

STUDENTS' VOCABULARY MASTERY BY USING ANIMATION VIDEOS ON ENGLISH LANGUAGE TEACHING

Ahmad Munawir¹, Nur Inayah^{*2}, Nur Putriani Firmansyah³, Nabila Huda⁴

^{1, 2, 3, 4} Institut Agama Islam As'adiyah Sengkang, Indonesia

Article Info

Article history:

Received February 17, 2022

Revised March 19, 2022

Accepted March 20, 2022

Keywords:

Vocabulary Mastery

Animation Video

ELT

ABSTRACT

The purpose of the study was to determine whether or not the second-year students at MTs As'adiyah Putri 1 Sengkang benefit from using animation videos to expand their vocabulary. The pre-experimental approach was used by the researcher, who used a one-group pre-test and post-test design. The second year of MTs As'adiyah Putri 1 Sengkang in the academic year 2020–2021 made up the study's population. The information was gathered via a vocabulary exam (pre-test and post-test). Cluster random sampling was employed as the sampling method. The researcher conducted a t-test study to determine whether or not the usage of video as a teaching tool improved students' vocabulary. The examination of the data revealed a substantial difference between the pre-test and post-tests. It was demonstrated by the significance value of 0.000, which was lower than the level of significance (α) = 0.05. The average post-test score (84.50) exceeded the average pre-test score (52.90). Based on the study's data and analysis, the author came to the conclusion that employing video as a teaching tool improved the vocabulary of second-year MTs As'adiyah Putri 1 Sengkang.

Copyright © 2022 ETDCI.

All rights reserved.

Corresponding Author:

Nur Inayah,

Institut Agama Islam As'adiyah Sengkang, Indonesia

Email: nurinayah@gmail.com

1. INTRODUCTION

Whether a language is being learned as a first language, a second language, or a foreign language, acquiring vocabulary is essential (Almazova & Kogan, 2014). Because communication cannot function properly without vocabulary, vocabulary is crucial for all languages (Milton, 2022). If the speaker uses just a little amount of vocabulary, they will not be able to organize their thoughts into a coherent phrase, and the listener will have trouble comprehending the speaker's message if they do not use a large enough vocabulary.

English, the first foreign language studied in schools, is a topic that must be taken seriously in order to provide pupils with the finest care possible. In reality, in order to master the target language, students must master the four language skills, and as reading is prioritized in the teaching of this skill, it follows that vocabulary knowledge cannot be disregarded since it is crucial to comprehending the four language-learning skills. Increasing other linguistic abilities is the main reason for learning vocabulary (Lervåg & Aukrust, 2010; Rukmini & Sutopo, 2013; Hamer & Lely, 2019). It is a key component of learning a language. In this situation, the students must be familiar with the terms that are crucial to their subject of study. Without a sufficient vocabulary, students will

struggle to learn English (Wijaya et al., 2019; Barwasser et al., 2020; Sudarmaji & Yusuf, 2021). It indicates that through studying vocabulary, kids would be able to write and speak numerous phrases with ease. Additionally, they have excellent interpersonal skills and an easy way to express their opinions or views. Thus, while teaching and studying the English language, vocabulary should come first.

The second-year MTs As'adiyah Putri 1 Sengkang and the English instructor were both interviewed by the researcher. The researcher came to the conclusion that there are certain issues the students have while speaking and expressing their ideas verbally and in writing based on information from the English teacher concerning the vocabulary of the pupils. Additionally, there is a discrepancy between the students' English achievement results and the required minimum competency.

The researcher attempts to identify a media to assist the students to enhance their vocabulary and make vocabulary learning enjoyable by examining the issues that the second years of MTs As'adiyah Putri 1 Sengkang experience. The employment of visuals, the sound of music, English songs, English movies, videos, and other forms of media in the teaching of English can encourage student engagement and enjoyment (Collins, 2013; Byun & Loh, 2015). The researcher is interested in utilizing video to teach vocabulary as one type of media.

To help students' vocabularies, the researcher uses animated videos as the teaching medium. Videos fall under the category of audio-visual media (Laaser & Toloza, 2017; Shreedhar & Mourato, 2019). Video has both audible and visible images and sounds, which is why it is termed audiovisual. Video is recognized as one of the best forms of media that will improve students' understanding of their academic achievement. When employed as a literary medium, audiovisual material may draw students' attention (Cakir, 2006; Traore & Kyei-Blankson, 2010; Traore & Kyei-Blankson, 2011; Keles, 2015).

