

Animation and Video in Improving Open Words Vocabulary

Marlin Steffi Marpaung

Universitas Advent Indonesia, E-mail: marlin.marpaung@unai.edu

ARTICLE INFORMATION	ABSTRACT
<p>Submitted: 2021-11-04 Review: 2021-11-14 Review: 2021-12-19 Accepted: 2021-12-29 Published: 2021-12-30</p>	<p>The most important part of language learning is vocabulary. To do well in English and effectively perform a good English, students must be able to retain words. The purpose of this study is to seek whether vocabulary learning through animation and video in groups learning perform better than individual learning. This study used a quantitative analysis approach with a comparison design to find out the students' vocabulary enhancement. The vocabulary pre-test and post-tests were utilized as the instruments of this study. The sample were VIII grade students from two classes at a public school in Cimahi, Bandung. The results of this study showed that both groups of students improved their open words vocabulary, and students who are taught through animation and video with learning in groups performed better than the students who learn individually, with pre-test scores of 59.59 and 59.00, and post-test scores of 83.47 and 73.63.</p>
KEYWORDS	
Animation; video; vocabulary; technology; CALL	
CORRESPONDENCE	
<p>marlin.marpaung@unai.edu</p>	

INTRODUCTION

Vocabulary is one of the most important aspects of learning English and it is necessary to master vocabulary in the learning of languages. To be able to communicate in English, construct sentences, read English textbooks, write simple sentences, and understand the instructions students need to have sufficient vocabulary because there is no language without

vocabulary. In other words, vocabulary is the key to learn English for students because every day we say thousands of words. To be able to communicate in English, vocabulary is needed, and it is important to improve and have a variety of vocabulary. Knowing words will help students understand reading materials, write essays, make presentations, translate skills, and understand a conversation. Because the English language serves multiple functions in

communication and writing, it is difficult to learn English vocabulary. The meaning of a sentence changes when we use the incorrect word. Vocabulary learning can help in improving English proficiency and having a large amount of vocabulary will make students fluent in the target language, which means that language learners need to have enough vocabulary to fit the language. Without grammar students can still describe everything they think, but they cannot do it without vocabulary (Alhamami, 2016; Marpaung & Situmeang, 2020; Katemba, 2021; (Umasugi et al., 2018). Learning new vocabulary will therefore make it easier for students to enhance their English skills.

English vocabulary teaching in many schools is under pressure from a variety of facets and challenges. Students can enjoy vocabulary learning if they learn at an amazing pace, they can understand the concept of words well before the concept of grammar. It will be a good idea to learn vocabulary or to present vocabulary carefully and precisely, but the English teacher can first introduce things that students can see, feel, play with, touch and experience every day. The common problem happen in vocabulary learning is students' lack of interest and lack of motivation to study English. The size of the class, where there are more than 30 students in the class, makes each student less likely to be in contact with the classroom language, which is not conducive to the student's ability to practice their English

skills. The limitation of class time makes it more difficult for teachers to teach English in a high-quality way as well as the lack of vocabulary in English learning can therefore influence students' motivation to learn English (Maritha & Dakhi, 2017).

Nowadays, media plays an essential part in the teaching and learning process. It assists students in gaining a better comprehension of the teaching materials and offers students with relevant experiences. Animation and video vocabulary teaching is one of the best techniques to be used in ESL/EFL classrooms in enhancing students' vocabulary. From the animation and video where actually colorful and full of pictures are believed to be very effective for the students to learn English, especially to improve students' vocabulary knowledge. Animation and video technology are visual, it is very effective in stimulating students' enthusiasm in learning other language. Animation and video technology are something we can see, or visual and by using these tools to teach English, it will motivate the students to learn English effectively and have a great role in improving children's learning skills. Students' interest, ability, and willingness to participate in teaching and learning activities can be increased by the using of animated learning videos. Animation media is a tool for assisting teachers in their classroom instruction through the use of animation, which in this case takes the form of video. It is expected that by using animation and video, the material presented by the teacher will

be more interesting for the students and easier to understand. (Linse, 2005; Gómez Pastor, 2013; Julianingrum, 2021; Lintang & Prasetyarini, 2021; (Taqwim, 2021); Özer & Avcı, 2015). In other words, vocabulary learning can be enhanced if learners are allowed to look at words both visually and verbally, and the process of language teaching and learning would be more effective and efficient when using visual images because words and images are better than words alone.

