



**IMPROVING VOCABULARY FOR YOUNG LEARNERS IN THE TENTH  
GRADE STUDENTS OF SMA MASEHI 2 PSAK SEMARANG THROUGH  
ANIMATION VIDEO AT THE ACADEMIC YEAR 2021/2022**

Final Project

Submitted in partial fulfillment of the requirements

For the degree of *Sarjana Pendidikan* in English

by

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FACULTY OF LANGUAGE AND ARTS EDUCATION  
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**2022**

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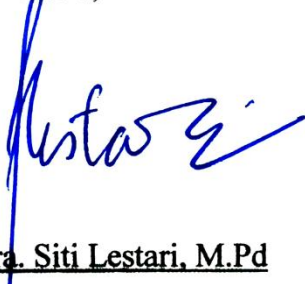
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I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writer's opinions or findings included in the final project are quoted or cited in accordance with ethical standards.

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## **MOTTO**

(Matthew 6:34)

“Therefore do not be anxious for tomorrow, for tomorrow will be anxious for itself. Each day’s own evil is sufficient.”

(Matthew 7:7-8)

“Ask, and it will be given you. Seek, and you will find. Knock and it will be opened for you. For everyone who asks receives. He who seeks finds. To him who knocks it will be opened.”

## **DEDICATION**

This paper is sincerely dedicated to:

1. Lord Jesus Christ who always blesses me with health and gives me guidance and fluency in completing this final project.
2. My beloved parents, Suwanto's father and Sukinah's mother have given love, prayers, motivation, and money to complete this final project.
3. My boyfriend, Restu Yussandhi, is someone who always gives me his shoulder and time
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5. All my friends “Mutiara, Atika, Aziza, and Habibah” always have an answer to every question.
6. The closest people I cannot mention one by one.

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## ABSTRACT

This research is entitled “Improving Vocabulary for Young Learners in The Tenth Grade Students of SMA Masehi 2 PSAK Semarang through Animation Video at The Academic Year 2021/2022”. This research aims to know the significant difference between the students' vocabulary competence before and after being taught using Animation Video. The objective of the study; (1) To find out the result students' vocabulary competence before being taught using Animation Video in the tenth grade of SMA Masehi 2 PSAK Semarang at Academic Year 2021/2022. (2) To find out the result students' vocabulary competence after being taught using Animation Video in the tenth grade of SMA Masehi 2 PSAK Semarang at Academic Year 2021/2022. (3) To find out the significant difference between the students' vocabulary competence before and after being taught using animation video in the tenth grade of SMA Masehi 2 PSAK Semarang at Academic Year 2021/2022. One Group Pre-Test Post-Test design was applied as the research design. The sample was taken from the tenth grade of 22 students in the Academic Year 2021/2022. The collected data were analyzed using manual and SPSS t-test. It was found that the students' vocabulary skills before being taught using animation video were low. Meanwhile, students' vocabulary skills after being taught using animation video is quite good. The t-test value is smaller than the t-table ( $-21,224 < 0.05$ ) which means that teaching vocabulary using animation video is very effective. At last, the paper proposed suggestions for teachers to use animation video in teaching vocabulary.

**Keywords:** *Vocabulary, Animation Video, Effectiveness.*



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## CHAPTER I

### INTRODUCTION

#### **A. Background of Study**

This chapter discusses the background of the study, reasons for choosing the topic, the problems statement, objectives of the study, hypothesis, significance of the study, and the definitions of the key terms.

Vocabulary is an important part of learning English. Because in English, we must be able to master the vocabulary first. McKeown (2002) argues that vocabulary is central to understanding and using a language. Learning this vocabulary will be a support in all elements of the English language, such as; listening, speaking, reading, writing. Vocabulary is the core of language knowledge, because vocabulary has the biggest role for learners in language acquisition (Cameron, 2001). English in Indonesia is known as a second tongue, which means to be taught after Indonesian. Because English is a second language, at present we are required to learn English. In addition, English is also a tool to communicate between countries with one another. Therefore, English is said to be an international language because it is from English that the economic, educational, political, and cooperation processes between countries become good.

Indonesians are not accustomed to using English in their daily lives. Because English plays a very important role, teaching English starts from elementary to university level. The goal is to raise the standard of English language education. According to Wood and Keser (2009) with Linse (2005), "learners' vocabulary development is an important aspect of their language development." The Indonesian government continues to strive to improve the skills of teachers with its teaching component regarding the quality and quantity of their vocabulary.

According to Hubbard (1983), the more words students know, the more accurately they can express the exact meaning they want. In addition, having a large vocabulary is very important to improve one's speaking skills. (Hudson,

2007). As a result, students require vocabulary as a tool for communicating with others. For that, teachers must communicate with students in English so that they become accustomed to speaking English. To get students interested in learning English, a teacher must use creative materials and interest techniques. One solution to this problem is to use animation video to teach vocabulary.

Animation video are interesting and relevant for learning vocabulary because they help students avoid boredom during regular (monotone) learning. Several previous studies have found that using animation video to teach vocabulary is effective.

Therefore, the researcher are interested in bringing up the title of this research: "IMPROVING VOCABULARY FOR YOUNG LEARNERS IN TENTH GRADE STUDENTS OF SMA MASEHI 2 PSAK SEMARANG THROUGH ANIMATION VIDEO AT ACADEMIC YEAR 2021/2022.

The researcher chooses tenth grade students as a subject rather than eleven and twelve grades because ten grade really needs variety and lots of vocabulary to improve its vocabulary in nine grades, another reason is that ten grade as transitional class related to the achievement of new vocabulary.

## **B. Reasons for Choosing The Topic**

Based on the background of the study above, the researcher has several reasons for choosing the topic. They are as follows:

1. The researcher uses animation video as media in the teaching-learning process because it is interesting and entertaining through the visual graphics and the sound effect. It can also be a variation in the teaching for teachers and give an impression to students.
2. The researcher chooses vocabulary skills because it is the basis of starting a language. The goal is that students can express the ideas they want to convey.
3. The researcher chose vocabulary skills because basic starting English usual learning, understanding, and knowing vocabulary and its meanings to make a good communication process. The researcher wants to support teachers in

providing material using alternative animation video so that students don't feel bored with monotonous learning.

### **C. Research Problems**

Based on the background above, the researcher has several questions that must be searched for the truth:

1. How is the students' vocabulary competence before being taught using animation video?
2. How is the students' vocabulary competence after being taught using animation video?
3. What is the significant difference between the students' vocabulary competence before and after being taught using animation video?

### **D. Objective of the Study**

The objective of the research is:

1. To find out the result of students' vocabulary competence before being taught using Animation Video in the tenth grade of SMA Masehi 2 PSAK Semarang at Academic Year 2021/2022.
2. To find out the result of students' vocabulary competence after being taught using Animation Video in the tenth grade of SMA Masehi 2 PSAK Semarang at Academic Year 2021/2022.
3. To find out the significant difference between the students' vocabulary competence before and after being taught using animation video in tenth grade of SMA Masehi 2 PSAK Semarang at Academic Year 2021/2022.

### **E. Hypothesis**

After paying attention to the research problems above, the researcher wants to draw a hypothesis, namely:

1. Ha: There is a significant difference in the vocabulary mastery of the tenth graders of SMA Masehi 2 PSAK Semarang before and after being taught using Animation Video.

2. Ho: There is no significant difference in the vocabulary mastery of the tenth graders of SMA Masehi 2 PSAK Semarang before and after being taught using Animation Video.

The use of animation video to increase students' vocabulary, researcher believe that students' vocabulary competence before and after being taught using animation video has a significant difference.

### **F. Significance of Study**

This study aims to determine whether animation video can increase the vocabulary of class X students at SMA Masehi 2 PSAK. And there is a difference before and after using animation video on the mastery of English vocabulary in class X SMA Masehi 2 PSAK Semarang. This research can be useful for:

#### 1. Teachers

- a. As teachers' input that video animation media can be used to help the alternative learning process from ordinary learning.
- b. Improve the skills and competencies of teachers in implementing the learning process to make it more interesting

#### 2. Students

Students can learn to understand and remember English vocabulary easily in a fun atmosphere using animation video.

