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THE VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENTS OF SMP NEGERI 4 BAUBAU BY USING ANIMATION VIDEO
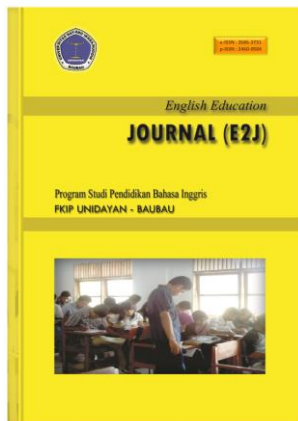
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Abstract
The problem statement of this research was does the use of animation video improve the vocabulary mastery of seventh grade students of SMP Negeri 4 Baubau. The objective of this research was to find out whether or not the use of animation video improve the vocabulary mastery of seventh grade students of SMP Negeri 4 Baubau. The type of the research was a quantitative research with applying quasi- experimental method. The population was the seventh grade students of SMP Negeri 4 Baubau as many as 325 students. The sample was taken using cluster random sampling amounted 58 students. The data collection was carried out by using an instrument that was test. The data obtained were analyzed by descriptive statistics and inferential statistics. Based on the results of data analysis, it can be concluded that there is a significant effect of the application of animation video on the vocabulary mastery of seventh grade students at SMP Negeri 4 Baubau. The t-test results show that the probability value (t-count) is 2.295 and sig (2-tailed) is 0.025 which is less than 0.05 so that the alternative hypothesis (Ha) is accepted and the null hypothesis (HO) is rejected. It means, there is a significant effect before and after the application of animation video, as well as the average value of pre-test and post-test experimental class 51.55 to 80.76. as well as the control class 55.24 to 70.28.

Keywords: animation video, vocabulary mastery.

Abstrak
Rumusan masalah dalam penelitian ini adalah apakah penggunaan video animasi meningkatkan penguasaan kosakata siswa kelas VII SMP Negeri 4 Baubau. Tujuan penelitian ini adalah untuk

mengetahui apakah penggunaan video animasi meningkatkan penguasaan kosakata siswa kelas VII SMP Negeri 4 Baubau atau tidak. Jenis penelitian ini adalah penelitian kuantitatif dengan menerapkan metode eksperimen semu. Populasi dalam penelitian ini adalah siswa kelas VII SMP Negeri 4 Baubau sebanyak 325 siswa. Sampel diambil dengan menggunakan cluster random sampling berjumlah 58 siswa. Pengumpulan data dilakukan dengan menggunakan instrumen berupa tes. Data yang diperoleh dianalisis dengan statistik deskriptif dan statistik inferensial. Berdasarkan hasil analisis data, dapat disimpulkan bahwa ada pengaruh yang signifikan dari penerapan video animasi terhadap penguasaan kosakata siswa kelas VII di SMP Negeri 4 Baubau. Hasil uji-t menunjukkan bahwa nilai probabilitas (1-hitung) adalah 2,295 dan sig (2-tailed) adalah 0,025 yang lebih kecil dari 0,05 sehingga hipotesis alternatif (Ha) diterima dan hipotesis nol (H0) ditolak. Artinya, ada pengaruh yang signifikan sebelum dan sesudah penerapan video animasi, serta nilai rata-rata pre-test dan post-test kelas eksperimen 51,55 menjadi 80,76. serta kelas kontrol 55,24 menjadi 70,28.

Kata kunci: Penguasaan kosakata, Video Animasi.

1. INTRODUCTION

As an international language, English is very important to study. Due to the fact, English is widely used by humans around the world to communicate. Studying a brand new language, of course, cannot be separated from vocabulary. In the technology of globalization, English performs an important function. As known that, English has 4 most important skills, there are listening, writing, reading, and speaking. They are very important in English. Despite the fact that skills, there may be an aspect the related to primary skills, that is vocabulary.

Since vocabulary plays a significant part in all language skills, it is one of the English sub skills that students need to learn. According to [1] without vocabulary nothing can be said and very little can be said without grammar. In other words, vocabulary is the first skill that language learners need to master in order to learn a language. Students' listening comprehension of the information their teacher is providing them with is also influenced by their vocabulary. How effectively they convey a message depends on the terms they choose when speaking. Vocabulary affects a reader's ability to recognize a text when they are reading. Additionally, when it comes to writing, students' language has an impact on how clearly they convey their ideas to the reader.