The rapid growth of technology makes teaching interesting and productive because it can attract language learners. Students are now surrounded by this technology, which will motivate them to learn English quickly and effectively.

Today, most classrooms are equipped with modern technology to facilitate the teaching and learning process and make teaching and learning are easier than in the past both for teachers and students. The accessibility and availability of well-resourced multimedia equipment and a variety of multimodal English language learning and teaching materials in language classrooms has played a critical role in the development of the new trend for English as a foreign language learning and teaching. The pedagogical practices of knowledge transmission have been dramatically transformed and improved by integrating new technology into English language classrooms (Pun, 2014; Almarabeh et al., 2015; Gilakjani, 2012, Jeong, 2018).

This technology makes learning English easier and more fun for the students especially for those students whose have not have an English knowledge before they have entered the school environment. Because most children enjoy watching animation and video, it is well known that teaching with animation and video can make learning vocabulary more enjoyable for students. It can make them feel happy, relaxed, and reawaken their interest in learning because fun learning increases students' achievement. Unintentional learning is the cause of it. Some of the vocabulary will be retained by the students. The use of animation and video in social science teaching has an adverse effect on student attitudes toward social science courses. Because animation and video have an impact on children's gender development, then we created a separate one to examine the impact of animation and video on vocabulary mastery (Vitasromo et al., 2019; Özer & Aver, 2015; Gökçearsan, 2010).

Several studies exploring the use of animation and videos in Indonesia were done by (Lintang & Prasetyarini, 2021) entitled, "The Use of Animation Learning Video in Teaching Vocabulary to Young Learners during Pandemic Covid-19 Quarantine in SD Muhammadiyah Jatiyoso Academic Year 2020/2021." They have found out that the students gave both positive and negative responses to the use of animation learning video in teaching vocabulary during pandemic Covid-19 quarantine. The positive responses are the teaching and learning process

becomes more flexible, the students feel safe because they were studying at home, and the animation learning video provides clear explanations, as well as it contains funny cartoon images with colorful background. While the negative student responses were animation learning video is one-way communication where the students are difficult to give feedback and ask questions directly.

The second is a study conducted by (Julianingrum, 2021) entitled, "Developing Animation Video as Supplementary Media in Learning English Vocabulary for Young Learners." She said that video learning can be used as a guide for teachers and students in the classroom for face-to-face learning with the guidance of the teacher (as facilitator) and independent learning where students can do the exercises, questions, and tasks contained in this video learning alone or with friends outside of class.

The third study was done by (Siregar et al., 2021) entitled, "Developing of Teaching Materials: Using Animation Media to Learning English Vocabulary for Early Childhood." The findings revealed that students can easily recognize the given words because they learn through animated videos that display not only written words but also pictures.

Therefore, the focus of this study is on the use of animation and video in improving open words vocabulary. This study investigates whether the use of animation and video give a positive result and improves the students' open

words vocabulary. Concerning the important issues relating to the use of animation and video in teaching open words vocabulary, two research questions have been formulated:

1. Are animation and video in vocabulary learning perform better in groups learning than in individual learning?
2. How do students respond to the use of animation and video in vocabulary learning?

The hypotheses made in this study are:

H_0 Vocabulary learning through animation and video learning in groups perform better than in individuals learning.

H_a Vocabulary learning through animation and video learning in groups perform no better than in individuals learning.