#### 3. The Readers and Next Researchers

The results of this study are expected to contribute to future researchers to conduct other research on similar studies.



## **G. The Definition of Key Terms**

### **1. Vocabulary**

Linse 2005 says vocabulary is a collection of words that a person knows. The meaning of the opinion Linse relates to the number of words that a person has collected along with the meaning of the vocabulary that has been understood. Its function is when we see something from all aspects of life we can express it through words. The goal is so that people know what we see and understand our intent and purpose. Vocabulary knowledge can include knowing the meaning of words, knowing how to match each word with synonyms or equivalent words in the language, and knowing the meaning of words.

From the explanation above, the researcher concludes that vocabulary is a collection of words that someone knows intending to let others know the meaning and purpose of the words we use.

### **2. Animation Video**

Based on Herzog (2005) it is said that animation refers to "animate". The word "animate" is entered into a verb that means to animate, to move into action, and to inspire. From the explanation of the meaning of the word above animation is an effect given to an image to make it appear as if it is moving alive, to act with an inspiring purpose. In this case, animation video is included in the media approach that is visualized into art and is aesthetically connected through the help of applications and the results can be in the form of films or even short video. These animation video are very effective in improving students' ability to add and remember the words they get. Because when they are interested in animation video, of course, students are more enthusiastic about learning.

So from the explanation above, the researcher concludes that video animation is a method in which images are manipulated to look like moving images. Which is the result of merging this can be seen by students through films or short animation video.

### 3. Media

Media comes from the Latin *medius* which means intermediary or introduction. According to Arsyad (2002; 4) media is an intermediary or messenger from the sender to the recipient of the message. This means that the media is an intermediary tool to convey the information intended by the recipient of the message. Examples of intermediaries are newspapers, magazines, radio, television, films, posters, and banners. In the context of education, the intermediary media in question are; teachers, textbooks, and the school environment. More specifically, intermediary media in the learning process refers to; graphic, photographic, or electronic devices for capturing, processing, and rearranging visual or verbal information.

From the explanation above, the researcher can conclude that the media is an intermediary tool or place to convey an idea or information both visually and verbally. As well as animated video that mediate between learning materials from teachers and students while studying.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. The Teaching English in Senior High School**

Teaching English in secondary schools focuses on four language skills including; listening, speaking, reading, and writing. Language components such as vocabulary, structure, spelling, and pronunciation are taught and integrated into the teaching of the four language skills. Many factors must be considered by teachers to be effective in teaching English in high school, including; the English curriculum in secondary schools, English language teaching objectives, and teaching materials.

#### **B. The English Vocabulary**

One way to learn a foreign language can be through vocabulary. Vocabulary learning for students should be encouraged by teachers who create interesting ways to teach vocabulary. This is not an easy task for a teacher, because it requires a good teacher not only to teach his students but also to do more to teach successfully. Teachers should be able to make learning easy and fun as good facilitators and mentors for students. Teachers should improve their knowledge of how to teach good vocabulary or the techniques that will be used to provide a pleasant environment for students when they receive lessons. To master English vocabulary, teachers need to pay attention to several things about vocabulary understanding, types of vocabulary, and fluency in English vocabulary.

##### **1. Definition of English Vocabulary**

When learning a language, learners will be familiar with the components of the existing language, such as structure, spelling, pronunciation, and vocabulary. Mastery of a language requires vocabulary as one of the important components of language. There are many definitions of English vocabulary. According to Murcia and Olshtain from McCartney, vocabulary is the single most important element for learners to learn a new language and is responsible for acting

carefully in encouraging discourse or ideas. According to Hornby defines vocabulary is several words that makeup language through definition or translation. Next, Linse (2005) argues that vocabulary is a collection of words that a person knows. And, Roget (1980) argues that vocabulary is all words in a language, a list of words that are often defined or translated, as well as terminology for a particular subject area, industry, or subculture. This definition leads to the conclusion that vocabulary is a collection of words with a wide range of meanings.

According to Long and Richard (2007), they say that having a rich vocabulary allows students to improve their listening, speaking, reading, and writing skills. Not only in the way they understand but also in the way they produce English. Furthermore, August, Carlo, Dressler, and Snow (2005) stated that English learners who experience slow vocabulary development are less able to understand texts at the grade level compared to their peers.

Many scholars and writers define vocabulary differently. Vocabulary learning is a basic and important part of learning English according to Cameron (2003). Then the American College Dictionary states that vocabulary is a collection of words used by a particular class or person. Meanwhile, Najah (2013), concluded that vocabulary is some words in a language, including single words to express ideas as well as multi-word idioms that can be understood in a connected manner.

From the explanation above, the researcher concludes that vocabulary is all words that are used as a communication tool to help people communicate and understand ideas clearly.

## 2. Teaching English Vocabulary.

According to Penny Ur about teaching English vocabulary is to give the number of new words to children, they need to know for ten children must know some points that need to be taught in teaching vocabulary. This opinion means that teaching English vocabulary must provide students with many new words so that they know how far they understand through the points obtained.

According to Penny Ur, there are several important points that must be considered in teaching English vocabulary, namely:

a. Pronunciation and spelling

Students need to know the pronunciation of words (pronunciation) and what it looks like (spelling). In teaching these two aspects must be conveyed accurately to students and learned pronunciation and spelling is a stimulus. The first attraction here is that animation is a common source for introducing new words in real life and animation often does much to transform boring teaching.

b. Aspects of the relationship meaning

How is the meaning of a subject related to teaching materials that are useful for teaching? Thus the explanation, a relationship between the learning process requires supporting materials in conveying the main topic that aims to; explain a new object, practice it, or learn it. The relationship cannot be separated and everything is interrelated. If they are not interrelated, the learning process cannot run properly according to the target to be taught.

### **C. Animation Video as an English Teaching Media:**

When achieving satisfactory results in applied learning, here the media used in terms of education must be chosen carefully. For example, learning vocabulary through animation video media, this kind of learning media was chosen to help build students' English vocabulary. An explanation of the use of animation video media to teach English vocabulary is as follows:

1. Definition of Teaching Media

According to Arsyad (2009), learning media are media that carry learning objectives in the form of message or learning information. it means that the media is a means to express thoughts that contain information.

There are basic standards of teaching media, according to Arsyad (2009), namely:

- a. Learning media has a physical meaning called hardware. Hardware is an object that can be seen, heard, and touched through the five senses. One example is a laptop.
- b. Teaching media has a non-physical meaning. We call this software which must be communicated to students in the form of hardware. For example, animated videos require a laptop to communicate.
- c. The focus of teaching media is pictures and sound. This means that teaching is emphasized only in terms of images and sounds. For example, animated videos. Because the animated video contains an image to contain information and sound as an explanation.

## 2. Kinds of Media of Teaching

We know that teaching media are all tools or aids that can be used by teachers and students to achieve certain educational goals. Then there are media for teaching materials that can be divided into several classifications.

According to Mahajan (2012), media are classified into seven categories such as:

### a. Graphic media

Graphic media means all types of media in printed form. Such as books, pictures, photos, maps, charts, posters, charts, diagram.

### b. Display rack

Display rack is a board used to display information in small groups, such as blackboards, bulletin boards, flannel boards, and pegboards.

### c. Three-dimensional (3D) media

Three-dimensional media is media whose appearance can be observed from any point of view and has dimensions of length, width, and height/thickness. For example models, objects, specimens, puppets, and statues.

### d. Projected media

The purpose of the project is media that requires a projector to help display or convey messages. For example, a film requires a television to tell a story. There is also a film that is projected through a laptop if it is in the form of a

CD. Other examples are slides, transparencies, films, videotapes, gramophones, recordings.

e. Audio media

Audio media is media that only contains sound and its voice can be heard. Such as radio, audio cassette, gramophone, LPs.

f. Media video

This media is a combination of audio and visual, so this media can be seen and heard. For example; TV projects a movie. Other examples besides TV are video cassettes, CDs, computers.

g. Meaning of activity

The meaning of activity is a job that is done. For example field trips, dramatizations, demonstrations, and role-playing.