Vocabulary is very important in learning English. Vocabulary is built into all elements of the language, to be specific reading, writing, speaking and listening [2]. If humans have much less vocabulary, they cannot only understand other sayings, but also cannot create sentences to transfer their messages to others. Thus, they will understand English expressions if they have enough vocabulary.

Teacher is the most important factor in studying due to nowadays an instructor is referred to as facilitator. On this facilitation effort, the teacher needs sure ways. In general, a good teacher tries to use effective teaching technique and used some additional media, to look for the best effective technique in teaching vocabulary. Therefore, the researcher chose this teaching method as one of the best coaching for learning a foreign language or a second language.

In this study, the researcher focuses on the media, which is regarded as one of the instructional formats for vocabulary instruction. The media, which can be presented in a range of audio and visual forms, is a way to create meaningful context for teaching English. Media literacy is crucial to educational initiatives, especially the study of second languages. There are several ways to incorporate media into language classes, including by developing activities based on radio and television programmers, newspapers, videos, and magazines.

One example of a medium that can be used is video animation. Video Animation is a moving image that comes from a collection of various objects arranged specifically so that it moves according to the flow that has been determined at each time count. The objects in question are human images, text writing, animal images, plant images, buildings, and so on.

An animation video can convey a message of knowledge while keeping for pupils' unfamiliar phrases and storylines. It becomes interesting to watch video in class, which creates a dynamic learning environment and increases student motivation to analyze. Using animation video offers a rich background in which students may boost comprehension and practice. Even

while they view the film, kids are already learning things that have an impact on their knowledge and inquiries.

Based on the pre observations when doing PPL II in SMP Negeri 4 Baubau, especially in teaching English class, the students had difficulties in understanding the contents of the English text, because some students have poor vocabulary mastery and they are also lazy to memorize vocabulary. At the time of conducting the research, the researcher found the fact that students lacked motivation to learn English. Because this lesson was considered as difficult and boring lesson. The students preferred to watch movies from their gadgets. When face-to-face classes are limited doe to pandemic covid-19, the teacher sent several video links for English lessons and students were happy, because they can spend their free time, even though sometimes students felt lazy. Therefore, the researcher chose SMP Negeri 4 Baubau to implement a learning system by watching animation video. So the students are expected to learn with pleasure and not get bored, so that they feel enthusiastic to learn English and they think that English is not difficult to study, due to the importance of English lesson. This method can also avoid students from feeling lazy.

1.1 Definition of Vocabulary

According to [3], English language learners desire a constant awareness of vocabulary in order to enhance their language output and comprehension. He explained that while having a basic vocabulary can enable students to communicate a few ideas to some extent, improved communication can occur after students have increased their vocabulary.

According to [4], a language's vocabulary is made up of all the words that can be combined according to certain principles. In addition to the statement above, it is evident that when learning a language, a person must recognize and master the vocabulary in that language. We also encounter various challenges when engaging in communication activities. The vocabulary used in dialogue, phrases, and texts is crucial. Because teaching new words gives us so many benefits, vocabulary is an essential component of language.

1.2 Vocabulary Mastery

The ability to recognize, understand, and use words in communication with others is known as vocabulary mastery. According to [5], students who have a strong command of vocabulary are those who are familiar with word families, multi-word units, and fundamental definitions. There are undoubtedly some words in a phrase that contribute to the vocabulary because it is a list or collection of terms that have been explained and are arranged in alphabetical order.

1.3 Concept of Animation Video

In this study, the teaching method for English vocabulary has been video animation. An animation video is a playback of a succession of cartoon images that, when seen quickly one after the other, provide the impression of movement. However, some people find it challenging to tell the difference between cartoons and animation. Researchers found the following definitions for each of them:

a. The Cartoon

The word "cartoon" comes from the Italian and meaning "thick paper." Originally, the term "cartoon" referred to the act of sketching up designs, fine arts cartoons, or early designs for large canvas wall decorations or architectural elements such as mosaic, glass, and fresco.

b. The Animation

The Latin word for "activated" is where the term "animation" comes from. Making anything appear to be alive by use of animation. Overall, the activation of a process or a suggestion for making something appear both static and dynamic can be described as animation.

In conclusion, an animation video is a movie created by shooting a collection of cartoon images that, when viewed quickly, seem to move. [6] compares cartoon videos to movies that are created by filming a series of parodies of current (sometimes political) events. On the other hand, the Longman dictionary animation video is a clever drawing that frequently satirizes (parodies) current events, or a movie that is created by photographing a series of drawings.