Conceptual Framework

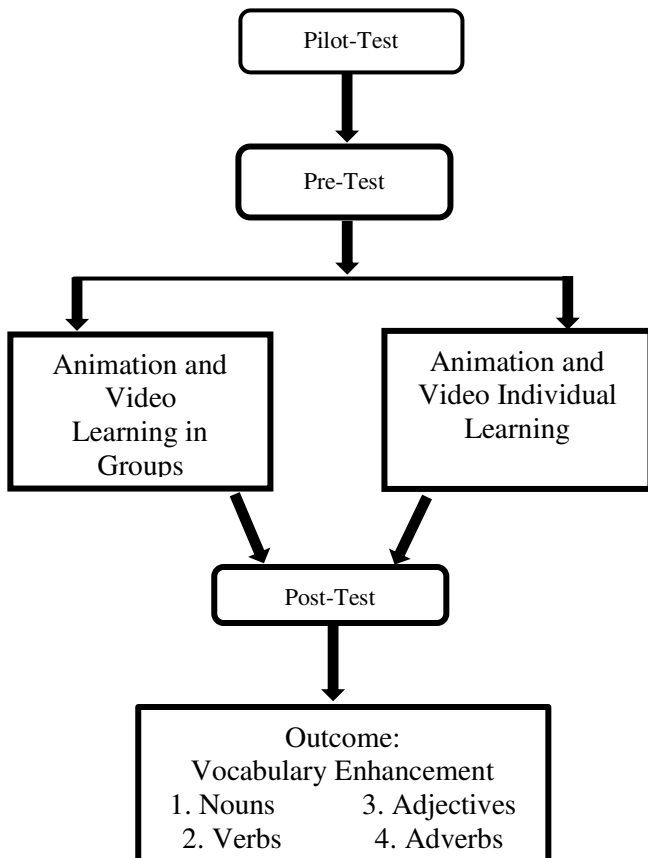


Fig. 1. Conceptual Framework

METHODOLOGY

The research method is critical in conducting the study. The experiment carried out by the researcher would be clear if appropriate research methods were used. Furthermore, it makes it easier for the researcher to solve the problem. The researcher would like to present the methodology for conducting the research in this section. The research design used in this study is described in table 1.

Table 1.

Group	Pre-Test	Treatment	Post Test
1	O	X1	O
2	O	X2	O

X1 : Treatment, Animation and Video with Group Learning

X2 : Treatment, Animation and Video with Individual Learning

O : Vocabulary Test

Table 1 shows the Experimental groups were given a pre-test (X). The treatment (O) was completed in eight weeks using animation and video, with X2 representing the post-test taken by the students at the end of the treatment.

This study used quantitative research with a comparative design. Both classes were given the same materials, and animation and video were used for both classes during the treatment. However, one class was taught in groups learning where the students learn in groups and the other class was taught in individual learning where the student learn individually not in a group. The pre-test was given to students before treatment and post-test after the treatment. The population of this study was Grade VIII Junior High School in North Cimahi. Two classes used in this study, VIII E and VIII F, who enrolled in the second semester of the academic year 2019/2020. The range age of the sample was 13 – 15 years old. The

English lesson was held twice a week, and both classes were scheduled in meeting in the morning and one meeting in the afternoon.

The researcher used both classes to involve different treatments, the VIII E class was taught using animation and video with learning in groups that consisting of 29 students and the VIII F class was taught using animation and video with individual learning that consisting of 25 students. The pilot test was carried out two weeks before the pre-test. In carrying out this study, a lesson plan and a self-made test were made before the treatment was given to the students. After the pilot test was piloted and calculated, the pre-test was administered. When the data were collected, the pre-test, treatment, post-test, and score were processed, and the result of each test were obtained. The pre-test was administered for both classes to determine the initial knowledge of the students' vocabulary knowledge before the treatment. After the pre-test was performed on the students, treatment was given to both classes, the post-test was given to both groups after the treatment. The post-test was given to the students through google form due to Covid-19 lockdown. The animations and videos were used in both classes and the vocabulary learning focused on open words; they are nouns, verbs, adjectives, and adverbs.

RESULTS

To answer the research question number one, "Are animation and video in vocabulary learning perform better in groups learning than in individual learning?" the result is shown below:

Table 2. Pre-Test, Post-Test, Standard Deviation and Normalized Gain

	animation and video with group learning		animation and video with individual learning	
	Mean	St. Deviation	Mean	St. Deviation
Pre-Test	59.59	12.347	59.00	12.752
Post-Test	83.47	6.849	73.63	8.307
Normalized Gain	0.591991	0.92051	0.342543	0.1800092

Tabel 2 shows that the average pre-test of animation and video with group learning is 59.59 with Std. Deviation 12.347 and the individual learning is 59.00 with Std. Deviation 12.752. The mean of the post-test of animation and video with group learning is 83.47 with Std. Deviation 6.849 and for animation and video with individual learning is 73.63 with Std. Deviation 8.307. It can be concluded that the initial score for both classes is quite high. The mean gain of animation and video with group learning is 0.591991 and for animation and video with individual learning is 0.342543. It can be determined that the knowledge of both classes has improved.