### 3. Teaching English Vocabulary using animation video

Many media can be applied in teaching vocabulary. However, a teacher must be smart and careful in choosing the media used, so that the process of learning English vocabulary is successful with satisfactory results.

One way to teach English vocabulary is by using animation video media. According to researcher, animation video media is suitable for high school students because it can reduce anxiety, boredom, and can increase students' enthusiasm to be involved in learning activities. The most important thing here is that the animation video used must be following the characteristics and needs of tenth graders. In the tenth grade, most students like to watch animation video because their world is still full of fun activities.

In this study, the researcher assumes that animation video media is suitable to be chosen as a medium for teaching English vocabulary for high school because middle school teaching can be more focused, cheerful, and fun when following the lesson.

#### 4. Steps to Teach English Vocabulary using animation video

The steps to teach English vocabulary using animation video are:

- Pre-Activity

The teacher greets students and introduces themselves first to students, checks the attendance list, and motivates students by asking questions related to the material to be taught.

- Temporary Activities

The teacher shows an animated film to the students, asks them to name pictures from the animation video, explains the animation video in English, allows students to ask questions, and assigns several students to explain the students' opinions. Animation video are used to explain difficult or new vocabulary, and to explain simpler material. So, students understand it better, and the teacher can give tests for the material that has been explained.

- Posting Activities

The teacher instructs students to take a test, submits their answers, discusses the test with the class, allows students to ask questions, gives homework, and concludes the lesson.

#### **D. Previous Studies**

Animation video is interesting and relevant for learning vocabulary because they help students avoid boredom during regular (monotone) learning. Several previous studies have found that using animation videos to teach vocabulary is effective. Dian Purnama (2018) has conducted research by taking pre-test and post-test groups (classes) at Darul Ulum Banda Aceh without using a control group. The findings of this study indicate that animation videos can increase students' vocabulary skills. This can be seen from: the ability of students to spell vocabulary well, the ability of students to pronounce most of the words correctly and, students can recognize words in the vocabulary. As a sample, she took the first-year academic of student Darul Ulum Banda Aceh. As a finding, she concludes that the use of interactive videos could further improve students' ability



in mastering vocabulary. In his thesis, she states that the use of media such as interactive videos can contribute to students' achievement in learning vocabulary.

The second research from Siti Nanda Haslida (2018). This research was conducted by proving English videos on improving students' abilities at MTsN 7 Aceh Besar. In collecting data, he used a pre-experimental research design. This study aims to determine whether short English videos can improve students' English vocabulary skills orally and identify short English videos obtained. In his research through the t-test, it was found that there was a difference between the post-test scores which were higher than the pre-test. This means that English videos can improve students' oral EFL vocabulary skills. In addition, through the provision of questionnaires students have a positive opinion on vocabulary learning through short English videos. In the questionnaire, they agreed about short English videos improve their vocabulary mastery and also help to attract students' interest in learning vocabulary.

The third research is from Adinan Duerahae (2019). The purpose of this research is to find out whether the use of animation videos can improve students' vocabulary mastery and identify what happens when animation videos are used as a medium in teaching vocabulary. The research was conducted at MI Darussalam Wonodadi, Blitar using action research methods. The purpose of action research is that researchers act as teachers in the teaching and learning process. Meanwhile, the observation was carried out by the English teacher. In this study, the researcher taught vocabulary using animation videos to 21 students. This research is divided into two stages, with each stage there are two meetings and each meeting has 4 steps. The four steps include planning, implementation, evaluation, and reflection. The researcher collects data through initial observations, observations, interviews, questionnaires, and tests. The test was administered before the action (pre-test) and after the action (post-test). From the data that has been obtained, the researcher concludes that animation video is an interesting and effective medium for teaching vocabulary.

The latest research as a reference for my research is the research of Sri Wahyuni (2019), which says that the results of his research are very significantly

different between before and after the study provide animation videos. He conducted research for class X.F at SMPN 1 Watang Pulu by concluding these results that animated videos can build vocabulary mastery.

Therefore, the researcher is interested in bringing up the title of this research: "IMPROVING VOCABULARY FOR YOUNG LEARNERS IN TENTH GRADE STUDENTS OF SMA MASEHI 2 PSAK SEMARANG THROUGH ANIMATION VIDEO AT THE ACADEMIC YEAR 2021/2022.

The researcher chooses tenth-grade students as a subject rather than eleven and twelve grades because ten grade needs variety and lots of vocabulary to improve its vocabulary in nine grades, another reason is that ten grade as transitional class is related to the achievement of new vocabulary.

**CHAPTER III**  
**RESEARCH METHOD**

The research method was critical in all studies because it serves as a guideline for achieving the study's goal. The third chapter discussed the research method used by the author in his study. It consisted of research design, population and sample, research instruments, data collection techniques, and data analysis techniques.

**A. Research Design.**

This research was research with experimental design. This experiment will be used to see if there is a relationship between the cause and effect after treatment in the experimental group. This research design tries to assign responsibility and define the following steps to created more accurate and objective results. The themes of this research were class tenth students who consisted of one class. There were two variables in this study, namely;

1. Independent Variable was Animation video
2. Dependent Variable was Vocabulary

Researcher used Pre Experimental Research Design (Pretest-Posttest One Group) in this case because researcher wanted to know the difference between before and after using animation video.

**Table 3.1**  
**One Group Pre-test Post-test**

Group	Pre-test	Treatment	Post-test
Experiment	O <sub>1</sub>	X	O <sub>2</sub>

Information;

O<sub>1</sub> : Pre-Test      X: Treatment      O<sub>2</sub> : Post-Test

The study was conducted in only one group without using another control group. So this experiment is called a pre-experimental design (simple experiment). There are three stages in this one group pre-test post-test design, namely:

1. The researcher conducted a pre-test to determine the students' vocabulary mastery before being taught using animation video. This pre-test is formulated as (O1). The researcher used a test by giving 50 English words to be answered in Indonesian. The content of this test is adjusted to the material that will be taught for the tenth grade.
2. Researcher applied experimental treatment to the subject (student). Utilize students taught using animation video. This experimental treatment was formulated as (X).
3. Researcher conducted a post-test to measure students' vocabulary mastery after being taught using animation video. It is formulated as (O2). At this stage, the researcher uses the same test as the pre-test, namely; by giving 50 words to answer in Indonesian.

To find out how effective this method is, the researcher uses the calculation method by reducing O2-O1.

The researcher used experimental research with the first stage of the pre-test which until now the students' vocabulary mastery skills have not been treated to animation videos. The second is treatment, and post-test. This aims to determine the extent to which the development of students' vocabulary mastery after being treated to an animation video.

## **B. Population and Sample**

Arikunto (2002) argues that if the population of a study is less than 100, the researcher can take the entire population as a sample. On the other hand, if more than 100 can be taken 10-25 percent of the population as a sample. According to Arikunto's opinion, the population in this study were all tenth-grade students in one of the SMA Masehi 2 PSAK classes, and the researcher chose a sample of 22

classes from 1 class. Before getting treatment, the researcher gave a pre-test to the experimental class. After that, continue the treatment. If the treatment has been completed then a post-test is carried out. For the results, the post-test scores were compared with the pre-test scores to obtain the difference in scores between the pre-test and post-test scores. Therefore, the difference between the pre-test and post-test scores was obtained from these results. This study compares the dependent variable between before and after treatment using animation video.

There is an opinion Palys (2008) about purposive sampling. He points out that purposive sampling is sampling as a series of strategic choices about who, where, and how one conducts research. The sample is part of a representative population to be studied. Before conducting the research, the researcher discussed with the teacher who taught the English class in the first semester of the tenth grade and then led some considerations. For this reason, many students in grade ten especially in social studies class have little vocabulary mastery.

### **C. Research Instrument**

A research instrument is a tool used by researcher when collecting data. The goal is to simplify work and obtain better, complete and consistent results so that the data is easy to process. According to Arikunto's opinion, the instrument is categorized into two types, namely test, and non-test. In addition, he also explained that the test is a set of questions or exercises that are used to measure the skills, knowledge, intelligence, abilities, or talents possessed by individuals or groups.