LITERATURE REVIEW

Vocabulary is described as (1) a list or group of terms or words and phrases, often ordered alphabetically and explained or defined by Webster's Dictionary (Jackson, 2014); (2) the total number of words used by a language, organization, person, work, or in connection with a subject; (3) a collection of nonverbal symbols (such as shorthand signs, sign language, positions, manner alphabet flag signals) (Onwuegbuzie & Abrams, 2021); (4) A group of artistic expression forms; (5) A variety of ways to understand the experience or communicate an idea or emotion.

Vocabulary includes the following: (1) words of language; (2) words that are available to or utilized by an individual; (3) words pertinent to a subject or vocation; and (4) a word list created for a specific purpose. (5) a catalog or collection of code phrases, hand signals, symbols, fashions, or conventions (Kamil & Hiebert, 2005; Riccomini et al., 2015; Amiruddin & Razaq, 2022). Additionally, vocabulary is a catalog of words with meanings, every word has a specific, purposeful transmission (Gross et al., 2015; Munawir et al., 2022).

The researcher draws the conclusion that vocabulary includes all words that individuals use in spoken and written communication in daily life based on the aforementioned definitions. The basic need for inter-human communication, as well as the total number of words a person uses in a given language.

Receptive and productive vocabulary are the two categories that Haycraft in Hatch and Brown describe as vocabulary (Murthy, 2020; Daskalovska, 2020). Receptive vocabulary consists of words that children can identify and comprehend when they are used in a context but cannot accurately generate on their own (Webb, 2008). A student's productive vocabulary is made up of words that they comprehend, can pronounce correctly, and can employ in speech and writing (Zhong, 2018).

Active and passive vocabulary were the two categories into which Harmer separated vocabulary (Fan, 2000; Ansarin & Khabbazi, 2021). Active vocabulary is a term used to describe words that pupils have learned and are expected to be able to utilize. Instead, passive vocabulary refers to words that students will understand when they come across them (Ansarin & Khabbazi, 2021).

Furthermore, media plays a significant influence in the teaching and learning process. Media play important functions and become essential components of teaching and learning (Bronack, 2011; Buckingham, 2017). It is considered that media can assist students in acquiring knowledge, skills, attitudes, and concepts. It has been demonstrated that media may foster an environment that is conducive to learning and teaching, benefiting both educators and students (Radu, 2014; Hasbi et al., 2022). The researcher employs animated video as an audio-visual material in this study.

An example of an optical illusion is animation. It involves the appearance of motion brought on by sequentially presenting motionless pictures. Animation is frequently utilized for amusement. Animation is seen as a type of art in addition to being for amusement. Animation has often been used primarily for amusement. However, the use of instructional animation to help teaching and learning is expanding (Mayer & Moreno, 2002; Höffler & Leutner, 2007).

An animated video is a moving graphic or cartoon that consists of successively presented picture sequences (Wang et al., 2012). This describes the processes used to make each frame of a film or movie separately. There are several ways to create a frame, including using computers, shooting a painted or sketched image, continually making tiny adjustments to a model unit, and then taking pictures of the finished product using an animation camera. The phenomenon called persistence of vision causes the appearance of continuous movement when the frames are put together and the resulting film is seen.

Various kinds of film One of them, an animated film (Tanner et al., 2003; White, 2013), sets itself apart from live-action films by the unusual types of work that are carried out during the production process. Animation movies don't continually record outdoor events in real-time; instead, they take one frame at a time to generate a succession of pictures.

2. METHOD

An experimental pre-design was used in this study (Roggeme, 2016; Cash et al., 2016). It looked into how to help students' vocabularies by using videos. A one-group pretest-posttest design was used for the investigation. Between the pretest (O1), treatment (X), and the posttest (O2). According to the following description, the design:

O1	X	O2
----	---	----

Information:

O1= Pre-test

O2= Post-test

X = Treatment by using Animation video

The students took a pretest to determine their baseline vocabulary skills, and after that, they received treatment over the course of five meetings utilizing video as the teaching medium. The students then took a posttest to see whether their vocabulary had improved.