The effectiveness of employing animation videos to encourage vocabulary mastering has been compared in a number of researches. I've read a few publications on my

subject, and the research in those pieces centered on the usage of movies in classrooms as teaching aids. Prior investigations have included ([7]; [8]; [9]; [10]; [11]).

2. METHOD OF THE RESEARCH
2.1 Type of the Research
The research for this study was quantitative. The method the researcher used was quasi-experimental. A quasi-experimental is an empirical intervention research that does not involve randomization to determine the incidental influence of an intervention on a target group, which examines the effects of employing an animation movie on the vocabulary knowledge of SMP Negeri 4 Baubau seventh grade students using pretest-posttest, control, and experimental groups.

2.2 Variable of the Research
There are two variables in this research, the independent variable of this research is using animation video and the dependent variable of this research is student's vocabulary mastery.

2.3 Population and Sample
2.3.1 Population
According to [12], a population is a generalization region made up of things and individuals chosen by the investigator to be researched and the conclusions reached from them.

The population of this research are the seventh grade students of SMP Negeri 4 Baubau in academic year 2022/2023. The number population are 325 students. The total class are eleven classes

Table 1. The Population of Seventh Grade of SMP Negeri 4 Baubau

No	Class	Number of class
1	VII.1	30
2	VII.2	31
3	VII.3	29
4	VII.4	30
5	VII.5	29
6	VII.6	30
7	VII..7	29
8	VII.8	30
9	VII.9	29
10	VII.10	29
11	VII.11	29
Total	11 Class	325

2.3.2 Sample
The sample of this research is 58 samples. The sampling technique used in this study is cluster random sampling. Cluster random sampling is a sampling technique which is a process of selecting samples in such a way that groups, not individual subjects, are assigned randomly [13]. Based on the above definition, this study took two classes as samples, namely class VII.9 as the experimental class with 29 students and VII.10 as the control class with 29 students.

2.4 Instrument and Technique of Data Collection
2.4.1 Instrument
Language knowledge tests were used as a research technique. According to [14], a test is a tool for assessing a student's language proficiency. The researcher used examinations to measure the students' linguistic knowledge. The tests given before and after treatment are referred to as the pretest and posttest, respectively.

2.4.2 Techniques Data Collection
a. Prior to the test's start, the pretest is given. Students are given the test to find out how well they know their language in both the control and experimental classrooms.
b. The treatment uses animation video to teach pupils English vocabulary. Six meetings of treatment were completed. The researcher employed certain procedures in this study. The following are the procedures for administering the treatment:
1) The procedures of treatment in experimental class are in this order; greeting, checking the students attendance, giving information about the object of learning activity, researchers instruct students to remain calm when receiving lessons, researchers give instructions to students before watching videos, explain about vocabulary, asking the students to write the object in their book, controling the student's activity, giving time the students to memorizing

the vocabulary, ask students to present in front of the class and then explain what vocabulary they get while watching the video, lastly clossing the lesson.

2) The procedures of treatment in control class are greeting, checking the students attendance, giving information about the object of learning activity, researchers instruct students to remain calm when receiving lessons, researchers give instructions to students before study, then explain about vocabulary, asking the students to write the object in their book, controlling the student's activity, giving time the students to memorizing the vocabulary, ask students to present in front of the class and then explain what vocabulary they get, lastly closing the lesson.

c. Following treatment, the researchers provide a posttest to the pupils. The type of examination is the same. The posttest result is then compared to the preceding pretest score. As a result, both ratings are used as numerical data to assess students' enhanced vocabulary mastery.

2.5 Technique of Analysis Data

The technique utilized in this study to analyze the statistics for the items in the instruments. The data analysis techniques used in these investigations were descriptive statistics and inferential statistics.

In order to calculate the students' vocabulary mastery score, Microsoft Excel 2010 was employed. The statistical package for social sciences (SPSS) 21.0 versions was used to analyze the results of that calculation's data generation. Aside from that, the researcher used SPSS to assess the data

3. FINDINGS AND DISCUSSION
3.1 Findings

The study's goal was to determine whether or not SMP Negeri 4 Baubau students in the seventh grade had better vocabulary knowledge as a result of using animation videos. The results of the students' pretest and posttest scores were reported in this part along with descriptive statistics and then hypothesis testing.

