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THE EFFECT OF ANIMATION VIDEOS ON YOUNG LEARNERS' VOCABULARY AT GRADE 4 IN SDN 2 PALAPA BANDAR LAMPUNG

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Abstract

A purpose of this research to determine the effect of animation video on young learners vocabulary grade 4 in SDN 2 Palapa Bandar Lampung. It was quantitative research to aime two classe were experiment and control class in using treatment five meetings. The research design used pretest to determine ability of young learners to learn English vocabulary. The population was grade IVA and IVB. The researcher chose two classes on test instrument, there were twenty five multiple choice questions to use pretest-posttest. The result before giving treatmen mean value was 69.2000 obtained by experiment class and mean value was 69.600 obtained by control class so two class had same ability level. Researcher gave posttest after it finished to give treatment and analyze of SPSS showed t-test was 0.05 English vocabulary. Mean score was 84.8000 experiment class and mean score was 77.2000 control class. There was an effect on treatment that it had been given by researcher, (.000) was lower than (<0.05), and it was mean the treatment to animation videos was significant of calculation procedure, so it was calculation animation videos could improve English vocabulary of young learners and it could be recommendation as teaching media.

Keywords: *Vocabulary, Young Learners, Animation Videos*

INTRODUCTION

Language is a neatly arranged word order to express oneself in conveying information with an interlocutor or group and it has a special

to mean in disclosing information to others, if there is no language human cannot explain information to other human. Qiu (2014) stated that Language is a placement of the majority of society and human grows up in speaking to have

two or than more one language. It plays a very important role in life to be simple description to find out in giving something, so it can be a system of communication tool to consist of words, grammar and meaning to express in speaking.

Language cannot be separated by vocabulary because vocabulary is a piece of letters combine a word to complete a sentence to produce language of structure in speaking. Vocabulary mastery is an necessity before people want to be fluent in languages, especially English skill. Harmon and Wood (2018) stated that Vocabulary is an obligation material in learning and thinking about language. They must have many vocabulary of word dissection and learning English vocabulary is task for teachers make students can be motivate and interested. It can learn each circle in the school, but it will be better to learn English vocabulary is start from elementary high school or basic. We can say that students of elementary high school are young learners. They can be easily to learn English vocabulary, as teacher can teach to start spell each word, but young learners have some problems to learn English vocabulary, they are difficultly in reading, writing, pronunciation, speaking and listening, moreover English vocabulary usually one word have many meaning.

As creative teachers have to solve are problems to make strategy or method to learn English vocabulary for young learners, Nanda (2016) stated that The teacher is a main foundation in teaching language and teacher can use the best contextual method. Therefore, the teacher must choose the right teaching method in

teaching language. Teacher will use animation videos from youtube are as teaching media because animation videos are beloved by teacher can make of young learners vocabulary have stimulate, motivate and intrested, Mubarok, Sundari and Wahjuningsih (2013) stated that an animation video is a moving image created by a series of illustrations or photos displayed sequentially. Animation video is an image to stimulate through audio visual, picture, sound can make to understand and easy, so animations video are as a media in teaching English vocabulary can help and stimulate for young learners easily and it can make in understanding is very easy, especially it is media very interesting for young learners and it can be attract talents in learning for them. The use of animation video can make young learners become independent to learn English vocabulary and build stronger meaning.

Based on the explanation above there is a research question "Is there any effect of animation videos on young learners' vocabulary at grade 4 in SDN 2 Palapa Bandar Lampung?"

LITERATURE REVIEW

Vocabulary is a basic component to young learners in understanding the skill and an important part in learning English, Melasari, Ismawati and Nanda (2019) stated that Learning vocabulary can affect written and spoken skills in using English to understand every word in making a sentence. Learning English will be difficult when they do not have many vocabulary. A teacher has to teach English vocabulary in language, because it is a part in learning the language. The

first group consists are noun, verbs, adjectives, and adverbs or large vocabulary, whereas the second one consists are pronouns, prepositions, conjunctions, and interjections that it is also known as small vocabulary. Young learners must learning vocabulary to help enrich vocabulary and express existing words, they must learn the basic in language to know about the subject and to know ability of them. Kara (2019) said the young learners are different from older children because they have skill are not familiar with the letter and they must learn basic before it is nearer to know about language. Young learners of this age are very important to develop and increase their self-confidence. This is an important condition in learning to young learners are stimulation in interesting of their skill.