The normality test was conducted to determine the result of the score of the gain. The result can be seen in the table below.

Table 3. Result of Normality Test

Group	Shapiro-Wilk		
	Statistic	Df	Sig.
Pre-Test Animation and video with group learning	.138	32	.215
Animation and Video with individual learning	.096	30	.619

Based on the data in Table 3, the data population for both groups of students are normally distributed; since the significant value of Group 1 is 0.215 > 5-007 (0.05) and the significant value of Group 2 is 0.619 > 5-007. (0.05).

Table 4. The result of the homogeneity test for the pre-test score

Gain Based on Mean	Levene on Statistic	df1	df2	Sig.
	.805	1	60	.373

Based on Table 4, the result of the significant value is 0.373 > (0.05). Since the normality test was normally distributed and the result of the homogeneity test was homogeneous, the Independent Sample t-test was performed.

Table 5. Independent Pre-test sample test

	Levene's Test for Equality of Variances				
	F	Sig.	T	Df	Sig.(2-tailed)
Pre-test Equal Variances Assumed	.292	.591	.186	60	.853

The result of the independent sample t-test above shows the same variances assumed because the population variances are homogeneous. Since the value of the pre-test score is 0.853, which is > 0.05, this means that H₀ is not rejected. On the other hand, there is no significant difference between the students' vocabulary pre-test in both groups.

Table 6. Test of Normality of Normalized Gain

Group	Shapiro-Wilk		
	Statistic	Df	Sig.
Gain Animation and video with group learning	.095	32	.584
Animation and Video with individual learning	.091	30	.444

Based on Table 6, it can be concluded that both data population are normally distributed, since the significant value of group 1 is 0.584 > 5-007 (0.05) and the significant value of group 2 is 0.444 > 5-007. (0.05).

Table 7. Independent test of the sample

	Levene's Test for Equality of Variances				
	F	Sig.	T	Df	Sig.(2- tailed
Gain Equal Variances Assumed	.805	.373	5.956	60	.000
Equal variances not assumed			5.919	60.472	.000

Since the gain data were normally distributed, the result of the significant value is $0.373 > 5-007 (0.05)$, this can be seen in Table 7. Because the population variances are homogeneous, the t-test has been used. Based on Table 6, the result of the t-test shows that the sig (2-tailed) was $0.000 < 0.05$, the assumption that (H_0) was rejected and (H_a) was accepted. Thus, there was a significant difference between students who were taught using animation and video learning in groups with learning in individuals.

Based on the results presented on the tables above to answer the research question, are animation and video in vocabulary learning perform better in groups learning than in individual learning? can be seen on table 1. Both groups have almost the same initial vocabulary knowledge before the treatment. However, after the treatment the learning in groups class have shown a higher score than the learning individual class.

Additional data are required for this study to answer the research question number

two and to support the research question number one. The data were collected through the administration of a questionnaire that given to the students to find out their response towards the use of animation and video for vocabulary learning. The questionnaire consisted of 15 questions and distributed through google form to the students.

Table 8. The Result of Animation and Video with Learning in Group

Percentage %	Degree in Percentage	Interpretation
38	$80 \leq t \leq 100$	Very Good
48	$60 \leq t \leq 80$	Good
14	$40 \leq t \leq 60$	Moderate
0	$20 \leq t \leq 40$	Bad
0	$t \leq 20$	Very Bad

The average percentage of students' responses to the use of animation and video with group learning is calculated as the sum of the percentage of students' responses divided by the number of respondents and the result is 48%, which can be categorized as "Good."