3.1.1 Descriptive Analysis
3.1.2 Pretest and Posttest in Experimental Class.

a. Pre-Test

The following table shows the pretest score of students' vocabulary at class VII.9 in SMP Negeri 4 Baubau as the experimental class:

Table 2. Descriptive Analysis of Pre-Test Experimental Class

No.	Statistics	
1	Mean	51.55
2	Median	50.00
3	Mode	50
4	Std. Deviation	11.581
5	Variance	134.113
6	Range	40
7	Minimum	30
8	Maximum	70

According to the above table, the average score is 51.55, the median is 50, the mode is 50, the standard deviation is 11.581, the variance is 134.113, the range is 40, the lowest score is 30, and the highest score is 70. Based on the mean score, it is recognized that pupils' vocabulary falls into the low category. The frequency of each category of students' vocabulary mastery is displayed in table below

Table 3. Distribution of Students' Vocabulary Mastery on Pre-Test in Experimental Class

No.	Score	Frequency	Percentage	Category
1.	86-100	-	-	Very Good
2.	71-85	2	6.9%	Good
3.	56-70	7	24.1%	Moderate
4.	≤55	20	68.8%	Low

According to the table above, none of the students are very good, while two kids, or 6.9%, are good. There are 7 pupils in the middle category (24.1%) and 20 students in the low category (68.8%). The table above also shows that the pupils' vocabulary mastery in the experimental class pretest is in the low

range. This is due to the fact that kids perform best in the low group.

b. Post-Test

The following table shows the results of students' vocabulary posttest scores at class VII.9 in SMP Negeri 4 Baubau as the experimental class:

Table 4. Descriptive Analysis of Post-Test in Experimental Class

No.	Statistics	
1.	Mean	80.76
2.	Median	80.00
3.	Mode	70
4.	Std. Deviation	10.619
5.	Variance	112.761
6.	Range	40
7.	Minimum	60
8.	Maximum	100

The table above shows that the mean score was 80.76, the median was 80, the mode was 70, the variance was 112.761, the standard deviation was 10.619, the range was 40, the minimum was 60, and the highest was 100. It is well acknowledged that children have excellent language mastery. The frequency of each category of students' vocabulary mastery is displayed in table below

Table 5. Distribution of Students' Vocabulary Mastery on Post-Test in Experimental Class

No.	Score	Frequency	Percentage	Category
1.	86-100	10	34.5%	Very Good
2.	71-85	11	37.9%	Good
3.	56-70	8	27.3%	Moderate
4.	≤55	-	-	Low

The experimental class's posttest results are shown in the table above. Ten students, or 34.5%, scored in the very good category, eleven kids, or 37.9%, eight students, or 27.3%, in the good category, and zero

students scored in the low category. Additionally, the posttest results for the experimental class demonstrate that the students' vocabulary mastery is in the good range. It came as a result of the kids' very good category score, which was the highest.

3.1.3 Pretest and Posttest in Control Class.

a. Pre-Test

The following table shows the pretest score of students' vocabulary at class VII.9 in SMP Negeri 4 Baubau as the control class:

Table 6. Descriptive Analysis of Pre-Test Control Class

No.	Statistics	
1.	Mean	55.24
2.	Median	55.00
3.	Mode	55
4.	Std. Deviation	14.246
5.	Variance	202.956
6.	Range	50
7.	Minimum	30
8.	Maximum	80

According to the above data, the average score was 55.24, the median was 55.00, the mode was 55, the standard deviation was 14.246 and the variance was 202.956. The range was 50, the lowest score was 30 and the highest was 80. Based on the mean score, it is recognized that pupils' language mastery falls into a low group. The frequency of each category of students' vocabulary mastery is displayed in table below

Table 7. Distribution of Students' Vocabulary Mastery on Pre-Test in Control Class

No.	Score	Frequency	Percentage	Category
1.	86-100	-	-	Very Good
2.	71-85	7	24.1%	Good
3.	56-70	9	31%	Moderate
4.	≤55	13	44.7%	Low

According to the table above, none of the students in the control class performed

very well, 7 students or 24.1% performed well, 9 students or 13% performed moderately, and 13 students or 44.7% performed poorly. The table above also shows that the pupils' vocabulary mastery in the control class prestest is low. It was because the pupils scored the highest in the lowest category.