The researcher uses a vocabulary exam as a research tool in the current study. Both the pre-test and the post-test include the vocabulary assessment. The purpose of the pre-test is to ascertain the students' fundamental understanding, and it will be administered before beginning the course of therapy. After therapy, a post-test is used to determine the pupils' vocabulary. The test will consist of various different types of questions, including fill-in-the-blank, synonym, antonym, and jumbled words. There are 50 questions on each test.

3. RESULTS AND DISCUSSION

The research's findings are comprised of the information that was gathered using a vocabulary test, and the discussion discussed the specifics of the findings. In this study, the mean score and standard deviation of the students' sample from MTs As'adiya Putri 1 Sengkang are explained in detail together with the rate % of the pre-test and post-test.

Categorization of each student's pretest score. No one in the experimental group's 30 students received both a very excellent and a decent score. 8 students (or 25%) received a fair grade. 15 pupils, or 45%, received unsatisfactory grades. Then, 7 students (or 30%) received a very low grade.

The posttest score categorization of the students. Out of 30 students, 10 (or 35% of them) received extremely good grades. 15 students (about 45% of the class) received excellent grades. Three (15%) students received fair scores. One student (or five percent) received an extremely low grade, while no other students did.

Table 1. Analysis Results

Variable	Mean Score	Standard Deviation
Pretest	52.90	12.096
Posttest	84.50	11.605

The mean score on the pretest is 52.90 with a standard deviation of 12.096 as shown in Table 1, whereas the mean score on the posttest is 84.50 with a standard deviation of 11.605. It shows that using video as a therapy method greatly raises the students' vocabulary achievement.

This study focuses on the specific explanation of the correlation statistics and the statistically significant difference between the pretest and posttest in Table 2.

Table 2. Paired Samples Test

Paired Samples Test								
	Paired Differences				T	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1Pretest - Posttest	-31.600	7.857	1.757	-35.277	-27.923	-17.98719	.000	

The homogeneity of the sample in the pretest is shown in Table 2 above. The significance value (0.000) is less than 0.05, as can be observed. The significance threshold (α) = 0.05 is not met by the value of significance. This finding implies acceptance of alternative hypothesis (H1). According to the researcher's statement above, using videos helps students' vocabularies.

The gain score for the class that received therapy utilizing video as a media is shown in Table 3 below. The mean score on the pretest was 52.90, while the mean score on the posttest was 84.50. The gain score was 31.6.

Table 3. The Gain Score

No	Group	Mean Score		Gain
		Pretest	Posttest	
1	Experimental	52.90	84.50	31,6

According to the gain score in Table 3 above, using video as a medium can greatly raise students' vocabulary success in experimental classes. The study's findings are pertinent and concur with a number of other studies, including [Munir \(2016\)](#), [Amalia \(2017\)](#), [Silfia et al. \(2018\)](#), and [Siregar et al. \(2021\)](#).

4. CONCLUSION

The researcher draws the conclusion that, after receiving treatments, the second years of MTs As'adiyah Putri 1 Sengkang have a greatly improved vocabulary thanks to the use of video as a teaching tool. It is demonstrated by the significance value of 0.000, which was less than the level of significance (α) = 0.05. The mean score of the post-test (84.50) is higher than the mean score of the pre-test (52.90).

