on the table above, it was found that the significant value was 0.200 and 0.197 where it was greater than 0.05 ($L_{value} > L_{table}$). It meant that the data were distributed normally.

3.1.3 Homogeneity Test
Based on the table above, it was found that the significant value was 0.080, which was greater than 0.05 ($P > \propto$). It meant that the variance was homogeneous.

Table 4. Result of Homogeneous Test

Tests of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Hasil L	Based on Mean	3.187	1	50	.080
	Based on Median	3.275	1	50	.076
	Based on Median	3.275	1	49.	.076
	and with adjusted df			699	
	Based on trimmed mean	3.283	1	50	.076

The result of the T-test showed that the probability value (t count) was -4.564s and the sig (2-tailed) was 0.000 was lower than 0.05, therefore, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It meant, that there was a significant difference in students' vocabulary mastery before and after the application of the short animation video at SMP Negeri 7 Baubau.

3.2 Discussion
This research utilized a class consisting of 26 students in a class. This treatment used pre-test and post-test as instruments, and the total number of students who performed posttests was 26, with different pretest and post-test questions. The total number of students who took the post-test was 26, and the post-test questions were different from the pretest.

This research was conducted to determine the effectiveness of short animation videos. The research began with a pre-test by administering a post-test to the students. A pre-test was administered to determine the initial proficiency of the students. Students had an average grade of 44.12 before the test.

Based on the finding above, it can be concluded that with the use of Short Animation Video there was a significant difference on students' vocabulary mastery before and after the application of short animation video at SMP Negeri 7 Baubau. This statement was supported by the post-test mean score of the Pre-experimental group which gets from 44.12 to 68,85. the result of the T-test showed that the probability value (t count) was -4.564s and the sig (2-tailed) was 0.000 was lower than 0.05, therefore, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It meant, there was significant before and after the application of short animation video, and the pre-test means and post-test score of the pre-experimental class which got improved from 44.12 to 68.85.

Ainsworth (2008) argues that the main

advantage of using animated videos was that animation helps learners understand complex ideas more easily. The above statements in this research suggested that the research used animated videos as media, which students liked to play and enjoy because they could express the same thoughts and feelings after watching short animated videos, Given based on this research. Since there is a significant difference between before and after teaching animated videos, we can concluded that the short animated videos used can be one of the learning media, especially for increasing the vocabulary of students. According to previous researchers, Ahsin Fahmi Mubarok and Siti Sundari Eka Whajuningsih, based on the results of data analysis, said that there was significant value in the independent-samples t-test, which may be lower than before the test than after the test. it can be seen from the post-test result.

The researcher realizes that this research is still not perfect, there are weaknesses, shortcomings, and limitations. Researchers feel that it is appropriate to learn as researchers and do further research. In this case, the researcher describes the shortcomings, weaknesses, and limitations that occur.

First, the drawback of using the experimental method is that there is no comparison, in this case, the control class, which tends not to pay attention to the conditions and needs of the research subject, so that the physical and psychological of the research subject can be disturbed.
2. The implementation of experimental research generally takes a relatively long time.

3.1.4 Independent Sample Test
Table 5. Independent Sample Test Score

Independent Samples Test						
		t-test for Equality of Means				
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
HasilL	Equal variances assumed	-4.564	50	.000	-19.731	4.323
	Equal variances not assumed	-4.564	46.265	.000	-19.731	

The result of the T-test showed that the probability value (t count) was -4.564s and the sig (2-tailed) was 0.000 was lower than 0.05, therefore, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It meant, that there was a significant difference in students' vocabulary mastery before and after the application of the short animation video at SMP Negeri 7 Baubau.

4. CONCLUSION AND SUGGESTION
4.1 Conclusion
Based on the result of data analysis the researcher concluded that there was a significant effect of applying Short Animation Video to students' vocabulary mastery among seventh-grade students of SMP Negeri 7 Baubau. The mean score for post-test (68.85) was higher than the mean score of the pre-test (44.12), at a significant level of 0.05. Thus, it can be concluded that there was a different score in the class after giving the treatment.

4.2 Suggestion
From the conlusion above, the researcher tries to give suggestion as follow:
1. To increase students' interest in and motivation for studying English, the English teachers should be more inventive when using vocabulary teaching strategies.
2. Video or any other method should be used when teaching English, especially to develop vocabulary. because it increases student participation in lessons and helps them comprehend the topic.

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