Animation video is a moving tool which there are sounds, images, and objects. So animation video is a good medium for learning because it is inside complete to thing and it can be teaching media. Aridha (2018) stated that Animation video is an animation with motion, images, sound, and interesting forms to be used as a learning tool to make students are interested with subject and interest of their can be motivated in class particular learning English vocabulary. The teachers can help students in learning because animation video is as a very useful tool for realization of teaching media and it can be learning one of important role to show information and knowledge as stimulate the mind in the process in learning English vocabulary for young learners.

A hypothesis is a provisional presumption made Basically, it makes a

prediction about the outcome at the start of the study and it conducts experiment to test whether this prediction is true and to what extent. If a hypothesis has been doing a test for truth, then the hypothesis will be called a theory. H_a (alternative hypothesis), there is a significant effect vocabulary for young learners before and after using animation videos. H_0 (null hypothesis, there is no significant effect for young learners before and after using animation videos as a learning medium.

RESEARCH METHODOLOGY

This research will conduct through quantitative approach, This research uses two groups to relate about the Experiment and Control class. Quantitative research is emphasized by facts, data, figure, and score. Basically, the data is the main objective in quantitative research and the data is collected on this research method. Analytical data usually are related to testing hypotheses, assumption, and presentation of research result related to the existence of research, validity, experimental design and analyze. The variable has two differences, they are independent and dependent, which it is related to this research. Independent in this research is influencing animation videos and This variable of dependent is an achievement obtained by the young learners vocabulary.

This research will use random simple sampling techniques. The population will be grade 4 young learners in SDN 2 Palapa, Bandar Lampung, in academic year 2020/2021. The young learners consist of 2 classes the total population are 55 young learners. They

have the same right to be the sample. There are 40 students participant who will be a sample. The experiment class is 20 participant and The control class is 20 participant. The researcher will be collecting the data to make an instrument to test on young learners. They are pre-test and post-test. There are 25 questions in the form multiple choices. The posttest is problem in solving the research to find out whether young learners there are any effect English vocabulary or not the use of animation video as media. Test multiple choice questions which are the same as the pre-test.

Pre-Test of researcher will be conducting a pre-test before taking action the treatment on young learners and it has three parts, they are in the first part. Young learners will be fill out a questions which consist of vocabulary items. The second part will fill out practice sentence consisting of vocabulary questions and a part three is a content section in consisting of vocabulary questions. Words to delete are nouns, verbs, and adjectives. This test aims to find out previous knowledge about English lesson, especially the vocabulary and posttest of researcher will give it after giving a treatment to young learners with the same questions as the pre-test. The goal is to find out the method given is successful or not a research and solve existing problems.

There are 3 treatment in this research, it will give 5 meeting in the experiment dan control class. Meeting 1. The researcher will give explain to the young learners using various kinds of transporting material using adjectives and verbs which contain 5 questions. Meeting 2, the researcher will give material to

young learners using education, using nouns and verb which contain 5 questions. Meeting 3, the researcher will give material to young learners using health, verbs and adjective, which each used 5 questions. Meeting 4, the researcher will give material to young learners using vegetables that used nouns and adjectives, which contain 5 questions. Meeting 5, the researcher will give material about technology, which uses verbs and adjectives, each of which consists of 5 questions. So, the researcher will be create the treatment which it will be expected to successful, and it will be enabled for young learners to improve their vocabulary with the treatment.

This research will use the statistic from SPSS Application, which the calculated value is used the t-test and analyze are the collected of data groups are the pre-test and post-test result and it will find the result of the research analyze.

RESULT AND DISCUSSION

It describes the t-test, they are pretest and posttest. The experiment and control class gave a pre-test to measure ability for you learners English vocabulary, before the treatment had given two classes, they did the same pretest. The purpose of the pretest determined the level of ability of the young learners English vocabulary. After the researcher gave a pre-test to experiment treatment in the experiment class and control class, the researcher used another method, namely it gave material to the experiment class used

animation videos in teaching English vocabulary for young learners and it gave the control class used conventional learning with English book pictures as teaching media. Researcher gave a post-test to experiment and control class last research. Post-test was the final step to analyze the extent which young learners ability to learn English vocabulary after using treatment.