REFERENCES

- Almazova, N., & Kogan, M. (2014). Computer assisted individual approach to acquiring foreign vocabulary of students major. In *International Conference on Learning and Collaboration Technologies* (pp. 248-257). Springer, Cham. https://doi.org/10.1007/978-3-319-07485-6_25
- Amalia, R. (2017). Improving listening and speaking skills by using animation videos and discussion method. *Pedagogy: Journal of English Language Teaching*, 2(1), 30-36. <https://e-journal.metrouniv.ac.id/index.php/pedagogy/article/view/652>
- Amiruddin, & Razaq, Y. (2022). The Use of Flashcards to Improve Students' Vocabulary Achievement. *ETDC: Indonesian Journal of Research and Educational Review*, 1(2), 145-151. <https://doi.org/10.51574/ijrer.v1i2.332>
- Ansarin, A. A., & Khabbazi, S. K. (2021). Task-induced involvement load and working memory: Effects on active and passive vocabulary knowledge of EFL learners in a multimedia learning environment. *Eurasian Journal of Applied Linguistics*, 7(1), 277-302.
- Barwasser, A., Knaak, T., & Grünke, M. (2020). The Effects of a Multicomponent Storytelling Intervention on the Vocabulary Recognition of Struggling English as a Foreign Language Learners With Learning Disabilities. *Insights into Learning Disabilities*, 17(1), 35-53.
- Bronack, S. C. (2011). The role of immersive media in online education. *The Journal of Continuing Higher Education*, 59(2), 113-117.
- Buckingham, D. (2007). Digital Media Literacies: rethinking media education in the age of the Internet. *Research in comparative and international education*, 2(1), 43-55.
- Byun, J., & Loh, C. S. (2015). Audial engagement: Effects of game sound on learner engagement in digital game-based learning environments. *Computers in Human Behavior*, 46, 129-138. <https://doi.org/10.1016/j.chb.2014.12.052>
- Cakir, I. (2006). The use of video as an audio-visual material in foreign language teaching classroom. *Turkish Online Journal of Educational Technology-TOJET*, 5(4), 67-72. <https://eric.ed.gov/?id=EJ1102619>
- Cash, P., Stanković, T., & Štorga, M. (2016). An introduction to experimental design research. In *Experimental design research* (pp. 3-12). Springer, Cham. https://doi.org/10.1007/978-3-319-33781-4_1
- Collins, K. (2013). *Playing with sound: a theory of interacting with sound and music in video games*. MIT press.

- Daskalovska, N. (2020). Vocabulary size at four stages of language development. *European Journal of English Language Teaching*, 6(2).
- Fan, M. (2000). How big is the gap and how to narrow it? An investigation into the active and passive vocabulary knowledge of L2 learners. *Relc journal*, 31(2), 105-119. <https://doi.org/10.1177/003368820003100205>
- Gross, T., Taylor, A. G., & Joudrey, D. N. (2015). Still a lot to lose: the role of controlled vocabulary in keyword searching. *Cataloging & classification quarterly*, 53(1), 1-39. <https://doi.org/10.1080/01639374.2014.917447>
- Hamer, W., & Lely, L. N. (2019). Using Pictionary Game to Increase Learners' Vocabulary Mastery in English Language Instruction. *Journal of English Education Studies*, 2(1), 43-51.
- Hasbi, M., Munawir, A., Ahmad, G., & Khair, U. (2022). Teaching Vocabulary Using Games: Empowering Students' Interest in ELT Classrooms. *PATIKALA: Jurnal Pengabdian Kepada Masyarakat*, 1(3), 155-160.
- Höfller, T. N., & Leutner, D. (2007). Instructional animation versus static pictures: A meta-analysis. *Learning and instruction*, 17(6), 722-738.
- Jackson, H. (2014). *Words and their Meaning*. Routledge.
- Kamil, M. L., & Hiebert, E. H. (2005). Teaching and learning vocabulary. *Teaching and learning vocabulary: Bringing research to practice*, 1, 76-77.
- Keles, A. (2015). The Role of Films in Literature Education at Departments of German Language and Literature in Turkey. *Procedia-Social and Behavioral Sciences*, 197, 652-658.
- Laaser, W., & Toloza, E. A. (2017). The changing role of the educational video in higher distance education. *The International Review of Research in Open and Distributed Learning*, 18(2). <https://doi.org/10.19173/irrodl.v18i2.3067>
- Lervåg, A., & Aukrust, V. G. (2010). Vocabulary knowledge is a critical determinant of the difference in reading comprehension growth between first and second language learners. *Journal of Child Psychology and Psychiatry*, 51(5), 612-620. <https://doi.org/10.1111/j.1469-7610.2009.02185.x>
- Mayer, R. E., & Moreno, R. (2002). Animation as an aid to multimedia learning. *Educational psychology review*, 14(1), 87-99. <https://doi.org/10.1023/A:1013184611077>
- Milton, J. (2022). Vocabulary denial and the false god of structuralism in Ofsted's 2021 Curriculum Research Review for languages. *The Language Learning Journal*, 50(2), 156-171. <https://doi.org/10.1080/09571736.2022.2045680>
- Munawir, A., Inayah, N., Marya, A., & Huda, N. (2022). Outdoor Learning: Students' Vocabulary Mastery in Higher Education. *ETDC: Indonesian Journal of Research and Educational Review*, 1(2), 210-216. <https://doi.org/10.51574/ijrer.v1i2.338>
- Munir, F. (2016). The effectiveness of teaching vocabulary by using cartoon film toward vocabulary mastery of EFL students. *Journal of English Language Teaching and Linguistics*, 1(1), 13-37. <http://dx.doi.org/10.21462/jeltl.v1i1.20>