Researcher used 50 words that students had to translate. However, before the questions are tested on students, the writer must first measure the validity. The purpose of validity is to obtain accurate data. That is, with the validity of the level of accuracy of an instrument to test certain groups will get accurate results. To measure the validity of the test, the content of the test must be following the curriculum provided. in addition, the educational materials used by the school should be built on each subject. In this case, the instrument will be validated by the teacher.

#### **D. Technique of Collecting Data**

The researcher went through several stages to gather data, starting with:

1. Requesting permission from the SMA Masehi 2 PSAK Principal to experiment last between 3 weeks.
2. Giving a pre-test to see how well students know the material. For class X, use animation videos to help students learn the language and see how they respond. For this reason, two meetings need to be held.
3. Providing Vocabulary learning to students using animation videos with notes that students must understand.
4. Giving post-test to students to see their abilities after being given Vocabulary learning using animation video media.
5. Giving a questionnaire after giving the post-test.
6. Documenting the recorded events during learning that can be useful as research support and as an illustration of how the research process is carried out.

#### **E. Technique of Analyzing Data**

The following steps were taken by the researcher to analyze the data:

1. Obtaining the mean, median, modus from the pre-test and post-test scores.
2. Obtaining the standard deviation from the pre-test and post-test scores.
3. To find out the significant difference between the two, it is necessary to do a T-test on the pre-test and post-test scores.

The data analysis technique is the method of processing data of the findings in an investigation. The T-test is being used to analyze the data. The researcher should determine the mean, mode, median, and standard deviation of the pre-test and post-test scores using the t-test.

The formula for calculating the mean, median, modus and standard deviation is as follows:

1. The formula of calculating the mean:

$$\bar{X} = \frac{\sum X}{N}$$

Note:

$\bar{X}$  : Mean

$\sum X$  : Sum of scores

$N$  : Number of scores

2. The formula of calculation of median

$$Md = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

Note:

$Md$  : Median

$b$  : Lower limited, where the median located

$N$  : Amount of the data

$P$  : Length of the class interval

$F$  : Number of all classes before the class median frequency

$f$  : Frequency median class

3. The modus calculation

$Mo$  = Many values that appear frequently

4. The standard deviation calculation formula

Standard Deviation (SD)

$$S = \sqrt{\frac{\sum (X - \bar{X})^2}{N - 1}}$$

Notes:

S : Standard deviation

X : Individual scores

N : Number of scores in group

Meanwhile, to determine the vocabulary mastery of tenth graders of SMA Masehi 2 PSAK Semarang. The researcher used animation video to make English reading criteria based on scores. Each score is calculated by the number of scores multiplied by 2, the following formula is used by the researcher:

$$\begin{aligned} \text{Score} &= S \times 2 \\ &= 50 \times 2 \\ &= 100 \end{aligned}$$

As a result, the highest possible score is 100, and the lowest possible score is zero. The data description of the test scores of the students will be classified into five criteria. According to Arikunto, the test score is measured using the following criteria:

**Table 3.2**  
**Category of Score**

Score	Category
90-100	Excellent
80-89	Good
70-79	Sufficient
60-69	Low
≤60	Poor

The table above serves as a standard for assessing student performance on the pre-test and post-test. To start the research, the researcher gave a pre-test to the students to determine their basic vocabulary and where they stand in terms of



vocabulary mastery. The researcher shares 50 questions that must be searched for translations. The maximum score is 100, so each correct question gets a score of 2.

Finally, the researcher obtained the students' scores in the pre-test and post-test. Then the pre-test scores were compared with the post-test scores, the aim was to find out how far the students' quality had improved after receiving several treatments. Based on the data collected, this study uses a data analysis method known as the t-test. The researcher conducted a T-test with the help of the IBM SPSS statistical 26 application.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this fourth chapter, the researcher discusses, explains and analyzes the data to find answers to the problem statements in the first chapter. Here, researchers get data from English Vocabulary assignments before and after students are taught vocabularies using animation videos.

#### **A. Description of Research Location**

SMA Masehi 2 PSAK Semarang is an A-accredited private school located at Jl.Gemah Raya No.8 East Semarang. The school has 102 students and 20 teachers. One of the goals of this institution is to train students to believe in God Almighty, respect people of all ethnicities without discriminating against class and excel in achievement. This school also puts forward the basics of entrepreneurship so that students have an entrepreneurial and creative spirit.

#### **B. Data Presentation**

This study used a pre-experimental design. Pre-experimental design is a study that is not influenced by control variables. In this study, the researcher only used one class for the experiment. Meanwhile, to find out the results, the researcher collected data only by taking the results of the pre-test and post-test from the experimental class. The research subject is the tenth grade of SMA Masehi 2 PSAK Semarang, with 22 students.

In this study, the researcher acted as a teacher and used media assistance to analyze student score data collected from the pre-test and post-test. Therefore, the process of teaching vocabulary and the evaluation process were carried out by the researcher themselves. This research was conducted to know whether there was a significant difference between before and after student learning through animation video. For researcher to obtain valuable data, researcher conducted a preliminary test (pre-test) to understand students' abilities before receiving treatment in the form of animation video. Furthermore, conducting field investigations and teaching to the experimental class.

The first meeting was held on October 27, 2021. Researcher learned the basic skills of the students of SMA Masehi 2 PSAK Semarang from the pre-test. The predicted score during the pre-test showed that the quality of his English vocabulary was better, with the highest score of 84 points and the lowest score of 45 points. After understanding the facts obtained from the pre-test scores, the researcher tried to teach English vocabulary with animation video. Here the animation video acts as a learning media. Therefore, animation video must be a good stimulus and comfortable input for students. To improve mastery of English vocabulary and provide students with a conducive and fun learning environment.

The second research was carried out on November 3, 2021; researcher began to prepare animation video to improve student's vocabulary mastery in the tenth grade of SMA Masehi 2 PSAK Semarang. The title of the video chosen by the researcher for the treatment is "Cinderella", from English Fairy Tales with a video duration of about eleven (11) minutes. At this stage, before the researcher gave the post-test, students were invited to review the video again 1-2 times and discuss the words that had been learned during the video playback.

The third research was carried out on November 10, 2021. At this stage, the researcher gave a post-test to the experimental class and checked the students' answers. Furthermore, the last research was on November 17, 2021, by giving questionnaires to students related to learning using animation video. The following is the process of giving treatment to class X students of SMA Masehi 2 PSAK. The time allocation for each meeting is 120 minutes. However, before the researcher taught the students in the class, the researcher met with the English teacher. The reason is so that researchers know the situation and conditions in the classroom. To reduce questions from students, the researcher explained to students in advance the purpose of this research.

**Table 4.1**  
**The Day and Date of doing the research**

No	Day/Date	Activities	Time (Minutes)
1	Wednesday, 27 Oktober 2021	Pre-Test	1 x 60 Minutes
2	Wednesday, 3 November 2021	Treatment 1	1 x 60 Minutes
3	Wednesday, 10 November 2021	Treatment 2	1 x 60 Minutes
4	Wednesday, 17 November 2021	Post-test and Questionnaire	1 x 60 Minutes

The description of the above table will be explained below:

1). First Meeting (Wednesday, 27 October 2021)

At the first meeting, the researcher entered the class with the English teacher. Then the researcher checked the attendance list of students by calling their names one by one and to get to know them more closely by doing self-introduction. After a few minutes, the researcher explained the materials and media that students would learn and use during the teaching and learning process. Furthermore, to determine the students' vocabulary skills, the researcher gave a pre-test. In the pre-test, students must write a translation of the questions that have been prepared. And then the researcher discussed which words were the easiest for students to remember until one hour of class was over.

2). Second Meeting (Wednesday, 3 November 2021)

Before studying, the researcher asked the students to pray together for success in learning. Then, the researcher checked the attendance list of students by calling their names one by one. Then, the researcher gave 1x round of the animation video with the title "Cinderella" and interacted about the animation video that had been shared. Next, students are directed to write the vocabulary shown in the video. After that, each student must translate the vocabulary from the results of his writing. The researcher found that many of the students had

difficulty finding the translation of difficult words. Then the researcher assisted the students to understand the written vocabulary.