The researcher gave a post-test for young learners after giving treatment in order to get treatment result, so question

instrument in the pre-test was same in the post-test who it had been used pre-test, but value pre-test was different from the post-test after treatment had given for young learners. The researcher made a count pre-test and post-test. The researcher collected samples from participants who it had taken the pre-test and post-test and results were analyze using the SPSS application to find out the score from the analyze and the researcher made a table to present result of pre-test and post-test score of young learners English vocabulary.

English Vocabulary T-Test Score Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experiment	20	56.00	84.00	69.2000	8.42053
Pretest Control	20	56.00	84.00	69.6000	8.54955
Posttest Experiment	20	80.00	96.00	84.8000	5.12579
Posttest Control	20	68.00	84.00	77.2000	5.04297
Valid N (listwise)	20				

A data of table above illustrated that mean t-test score of pretest experiment class was 69.2000 and control class was 69.6000. An experiment class explained to result of post-test mean was 84.8000 and control class illustrated to result of post-test was mean 77.2000. The scores were analyze of descriptive statistics to use T-Test SPSS application showed mean of posttest experiment and control class showed improvement students and it explained significant difference before study, so it showed two

groups have differences in learning English vocabulary.

Independent samples t-test result of the pre-test score.

Independent sample T-test conducted to determine whether there was a difference mean of samples. This test provided to answer formulation of the problem whether there was any effect of student learned outcome before treatment was given by researcher.

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experiment	20	69.2000	8.42053	1.88289
	Control	20	69.6000	8.54955	1.91174

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
Pretest Equal variances assumed	.040	.842	-.149	38	.882	-.40000	2.68328	-5.83202	5.03202
Pretest Equal variances not assumed			-.149	37.991	.882	-.40000	2.68328	-5.83206	5.03206

It was each sample had different mean. The experiment and control class had mean difference were **.40000** points. Levene's test had significant level (**.842**) and it was higher than (>0.05), mean had two different. Mean of the experiment class was 69.2000 and mean control class was 69.6000. The result of independent sample t-test used test whether experiment and control class had same mean in the pretest. This data showed independent t-tailed value was (**.882**) and it was **38** degrees of freedom (DF). A conclusion the calculation t-tailed value

was higher (**.882** $>$ **0.05**), so it calculation was not significant.

This table showed result of data analyze in using 2 t-tailed with a significance value .882. The level of significance was 5% (0.05) or 95% level confidence interval of the difference, because it was t-tailed value higher than sig (**.882** $>$ **0.05**) so it was a mean experiment and control class were not different significant and it indicated students to both experiment and control class had same ability to learn English vocabulary before it started treatment.

Independent samples t-test result of the

post-test score

Independent sample T-test conducted to determine whether there was a difference in the mean of samples. This

test provided to answer formulation of problem whether there was any effect to use of students learned outcome after treatment had given by researcher.

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experiment	20	84.8000	5.12579	1.14616
	Control	20	77.2000	5.04297	1.12764

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	
Pos ttest Equal variances assumed	.019	.890	4.727	38	.000	7.60000	1.60788	4.34503	10.85497	
Equal variances not assumed			4.727	37.900	.000	7.60000	1.60788	4.34500	10.85500	

It was each sample had different mean. The experiment and control class had mean difference. The mean of the experiment class was **84.8000** and mean of control class was **77.2000**. The result of independent sample t-test used to test whether experiment and control class had different mean of posttest.

The table above showed mean score of the two class were experiment and control class of posttest were higher

than pretest. The experiment class and the control class had quite wide mean difference was 7.60000 points. A levene test showed a significant level (**.890**) higher than >0.05 and it was mean two classes had different result. The result showed p-value of (0.05) ($t = 4,727$, t -tailed = **.000**) was lower than **<0.05** so mean there was a significant difference between the experiment and the control class that was significantly different.

Paired sample t-test result on Experiment Class

Paired Samples Statistics ^a					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	84.8000	20	5.12579	1.14616
	Pretest	69.2000	20	8.42053	1.88289

Paired Samples Test ^a									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Posttest – Pretest	15.6000	4.47684	1.00105	13.50477	17.69523	15.584	.000	

The table above showed output from paired-samples t-test. Paired sample t-test carried out to see whether experiment group significantly improved participants' English vocabulary. Based

on the data of value paired tailed 0.05 (t=15.6000, p-tailed =**.000**) was lower than **<0.05**, so it improved significantly statistics.