- Murthy, N. S. R. (2020). Techniques for Teaching/Learning Vocabulary: A Brief Study. *Journal for Research Scholars and Professionals of English Language Teaching*, (19). https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3630162
- Onwuegbuzie, A. J., & Abrams, S. S. (2021). Nonverbal communication analysis as mixed analysis. In *The Routledge Reviewer's Guide to Mixed Methods Analysis* (pp. 239-258). Routledge.
- Radu, I. (2014). Augmented reality in education: a meta-review and cross-media analysis. *Personal and ubiquitous computing*, 18(6), 1533-1543.
- Riccomini, P. J., Smith, G. W., Hughes, E. M., & Fries, K. M. (2015). The language of mathematics: The importance of teaching and learning mathematical vocabulary. *Reading & Writing Quarterly*, 31(3), 235-252. <https://doi.org/10.1080/10573569.2015.1030995>
- Roggema, R. (2016). Research by design: Proposition for a methodological approach. *Urban science*, 1(1), 2. <https://doi.org/10.3390/urbansci1010002>
- Rukmini, D., & Sutopo, D. (2013). The use of picture games to improve students' motivation in learning vocabulary. *English Education Journal*, 3(2).
- Shreedhar, G., & Mourato, S. (2019). Experimental evidence on the impact of biodiversity conservation videos on charitable donations. *Ecological Economics*, 158, 180-193. <https://doi.org/10.1016/j.ecolecon.2019.01.001>
- Silfia, L., Rusli, T. I., & Nasrullah, R. (2018). Teaching vocabulary to young learners by using animation video. *MetaCommunication; Journal Of Communication Studies*, 3(1). <http://dx.doi.org/10.20527/mc.v3i1.4783>
- Siregar, A. S. B., Tobing, E. G. L., & Fitri, N. R. (2021). Developing of Teaching Materials: Using Animation Media to Learning English Vocabulary for Early Childhood. *ETDC: Indonesian Journal of Research and Educational Review*, 1(1), 9-16. <https://doi.org/10.51574/ijrer.v1i1.44>
- Sudarmaji, I., & Yusuf, D. (2021). The Effect of Minecraft Video Game on Students' English Vocabulary Mastery. *JETAL: Journal of English Teaching & Applied Linguistic*, 3(1), 30-38.
- Tanner, L. R., Haddock, S. A., Zimmerman, T. S., & Lund, L. K. (2003). Images of couples and families in Disney feature-length animated films. *The American Journal of Family Therapy*, 31(5), 355-373.
- Traore, M., & Kyei-Blankson, L. (2010). Using literature and multiple technologies in ESL instruction. *Journal of Educational Multimedia and Hypermedia*, 19(4), 451-467. <https://www.learntechlib.org/p/35485/>
- Traore, M., & Kyei-Blankson, L. (2011). Using literature and multiple technologies in ESL instruction.
- Wang, M., Hong, R., Yuan, X. T., Yan, S., & Chua, T. S. (2012). Movie2comics: Towards a lively video content presentation. *IEEE Transactions on Multimedia*, 14(3), 858-870.
- Webb, S. (2008). Receptive and productive vocabulary sizes of L2 learners. *Studies in Second language acquisition*, 30(1), 79-95.

- White, T. (2013). *How to Make Animated Films: Tony White's Complete Masterclass on the Traditional Principles of Animation*. Routledge.
- Wijaya, I., Bakri, R., Wutun, A., Fitriani, F., & Mattoliang, A. (2019). The effectiveness of mobile learning based android in learning English vocabularies.
- Zhong, H. F. (2018). The relationship between receptive and productive vocabulary knowledge: A perspective from vocabulary use in sentence writing. *The Language Learning Journal*, 46(4), 357-370. <https://doi.org/10.1080/09571736.2015.1127403>