It takes about 40 minutes to do. Furthermore, students are expected to exchange worksheets with each other so that the process of checking answers can be carried out together.

### 3). Third Meeting (Wednesday, 10 November 2021)

In this third meeting, the researcher reviewed last week's material. However, before reviewing, students were given instructions to write 10 English vocabularies in 5 minutes as a start. Furthermore, the researcher conducted a review of the animation video entitled Cinderella. The video is played 1-3 times so that students understand what is being said. Next, the researcher gave questions and answers about the words in the video randomly to students by closing the notebook. After that, the researcher also reviewed difficult words so that students understood the meaning of the words in the animation video. From this meeting, many students were able to understand the meaning of the words in the animation video. From these results, the researcher is sure to give a post-test at the fourth meeting.

### 4). Fourth/Final Meeting (Wednesday, 17 November 2021)

At this meeting, the researcher gave a post-test question that contained the same content as the pre-test. To work on the post-test questions, the researcher gave 25 minutes, so that students were free to answer correctly. Then, the questions that have been done are collected to be corrected by the researcher. Next, the researcher gave 20 minutes to review words that might be difficult for students.

At the last meeting, the researcher gave a questionnaire to the students. To know how much influence the application of animation videos as a medium of learning has on their vocabulary skills

### C. Analysis of Study Results

Based on the tests given to students, the researcher obtained test results that were following the students' abilities. In this study, researcher also analyzed data that had been collected from 22 tenth graders at SMA Masehi 2 PSAK Semarang, to be precise in the odd semester of the 2021/2022 school year. The data consisted of pre-test, post-test, and questionnaire. The pre-test and post-test data showed an increase in student achievement in achieving the target of English vocabulary. In the last remaining time after giving the post-test, the researcher gave a questionnaire to the students. The aim is to find out their responses about the use of animation video in improving English vocabulary in the classroom.

Researcher provide the table below to categorize student scores:

**Table 4.2**  
**Target and Vocabulary points**

No	Target	Score
1	40-50 words ( X 2 )	80 – 100
2	33-39 words ( X 2 )	66 – 79
3	29-32 words ( X 2 )	56 – 65
4	20-27 words ( X 2 )	40 – 55
5	> 26 words ( X 2 )	> 40

Explanation:

- 1 word is worth 2, if true 50 words then;  $50 \times 2 = 100$ .
- The scores obtained by students are classified according to the table above.

Based on the table above, the existing categories show how much students can understand the vocabulary that will be given in the pre-test and post-test. After the researcher made initial observations, it was found that some students had difficulties in some vocabulary.

The following table presents the results of students' pre-test and post-test in the odd semester of 2021-2022

**Table 4.3**  
**Pre-test and post-test results.**

<b>No</b>	<b>Code</b>	<b>Pre-Test</b>	<b>Post-Test</b>
1	CF	76	98
2	CK	64	78
3	DAY	80	100
4	KMEP	74	86
5	MPN	74	98
6	PD	68	84
7	SKRSP	68	92
8	TAP	52	72
9	AP	84	96
10	SV	50	70
11	DGA	66	78
12	DNZ	82	100
13	ET	62	82
14	KGS	56	80
15	MMH	56	74
16	SM	76	100
17	SKKD	66	90
18	VNPS	60	80
19	MD	78	92
20	CLA	82	100
21	NAHS	80	100
22	YW	46	70
<b>SUM</b>		<b>1500</b>	<b>1920</b>

There are 22 students in the class. The table above shows that the lowest score from the pre-test is 46 and the highest score from the pre-test is 84. In addition, 70 are the lowest score from the post-test, and 100 are the highest score from the post-test.

#### **D. Pre-Test and Post-Test Scores Using Manual**

Enter the data that has been obtained in the Frequency Distribution List table. The goal is to calculate the average score/mean ( $\bar{X}$ ), variance ( $S^2$ ), and standard deviation ( $SD$ ).

##### **1). Calculation of the range of scores for the pre-tests class.**

(46, 50, 52, 56, 56, 60, 62, 64, 66, 66, 68, 68, 74, 74, 76, 76, 78, 80, 80, 82, 82, 84)

Range ( $R$ ) = highest score – lowest score

$$R = 84 - 46$$

$$R = 38$$

So, the pre-test score range for the class is 38. Calculation of the class score interval for the pre-test class.

$$\text{Class interval (k)} = 1 + 3.3 \log n$$

$$k = 1 + 3, 3 \log 22$$

$$k = 1 + 3, 3 (1.3)$$

$$k = 1 + 4, 29$$

$$k = 5, 29$$

$$k = 5$$

The results of the interval class above show 5.29 so that the researcher rounds the number to 5.



The calculation of the length of the class value for the class pre-test uses the formula as given by Sudjana (1989):

$$\text{Class length } (P) = \frac{R}{k}$$

$$(P) = \frac{R}{k}$$

$$(P) = \frac{38}{5}$$

$$(P) = 7,6$$

$$(P) = 8$$

The result of the length of the class above shows 7.6 so that the researcher rounds the number to 8.

**Table 4.4**  
**Frequency Distribution of Pre-Test**

No	Score	F	Category
1	77-84	6	Excellent
2	69-76	4	Good
3	61-68	6	Sufficient
4	53-60	3	Low
5	45-52	3	Poor
SUM		22	

## 1. Calculation mean of pre-test

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{1500}{22}$$

$$\bar{X} = 68,18$$

## 2. Calculation median of pre-test

$$Md = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$Md = 61 + 8 \left( \frac{\frac{1}{2}22 - 6}{6} \right)$$

$$Md = 61 + 8 \left( \frac{11 - 6}{6} \right)$$

$$Md = 61 + 8 \left( \frac{5}{6} \right)$$

$$Md = 61 + 8 (0,83333333)$$

$$Md = 61 + 6,66666664$$

$$Md = 67,6666666$$

$$Md = 68$$

## 3. Calculating modus of pre-test

*Mo = many values that appear frequently*

$$Mo = 56, 66, 68, 74, 76, 80, 82$$

#### 4. Calculating Standard Deviasi of Pre-Test

$$S^2 = \sqrt{\frac{\sum(X_i - \bar{X})^2}{N - 1}}$$

$$S^2 = \sqrt{\frac{2712}{21}}$$

$$S^2 = \sqrt{129,142857}$$

$$SD = 11,3641039$$

$$SD = 11,363$$

**Table 4.5**  
**Descriptive Statistics of Pre-test**

<b>Statistics</b>		
PreTest		
N	Valid	22
	Missing	1
Mean		68,18
Median		68,00
Mode		64 <sup>a</sup>
Std. Deviation		11,363
Minimum		46
Maximum		84
Sum		1500

#### 2). Calculation of the range of scores for the pre-tests class.

(98, 78, 100, 86, 98, 84, 92, 72, 96, 70, 78, 100, 82, 80, 74, 100, 90, 80, 92, 100, 100, 70)

Range (R) = highest score – lowest score

$$R = 100 - 70$$

$$R = 30$$

So, the pre-test score range for the class is 30. Calculation of the class score interval for the pre-test class.

$$\text{Class interval (k)} = 1 + 3.3 \log n$$

$$k = 1 + 3, 3 \log 22$$

$$k = 1 + 3, 3 (1.3)$$

$$k = 1 + 4, 29$$

$$k = 5, 29$$

$$k = 5$$

The results of the interval class above show 5.29 so that the researcher rounds the number to 5.

The calculation of the length of the class value for the class pre-test uses the formula as given by Sudjana (1989):

$$\text{Class length (P)} = \frac{R}{k}$$

$$(P) = \frac{R}{k}$$

$$(P) = \frac{30}{5}$$

$$(P) = 6$$

The results of the manual calculation above show that the class length for the post-test class is 6.

**Table 4.6**  
**Frequency Distribution Post-test**

No	Score	F	Category
1	95-100	8	Excellent
2	89-94	3	Good
3	83-88	2	Sufficient
4	77-82	5	Low
5	71-76	4	Poor
SUM		22	

1. Calculation mean of post-test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1920}{22}$$

$$\bar{X} = 87.2727273$$

$$\bar{X} = 87.27$$

2. Calculation median of post-test

$$Md = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$Md = 83 + 6 \left( \frac{\frac{1}{2}22 - 9}{2} \right)$$

$$Md = 83 + 6 \left( \frac{11 - 9}{2} \right)$$

$$Md = 83 + 6 \left( \frac{2}{2} \right)$$

$$Md = 83 + 6 (1)$$

$$Md = 89$$

Because the value listed above shows 89, the median class is between the values 88 – 90.