Paired samples t-test result on Control Class

Paired Samples Statistics ^a					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	77.2000	20	5.04297	1.12764
	Pretest	69.6000	20	8.54955	1.91174

Paired Samples Test ^a									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Posttest – Pretest	7.6000	4.47684	1.00105	5.50477	9.69523	7.592	.000	

Based on the data table above showed result output from paired sample t-test procedure to found out whether there was significant to improvement of value control class or not, it research had

been finished by researcher. It research had been result to show a statistically significant increase of t-paired value of 0.05 ($t = 7.60000$, $p = .000$) was lower than **0.05**.

Improvement Score Experiment dan Control Class

	Class	N	Mean	Std. Deviation	Std. Error Mean
Improvement	Experiment	20	15.6000	4.47684	1.00105
	Control	20	7.6000	4.47684	1.00105

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
Improvement Equal variances assumed	.003	.960	5.651	38	.000	8.0000	1.41570	5.13406	10.86594
Improvement Equal variances not assumed			5.651	38.000	.000	8.0000	1.41570	5.13406	10.86594

Based on the data above had been analyzed by researcher and it explained mean value of experiment class had **15.6000** improvement score and control class had **7.6000** improvement score, so the data analyze showed experiment class was higher than control class. Std. error difference was (1.41570) and significant

level was (**.960**) and it was 38 degrees of freedom and it test explained that it was 2 tailed (**.000**) was lower than **<0.05** and it mean had two classes had significantly different. The table showed the assumed t value was 5.651 and the value (**.000**) and it showed p result showed statistical significance. The table explained that there was a significant difference between

experiment was higher improvement than control class to mean score in learning English vocabulary.

The researcher made conclusion an alternative hypothesis had been answered, namely it was accepted because of effect of animation videos on young learners vocabulary, and the null hypothesis was not accepted explaining that it was based on, there was no effect of animation videos on young learners vocabulary. We can see accepted and not accepted, the hypothesis showed the big effect of the use of animations on young learners vocabulary, so it was accepted because any effect of animation videos on young learners vocabulary.

CONCLUSION AND SUGGESTIONS

The researcher found fact of research, first students are score of experiment and control class were very low. Difficulty pretest questions make students unable to get maximum result. A mean value was **69.2000** obtained by the experiment class and mean was **69.6000** obtained by control class, so two class had same ability level. It score mean of the experiment and control class were not significantly different. An alternative hypothesis (Ha) is not accepted and the null hypothesis (Ho) is accepted of this data. Second fact, data analyze found English vocabulary for young learners had significant increase was influenced by animation videos. It could proven posttest score experiment and control class. A mean score was **84.8000** experiment and mean score was **77.2000** control class. Based on the use of SPSS the level of significance was 0.05 and sig 2-tailed (**.000**) score was lower than

(**<0.05**), so it showed alternative hypothesis (Ha) is accepted, so the application of animation videos has influenced on English young learners vocabulary. Based on fact of result, the researcher concluded that animation videos are teaching media that it can be used as a reference for students learning in school, especially learning English vocabulary. The evidence was based on the rejection of the result of data analyze for students are mean score on the posttest showed rejection of the null hypothesis (Ho) and it accepted of the alternative hypothesis (Ha). It mean to have positive effect of using animation videos to ability for young learners vocabulary at SDN 2 Palapa Bandar Lampung.

The researcher wants to provide advice for research in teaching English vocabulary. The researcher is hope suggestions can be useful, especially for teachers, students and schools. For teachers, Animation videos can be an effective and good teaching media for students English vocabulary. The existence animation videos can be recommended as teaching media, especially teaching English vocabulary to motivated students to interest in learning because it can be rules in the classroom. Students can be serious about learning English in improving their skills so they can communicate well with friends and teachers. English skills must be possessed by students so they will have provisions in the future to continue higher level in understanding words, pronunciation, and speaking in English. To schools can be prepare adequate media facilities in schools so students can learn easily and teachers can teach students effectively.

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