Table 9. Result of Animation and Video with Individual Learning

Percentage %	Degree in Percentage	Interpretation
16	$80 \leq t \leq 100$	Very Good
84	$60 \leq t \leq 80$	Good
0	$40 \leq t \leq 60$	Moderate
0	$20 \leq t \leq 40$	Bad
0	$t \leq 20$	Very Bad

Based on the above table, the average percentage is 84%, which means that the response toward the use of animation and video with individual learning is "Good."

From the above data from table 8 and table 9, it can be said that most students in both classes have agreed that the use of animation and video have improved their vocabulary mastery. Based on the results of the student data analysis and the discussion, it was concluded that there is a significant difference between those who have been taught using animation and video with group learning and those who have been taught using animation and video with individual learning.

DISCUSSION

Based on the results presented above, it was determined that students who were taught using animation and video in group learning perform better than students who were taught using animation and video in individual learning in terms of enhancing the students' open words vocabulary. This means that the H_0 has been rejected while the H_a has been accepted.

To elaborate further, the researcher should conduct the lesson for both classes for the same period of meetings when conducting this research. Unfortunately, the class that taught using animation and video with group learning only had four meetings, whereas the group that taught using animation and video with individual learning had six meetings. For each class, the lessons should be completed over the course of eight meetings. This occurred as a result of government regulations related to the Covid-19 pandemic.

However, based on the findings, the group that uses animation and video with group learning outperforms better than the group that uses animation and video with individual learning. Despite the fact that the class that learned in group only had four meetings, as opposed to the class that learned individually, which had six, the post-test score of the group learning was higher. It implies that group learning is more efficient compared to individual learning.

The result obtained by the researcher also proven by other researchers, (Julianingrum, 2021) said that, "Creative animation learning videos can support the teaching and learning process so that it can increase student motivation, ability and willingness to participate in teaching and learning activities" and learning in groups perform better because the students can share ideas, work together and showed a critical thinking to understand new words as stated by (Katemba, 2021a).

CONCLUSION

Based on the results, it has been shown that learning vocabulary perform better for students who have been taught using animation and video with group learning than for students who have been taught using animation and video with individual learning. Therefore, it can be concluded that most students have enjoyed learning English through the use of animation and video, and it also can be determined that vocabulary learning through animation and video in group learning and individual learning

have positive outcomes where both groups experience an improvement in their vocabulary. In a conclusion, vocabulary learning through animation and video is more effective in improving students' vocabulary and learning in groups perform better than individual learning because students can share ideas and work together when they are learning in groups.

RECOMMENDATIONS

Following the completion of the research and the development of the findings and conclusions, the researcher would give some recommendations:

It is recommended that for the teachers to use animation and video in teaching vocabulary to improve students' vocabulary knowledge. Based on the results, the students have proven an improvement in their vocabulary learning. Vocabulary learning with animation and video is enjoyable and by using visual make it easy for the students to understand the English lesson and learning in groups will be beneficial for the students where they could share their opinion, ideas and thought as well as give the opportunity for the students to practice their English skills with their peer since it helps students to engage in teaching and learning process.

For other researchers who would plan to conduct a study and are interested in learning more about the using of animation and video to improve other aspects of students' English skills. This study can hopefully be used as a resource, reference, and guidance for the same

research in the future to get a better result in other scopes and at different levels of students.

REFERENCES

Alhamami, M. (2016). Vocabulary learning through audios, images, and videos: Linking technologies with memory. *Call-Ej*, 17(2), 87–112.

Almarabeh, H., Amer, E. F., & Sulieman, A. (2015). The Effectiveness of Multimedia Learning Tools in Education. *International Journal of Advanced Research in Computer Science and Software Engineering*, 5(12), 761–764.

Gilakjani, A. P. (2012). The Significant Role of Multimedia in Motivating EFL Learners' Interest in English Language Learning. *International Journal of Modern Education and Computer Science*, 4(4), 57–66. <https://doi.org/10.5815/ijmeecs.2012.04.08>

Gökçearsan, A. (2010). The effect of cartoon movies on children's gender development. *Procedia - Social and Behavioral Sciences*, 2(2), 5202–5207. <https://doi.org/10.1016/j.sbspro.2010.03.846>

Gómez Pastor, A. (2013). *A Picture Is Worth A Thousand Words: The Use Of Videos In Vocabulary Acquisition*. 1–24.