3. Calculating modus of post-test

*Mo = many values that appear frequently*

$$Mo = 100$$

4. Calculating Standard Deviasi of Pre-Test

$$S^2 = \sqrt{\frac{\sum(X_i - \bar{X})^2}{N - 1}}$$

$$S^2 = \sqrt{\frac{2492,364}{21}}$$

$$SD = \sqrt{118,6839826666667}$$

$$SD = 10.8942179$$

**Table 4.7**  
**Descriptive Statistics of Post-test**

PostTest		
N	Valid	22
	Missing	
Mean		87,27
Median		88,00
Mode		100
Std. Deviation		10,894
Minimum		70
Maximum		100
Sum		1920

**3). There is a significant difference in students' abilities before and after being taught using animation video.**

Before setting the hypothesis, the researcher must conduct a T-test by knowing the following important things:

- A. If the significant level is less than 0.05 then the alternative hypothesis ( $H_a$ ) is accepted. This means that there is a significant difference in student scores before and after they were taught to use animation video as a media.
- B. If the significant level is greater than 0.05 then the null hypothesis ( $H_o$ ) is accepted. This means that there is no significant difference in student scores before and after they were taught to use animation video as a media.

Researcher analyzed the data using IBM SPSS statistics 26 to determine whether the level of significance was greater or less. The explanation above determines the significant impact of using animation video on tenth graders in learning vocabulary mastery. T-test data was obtained from the results of the pre-test and post-test. In the pre-test, students have not been taught animation video. While in the post-test students have received teachings using animation video. The average pre-test score of students who have not been taught using

is 68.18, and the average score of students who have not been taught using animation video is 87.27. The difference in the score between the two classes was 19.09. Data analysis was carried out to determine the difference in scores between the pre-test and post-test scores. The result is as described below:

**Table 4.8**  
**The Mean Score Table of Pre-test and Post-test**

<b>Pre-test (Before Using Animation Video)</b>	<b>Post-test (After Using Animation Video)</b>	<b>The Difference between Pre-test and Post-test</b>
<b>68.18</b>	<b>87.27</b>	<b>19.09</b>

To find out whether there is a significant effect between before and after being taught the use of animation video. The researcher used the T-test on the pre-test and post-test scores to conclude.

**Table 4.9**  
**T-Test by SPSS**

**Paired Samples Test**

		Paired Differences			95% Confidence ...
		Mean	Std. Deviation	Std. Error Mean	Lower
Pair 1	Pre_Test - Post_Test	-19,091	4,219	,900	-20,962

**Paired Samples Test**

		Paired ...			
		95% Confidence Interval of the ...			
		Upper	t	df	Sig. (2-tailed)
Pair 1	Pre_Test - Post_Test	-17,220	-21,224	21	,000

Based on the results of the SPSS, the significant table shows the value of sig. 2-tailed 0.000. This means that (Sig. 2-tailed) there is a significant influence between before and after giving animation video on students' vocabulary. Because the t-test is smaller than the t-table, the researcher can



conclude that the impact of using animation video can increase vocabulary mastery. This explanation refers to the positive hypothesis (Ha) by stating that:

"There is a significant difference in the vocabulary mastery of the tenth graders of SMA Masehi 2 PSAK Semarang before and after being taught using Video Animation." For this reason, the use of animation video in increasing students' vocabulary is accepted.

## **E. Discussion**

Researchers carried out this research at SMA Masehi 2 PSAK Semarang. The sample used by the researcher was 22 students from the tenth grade of Social Studies in the academic year 2021/2022. In this study, the researcher acted as a teacher as well as a student's ability tester. The reason researchers prefer animation video as learning media is because animation video have a good impression to increase students' vocabulary. Researchers also believe that the results obtained between before and after using animated videos are significantly different.

Learning English does not escape the existence of vocabulary, because vocabulary itself is the basis for each of us to learn English. The problems that often arise are the lack of vocabulary in learning English. The effect is that when someone asks in English, we don't know how to express it correctly even though we know what he or she is talking about. From these problems, the researcher has several problem questions including; 1). How is the students' vocabulary competence before being taught using animation video? 2). How is the students' vocabulary competence after being taught using animation video? 3). What is the significant difference between the students' vocabulary competence before and after using animation video?

The purpose of this research itself is to answer the problems that exist in between; 1). To find out the result students' vocabulary competence before being taught using animation video in the tenth grade of SMA Masehi 2 PSAK Semarang at academic year 2021/2022. 2). To find out the result students' vocabulary competence before being taught using animation video in the tenth

grade of SMA Masehi 2 PSAK Semarang at academic year 2021/2022. 3). To find out the significance difference between the students' vocabulary competence before and after being taught using animation video in the tenth grade of SMA Masehi 2 PSAK Semarang at academic year 2021/2022.

The research design used by the researcher is an experimental research design which is included in the pretest-posttest one-group design. This research design is a research design that only uses one class as a class for giving treatment using animation video media. The actual treatment is given after giving the pretest questions to students and will be continued with the posttest. The pretest and post-test instruments are the same and nothing has been changed. The researcher used 50 translation questions to determine the student's vocabulary skills. In addition, researchers used questionnaires to support how enthusiastic students were when learning to use animation video.

To analyze the data in this study, the researcher used the manual method and the final result was supported by the SPSS application. Researchers analyzed the data obtained by looking for the mean, median, and mode values on the pretest and posttest values. Next, the researchers looked for the standard deviation of the pretest and posttest values. And finally, the researcher looked for a significant difference between the pretest and posttest with the help of SPSS.

Arikunto theory is a theory used by researcher to collect data. In this theory, there are several categories, including; excellent, good, sufficient, low, and poor. The data collection is every Wednesday for one month. The first meeting was held on 27 October 2021, the second meeting was held on 3 November 2021, the third meeting was held on 10 November 2021 and the last meeting was held on 17 November 2021. The target of this research is to focus on 50 vocabularies in the animated video. which are given. If all 50 words are correct then the target is achieved.

After getting the research results, the researcher discussed the quantitative data in the study. In this study, researcher prefers the quantitative method with the aim that the research can be well-systematic. Only one class the researcher choose as the research sample. They are the entire X class as an experimental group without using the control group. The number of students between pre-test and post-test is the same. This discussion will be explained in detail.

Using animation video can solve problems faced by students by providing simple solutions. Researcher used animation video as a medium to help students understand well how to learn English vocabulary easily. So, by watching animation video students get notes that help them in remembering English vocabulary and its meanings. Most students like this animation video media to increase their vocabulary. This finding is in line with Hubbard's (1983) theory, which says that the more words students know, the more accurate they can express the exact meaning will they want.

The student's vocabulary mastery before being given the pre-test was still low; this can be seen from the scores collected. Meanwhile, the score on the post-test was higher than the pre-test which indicated that the student's vocabulary was increasing. From this explanation, it can be seen that the average post-test was 87.27 out of 22 students. In this post-test class, more students scored 95 to 100 with a frequency range of 8. Compared to the pre-test class, the differences obtained were significantly different. This can be seen from the average student score of 68.18 starting with grades 61 to 68 with a total frequency of 6.

On the other hand, the researcher found several difficulties for tenth graders at SMA Masehi 2 PSAK Semarang. First, students do not know much about vocabulary. Most of them are confused about difficult words that they may have never heard. Second, in some questions, there were still students who answered incorrectly such as the names of the days.