b. Post-Test

The following table shows the results of students' vocabulary posttest scores at class VII.9 in SMP Negeri 4 Baubau as the control class:

Table 8. Descriptive Analysis of Post-Test in Control Class

No.	Statistics	
1.	Mean	70.28
2.	Median	70.00
3.	Mode	70
4.	Std. Deviation	10.326
5.	Variance	106.635
6.	Range	45
7.	Minimum	40
8.	Maximum	85

According to the above table, the average score was 70.28, the median was 70, and the mode was 70. The standard deviation was 10.326, the variance was 106.635, the range was 45, the lowest score was 40, and the highest was 85. According to the mean score, students' vocabulary mastery is just moderate. The frequency of each category of students' vocabulary mastery is displayed in table below.

Table 9. Distribution of Students' Vocabulary Mastery on Post-Test in Control Class

No.	Score	Frequency	Percentage	Category
1.	86-100	4	13.8%	Very Good
2.	71-85	10	34.5%	Good
3.	56-70	14	48.3%	Moderate
4.	≤55	1	3.4%	Low

The posttest results for the control group are shown in the table above, showing that 4 students, or 13.8%, scored in the very good category, 10 students, or 34.5%, 14 students, or 48.3%, in the good category, and 1 student, or 3.4%, in the low category. The aforementioned table also demonstrates that the control class's posttest results for vocabulary proficiency placed the pupils in the moderate category. It was as a result of the kids' top good category performance..

3.2.1 Inferential Analysis

To test the hypothesis, the researcher employed inferential analysis. In this case, the researcher used the independent sample T-test. The independent sample T-findings test is as follows:

Table 10. The result of Independent Sample T-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil	Equal variances assumed	.031	.861	2.295	56	.025	6.552	2.855	.833	12.270
	Equal variances not assumed			2.295	55.506	.026	6.552	2.855	.832	12.271

The table above shows that the sig.(2-tailed) value is 0.025. Where the value is lower than 0.05, therefore the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. It means that there is an increase in vocabulary mastery of seventh grade students of SMP Negeri 4 Baubau after being taught by using animation video.

3.2 Discussion

This research used two classes, namely the experimental class and control class with a total of 58 students. From each class consisting of 29 students in one class. In

the treatment using pre-test and post-test instruments and 29 students who did it from each class and the questions used in the pre-test were different from the post-test.

This research was conducted to determine whether this of animation video improves vocabulary mastery of seventh grade students of SMP Negeri 4 Baubau or not. In the experimental class, students had an average of 51.55 before being given treatment. While the control class has an average of 55.24.

Based on the findings above, it can be concluded that the use of animation video can improve students' vocabulary mastery before and after the application of animation video. This statement is supported by the average post-test score in the experimental class which is 51.55 to 80.76. The average value obtained by the control class was 55.24 to 70.28. The t-test results show that the probability value (t-count) is 2.295 and sig.(2-tailed) is 0.025 less than 0.05 so that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. That is, there is a significant effect before and after the application of animation video, as well as the average value of pre-test and post-test experimental class 51.55 to 80.76 as well as the control class 55.24 to 70.28.

[15] argues that the main advantage of using animation video was that animation helps learners understand complex ideas more easily. The above statement in this study suggests that this study uses animated videos as a medium that students prefer to play and enjoy because students can express ideas and feelings after watching animation video, since there is a significant difference between before and after learning animation video, it can be concluded that the animation video used can be one of the learning media that specifically increases students' vocabulary. According to previous research, [16], based on the results of data analysis showed that there was an increase in the students' vocabulary mastery. By using animation video in the teaching and learning process, this is because the average score of students increased in the last cycle. The video makes students enjoy learning. Because the two elements provided are visual and audio. So that it is easier for students to recognize vocabulary.

Based on the explanation of the discussion above, the researcher believes that the use of animated videos is very good in the process of learning English to improve students' vocabulary. Because the use of this animated video makes students feel happy and not bored when receiving material from the teacher

4. CONCLUSION

Based on the results of data analysis, the researcher concluded that there is a significant effect of the application of animation video on the vocabulary mastery of seventh grade students at SMP Negeri 4 Baubau. The t-test results show that the probability value (t-count) is 2.295 and sig (2-tailed) is 0.025 which is less than 0.05 so that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. It means, there is a significant effect before and after the application of animation video, as well as the average value of pre-test and post-test experimental class 51.55 to 80.76. as well as the control class 55.24 to 70.28.

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