Jeong, K. O. (2018). Developing efl learners' communicative competence through multimedia-assisted language learning. *Journal of Theoretical and Applied Information Technology*, 96(5), 1367–1376.

Julianingrum. (2021). Developing animation video as supplementary media in learning English vocabulary for young learners. *Nucl. Phys.*, 13(1),

104–116.

Katamba, C. V. (2021a). Jurnal Ekspresi Seni The Art Of Investigation Technique To Enhance Students ' Achievement In Writing. *Ekspresi Seni*, 1(23), 49–56.

Katamba, C. V. (2021b). Theatrical Performance and English as a Foreign Language Learning. *Ekspresi Seni*, 23(1), 14.

Linse, T. C. (2005). Practical English Language Teaching : Young Learners. *Education*.

Lintang, C., & Prasetyarini, A. (2021). *The Use of Animation Learning Video in Teaching Vocabulary to Young Learners During Pandemic Covid-19 Quarantine in SD Muhammadiyah Jatiyoso Academic Year 2020/2021*.

Maritha, E., & Dakhi, S. (2017). The Effectiveness of Picture: An Empirical Evidence in Vocabulary Mastery. *Journal of English Teaching*, 3(3), 163–176.

Marpaung, M. S., & Situmeang, H. J. P. (2020). Enhancing Students' Vocabulary through Authentic Materials and Multimedia. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 5(2), 1–16. <https://doi.org/10.35974/acuity.v5i2.2247>

Özer, D., & Avcı, İ. B. (2015). Cartoons as Educational Tools and the Presentation of Cultural Differences Via Cartoons. *Procedia - Social and Behavioral Sciences*, 191(4419), 418–423. <https://doi.org/10.1016/j.sbspro.2015.04.355>

Pun, M. (2014). The Use of Multimedia Technology

in English Language Teaching: A Global Perspective. *Crossing the Border: International Journal of Interdisciplinary Studies*, 1(1), 29–38. <https://doi.org/10.3126/ctbijis.v1i1.10466>

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. *Indonesian Journal of Research and Educational Review*, 1(1).

Taqwim. (2021). *Students' Perceptions of Using Animation Video in Teaching Vocabulary To 7th Grade Students of SMPN 14 Jambi City*.

Umasugi, S., Hanapi, Bugis, R., & Handayani, N. (2018). The Scramble Game in Improving Students ' Vocabulary At the. *Jurnal Retemena*, May.

Vitasmoro, P., Jatmiko, & iwan Candra, A. (2019). *Improving Student's English Vocabulary Mastery through Animation Cartoon*. 383(Icss), 505–509. <https://doi.org/10.2991/icss-19.2019.32>

Appendix

Pilot Test

Table 1. Discrimination Index

Number of Question	Discrimination Index	Interpretation
8, 35, 40, 46	DI ≤ 0.00	<u>Very Bad</u>
1, 3, 4, 5, 6, 9, 12, 17, 23, 24, 26, 27, 32, 33, 38, 39	0.00 < DI ≤ 0.20	Poor
2, 7, 10, 13, 14, 18, 19, 20, 21, 22, 25, 37, 41, 42, 44, 47, 48, 50	0.20 < DI ≤ 0.40	Satisfactory
11, 15, 16, 28, 29, 30, 31, 36, 43, 45, 49	0.40 < DI ≤ 0.70	Good
34	0.70 < DI ≤ 1.00	Excellent

Table 2. Level of Difficulty

Number of Questions	Level of Difficulty	Difficulty Degree
19	$P = 0.00$	Very difficult
12, 17, 20, 28, 44	$0.00 \leq P < 0.3$	Difficult
11, 13, 14, 15, 16, 30, 31, 32, 34, 36, 38, 43, 46, 47	$0.30 \leq P < 0.70$	Moderate
8, 18, 21, 22, 25, 27, 29, 33, 35, 39, 41, 42, 45, 49	$0.70 \leq P < 1.00$	Easy
1, 2, 3, 4, 5, 6, 7, 9, 10, 23, 24, 26, 37, 40, 48, 50	$P = 1.00$	Very easy

For the output of the article in the form of a performance video, please include the barcode url of the show video that is the object of research.