Based on the teaching-learning process in the classroom, the researcher found that most of them were not active but listened to the explanation given

by the researcher. The attitude of not understanding the material is still tinged with unquestioning abiding. So, the teacher must first ask the students or give them questions to provide feedback on teaching and learning

To solve problems faced by students, researchers have solutions. Students must master aspects of vocabulary skills; first, students should read more English books, be more diligent in translating words and watch English subtitled video to improve their vocabulary. Second, students must master a lot of basic words in everyday life. Finally, students practice writing 10 known vocabularies. On the other hand, students can be asked to discuss with other students. From the data above, the researcher knows that the average post-test score in the experimental group is higher than the average pre-test score. The difference in scores between the pre-test and post-test of the experimental class was 19.09. Then the results of the t-test are -21, 224 this indicates that the development of the t-test is lower than ( $<0, 05$ ) which means that there is a significant effect on the vocabulary mastery of tenth graders who are taught using animation video. Therefore,  $H_a$  is acceptable.

The results of this study are supported by previous research by Dian Purnama (2018), Siti Nanda Haslida (2018), Adinan Duerahae (2019), and Sri Wahyuni (2019).

Dian Purnama (2018) has conducted research by taking pre-test and post-test groups (classes) at Darul Ulum Banda Aceh without using a control group. The findings of this study indicate that animation videos can increase students' vocabulary skills. This can be seen from: the ability of students to spell vocabulary well, the ability of students to pronounce most of the words correctly and, students can recognize words in the vocabulary. As a sample, she took the first-year academic of student Darul Ulum Banda Aceh. As a finding, she concludes that the use of interactive videos could further improve students' ability in mastering vocabulary. In his thesis, she states that the use of media such as interactive videos can contribute to students' achievement in learning vocabulary.

The second research from Siti Nanda Haslida (2018). This research was conducted by proving English videos on improving students' abilities at MTsN 7 Aceh Besar. In collecting data, he used a pre-experimental research design. This study aims to determine whether short English videos can improve students' English vocabulary skills orally and identify short English videos obtained. In his research through the t-test, it was found that there was a difference between the post-test scores which were higher than the pre-test. This means that English videos can improve students' oral EFL vocabulary skills. In addition, through the provision of questionnaires students have a positive opinion on vocabulary learning through short English videos. In the questionnaire, they agreed about short English videos improve their vocabulary mastery and also help to attract students' interest in learning vocabulary.

The third research is from Adinan Duerahae (2019). The purpose of this research is to find out whether the use of animation videos can improve students' vocabulary mastery and identify what happens when animation videos are used as a medium in teaching vocabulary. The research was conducted at MI Darussalam Wonodadi, Blitar using action research methods. The purpose of action research is that researchers act as teachers in the teaching and learning process. Meanwhile, the observation was carried out by the English teacher. In this study, the researcher taught vocabulary using animation videos to 21 students. This research is divided into two stages, with each stage there are two meetings and each meeting has 4 steps. The four steps include planning, implementation, evaluation, and reflection. The researcher collects data through initial observations, observations, interviews, questionnaires, and tests. The test was administered before the action (pre-test) and after the action (post-test). From the data that has been obtained, the researcher concludes that animation video is an interesting and effective medium for teaching vocabulary.

The latest research as a reference for my research is the research of Sri Wahyuni (2019), which says that the results of his research are very significantly different between before and after the study provide animation

videos. He conducted research for class X.F at SMPN 1 Watang Pulu by concluding these results that animated videos can build vocabulary mastery.

Based on the fourth previous studies above, fourth are the differences between the fourth previous studies focused on students' vocabulary;

1. The first previous studies, the researcher focused on animation videos that can increase students' vocabulary skills. It refers to the spelling of vocabulary well and good students' vocabulary ability in pronouncing and recognizing.
2. The second previous study, researchers focused on determining whether English videos can build students' vocabulary as seen from their oral vocabulary skills and identify short videos in English.
3. The third previous study, the researcher focused on determining whether animated videos can build students' vocabulary as seen from the vocabulary mastery class actions and identify what happens when animation videos are use as a medium for vocabulary learning.
4. The fourth previous study, the researcher focused on significant difference between the pre-test and post-test.

Based on the results of the study by using animation video, students have more skills in their vocabulary. These findings have similarities, but also have differences in learning media. In this study, researchers used animation video as a medium for learning vocabulary.

Animation video is an effective teaching medium for improving vocabulary mastery. Vocabulary is the most important and basic thing in English. This can be a very good way to improve their skills in English. Furthermore, through animation video, students are more interested in learning vocabulary. The students like to practice and do the exercises during learning. Based on the average score between the results of the tenth-grade pre-test and post-test, it can be seen that animation video can increase students' vocabulary.

The conclusion is to teach Animation Video is more media effective in improving students' vocabulary mastery than teaching without using it. In addition, Animation video are very interesting media for students.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions from the research and data analysis discussed in the previous chapter. Hopefully, these conclusions and recommendations can and will provide more benefits for improving students' abilities, especially for teaching English vocabulary.

#### A. Conclusion

Based on all the data that has been analyzed in the previous chapter, the researcher makes the following conclusions:

1. Students' ability in vocabulary taught using animation video media is very good. It can be seen from the average post-test score of students' vocabulary mastery taught using animation videos, which is 87.27, categorized into "Good." Because of the 22 students, 8 students were in the very good category, 3 students were in a good category, 2 students were in the moderate category, 5 students were in a low category, and 4 students were in the very low category. In the post-test, the highest score was 100, and the lowest score was 70.
2. The students' ability in the vocabulary taught without using animation video is quite close to good value. It can be seen from the average post-test score of students' vocabulary mastery taught using animation video, which is 68.18, categorized into "Low." Of the 22 students, 6 students were classified as very good, 4 students were categorized as moderate, 6 students ranked poorly, 3 students were categorized as bad and 3 other students were categorized as very bad. The highest score is 84, and the lowest score is 46.
3. From the data in the previous chapter, the results show a significant value of 0.000 which indicates that  $0.000 < 0.05$  then this study is accepted with a more significant post-test value.



## **B. Suggestions**

The results showed that there was a significant effect on vocabulary mastery between before and after being taught without using animation video. Some suggestions are addressed to students, English teachers, and further researchers as follows:

### **1. Student**

The findings of this study will later be able to be a driving force and even the inclusion of students to improve student achievement vocabulary skills. Students can also enjoy a fun learning process by using animation video as a medium. Animation video as alternative media help students to be more enthusiastic, more likely to listen in the learning process, and support the learning atmosphere so that it is not boring.

Students must have high motivation to continue learning English. They should actively participate in research, pay close attention to teacher instructions and carry out them properly. They also have to practice as much as possible, especially to improve their vocabulary, both at school and at home, and to perfect it. Hopefully, the more they search for and learn new words they don't understand, the better they will know what they are looking for or how to correctly answer a question.

### **2. The Teachers**

A teacher can use this research as an alternative technique to teach English vocabulary. Vocabulary is important in every aspect of learning English. To make learning more fun and interesting, the author suggests that teachers teach vocabulary using animation video as alternative media in the learning process and students' understanding.

In short, many aspects must be focused on teaching English. The teaching-learning process will run smoothly if the goal is to achieve the

vocabulary target. In addition, the teacher must know the principle of the nature of the task in teaching English vocabulary.

Careful teaching planning aims to make students willing to follow the directions of vocabulary learning activities. Therefore, it is proposed to use animation video media as an intermediary so that English teachers can teach in a pleasant atmosphere for students. The results showed that using animation video could help students to get rid of boredom in learning. So that the achievement of vocabulary targets is more efficient and new vocabulary allows students to be understood.

### 3. The Readers and Next Researchers

This research is not perfect; therefore, it is suggested that future researchers can improve the process more significantly and this research can contribute to future research. This study discusses the application of animation video as an alternative media in the learning process to improve student's vocabulary mastery, which is carried out on high school students. Hopefully, in the future, this media can be used by other researchers at different student levels with the same topic. The results of this study are also expected to be used as a reference for further research which aims to improve the teaching-learning process, especially English vocabulary. They have to do additional research to determine the source of the problem and how to solve it.

Readers are expected to gain knowledge after reading this study. In addition, for readers who want to do other research in the same field, this research can be used as a reference.

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YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG  
FAKULTAS PENDIDIKAN BAHASA DAN SENI  
**UNIVERSITAS PGRI SEMARANG**  
Kampus : Jalan Sidodadi Timur Nomor 24 Semarang Indonesia. Telp. (024) 8448217, 8316377  
Faks. (024)8448217 Website: www.upgris.ac.id

### BERITA ACARA UJIAN SKRIPSI

pada hari ini Senin 18 Juli 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.  
Jabatan : Ketua
2. Nama : Dr. Jafar Sodik, S.Pd, M.Pd.  
Jabatan : Sekretaris
3. Nama : Dra Siti Lestari, M.Pd  
Jabatan : Anggota (Penguji I)
4. Nama : Th. Cicik Sophia B, S.S., M.Pd.  
Jabatan : Anggota (Penguji II)
5. Nama : Sri Wahyuni, S.Pd., M.Pd.  
Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama : Aprilia Suryaningsih Fakultas : FPBS  
N.P.M : 17420142 Program Studi : Pendidikan Bahasa Inggris  
Program Pendidikan : Strata 1

Judul Skripsi :

IMPROVING VOCABULARY FOR YOUNG LEARNERS IN THE TENTH GRADE STUDENTS OF SMA MASEHI 2  
PSAK SEMARANG THROUGH ANIMATION VIDEOS AT THE ACADEMIC YEAR 2021/2022

Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

Dr. Asropah, M.Pd.

Sekretaris,

Dr. Jafar Sodik, S.Pd, M.Pd.

Penguji I,

Dra Siti Lestari, M.Pd

Penguji II,

Th. Cicik Sophia B, S.S., M.Pd.

Penguji III,

Sri Wahyuni, S.Pd., M.Pd.



Mengetahui,  
Dekan

Dr. Asropah, M.Pd.  
NPP/NIP 936601104

**Appendix 1. The List Names of The Sample Class**

**LEMBAR DAFTAR HADIR SISWA**

**Kelas X IPS (*Penelitian*)**

**SMA MASEHI 2 PSAK SEMARANG**

SEMESTER: .....

No. Abs	Nama Siswa	Tanggal Kehadiran						
1	Chrisna Fernando							
2	Cornelius Krista							
3	Dini Amanda Yuventia							
4	Kevin Meirianto Evan Putra							
5	Melvin Putra Nugraha							
6	Putri Desinta							
7	Starfish Karlus Rommy Sandro Putra							
8	Tirza Ajeng Pusparingi							
9	Aulia Pradesi							
10	Syairaeva Valentina							
11	Deminist Gabriele Atalia							
12	Destu Natalia Zefanya							
13	Esther Trinita							
14	Kevin Gunarko Setiawan							
15	Maria Magdalena Haryono							
16	Siska Mariyana							
17	Stiven Kislew Karnawan Dinata							
18	Vella Novela Purwana Saretha							
19	Mersi Danya							
20	Christiani Leni Adadikam							
21	Nimas Ayu Hastaning S							
22	Yorisko Wamang							

## Appendix 2. Score Pre-test and Post-test

No	Name	Pre-test	Post-test
1	Chrisna Fernando	76	98
2	Cornelius Krista	64	78
3	Dini Amanda Yuventia	80	100
4	Kevin Meirianto Evan Putra	74	86
5	Melvin Putra Nugraha	74	96
6	Putri Desinta	68	84
7	Starfish Karlus Rommy Sandro Putra	68	92
8	Tirza Ajeng Pusparingi	52	72
9	Aulia Pradesi	84	96
10	Syairaeva Valentina	50	70
11	Deminist Gabriele Atalia	66	78
12	Destu Natalia Zefanya	82	100
13	Esther Trinita	62	82
14	Kevin Gunarko Setiawan	56	80
15	Maria Magdalena Haryono	56	74
16	Siska Mariyana	76	100
17	Stiven Kislew Karnawan Dinata	66	90
18	Vella Novela Purwana Saretha	60	80
19	Mersi Danya	78	92
20	Christiani Leni Adadikam	82	100
21	Nimas Ayu Hastaning S	80	100
22	Yorisko Wamang	45	70
<b>TOTAL</b>		<b>1500</b>	<b>1918</b>

### Appendix 3. The Standard Deviations' Score of Pre-Test

No	Code	Xi	X'	Xi-X'	(Xi-X') <sup>2</sup>
1	CF	76		7,818182	61,12397
2	CK	64		-4,18182	17,4876
3	DAY	80		11,81818	139,6694
4	KMEP	74		5,818182	33,85124
5	MPN	74		5,818182	33,85124
6	PD	68		-0,18182	0,033058
7	SKRSP	68		-0,18182	0,033058
8	TAP	52		-16,1818	261,8512
9	AP	84		15,81818	250,2149
10	SV	50		-18,1818	330,5785
11	DGA	66	68,18182	-2,18182	4,760331
12	DNZ	82		13,81818	190,9421
13	ET	62		-6,18182	38,21488
14	KGS	56		-12,1818	148,3967
15	MMH	56		-12,1818	148,3967
16	SM	76		7,818182	61,12397
17	SKKD	66		-2,18182	4,760331
18	VNPS	60		-8,18182	66,94215
19	MD	78		9,818182	96,39669
20	CLA	82		13,81818	190,9421
21	NAHS	80		11,81818	139,6694
22	YW	46		-22,1818	492,0331
Total					<b>2711,273</b>



#### Appendix 4. The Standard Deviations' Score of Post-Test

No	Code	Xi	X'	Xi-X'	Xi-X'^2
1	CF	98		10,81818	117,0331
2	CK	78		-9,18182	84,30579
3	DAY	100		12,81818	164,3058
4	KMEP	86		-1,18182	1,396694
5	MPN	96		8,818182	77,76033
6	PD	84		-3,18182	10,12397
7	SKRSP	92		4,818182	23,21488
8	TAP	72		-15,1818	230,4876
9	AP	96		8,818182	77,76033
10	SV	70	87,18182	-17,1818	295,2149
11	DGA	78		-9,18182	84,30579
12	DNZ	100		12,81818	164,3058
13	ET	82		-5,18182	26,85124
14	KGS	80		-7,18182	51,57851
15	MMH	74		-13,1818	173,7603
16	SM	100		12,81818	164,3058
17	SKKD	90		2,818182	7,942149
18	VNPS	80		-7,18182	51,57851
19	MD	92		4,818182	23,21488
20	CLA	100		12,81818	164,3058
21	NAHS	100		12,81818	164,3058
22	YW	70		-17,1818	295,2149
<b>Total</b>					<b>2453,273</b>

## Appendix 5. Lesson Plan of Experimental Class

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA MASEHI 2 PSAK Semarang  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X/Ganjil  
Materi Pokok : Narrative Text  
Tahun Ajaran : 2021/2022  
Alokasi Waktu : 4 x 60 Menit (4 Pertemuan)

#### A. Tujuan Pembelajaran:

- Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian cerita yang ditanyakan
- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
- Memahami struktur teks naratif dalam memberi dan meminta informasi terkait cerita.
- Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat.
- Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

#### B. Kegiatan Pembelajaran :

- Media: Video Animasi
- Alat/Bahan: Laptop, Handphone, tablet dan lain-lain
- Sumer Belajar: Lembar Kerja Siswa (LKS)

##### 1. Pendahuluan:

- Guru mengajak peserta didik untuk berdoa terlebih dahulu (Religious)
- Guru mengecek Kehadiran siswa
- Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan.
- Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran.

##### 2. Kegiatan Inti:

- Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan video

animasi yang diputar melalui proyektor dalam kelas. Terkait materi kalimat-kalimat yang ada dalam narasi.

- Guru memberikan kesempatan untuk mengidentifikasi hal yang belum dipahami dalam penayangan video animasi.
- Peserta didik diberi kesempatan untuk mendiskusikan, mengumpulkan informasi, mempresentasikan apa yang telah dilihat. Meliputi ungkapan yang ada dalam sebuah cerita.
- Guru membuat kesimpulan mengenai hal-hal yang telah dipelajari.

### 3. Penutup:

- Guru bersama peserta didik merefleksikan pengalaman belajar
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan diakhiri dengan doa.

### C. Penilaian (Asesmen)

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan (berupa tes tulis) dan presentasi unjuk kerja hasil karya atau project dengan rubik penilaian sebagai nilai keterampilan.

Peneliti,

Aprilia Suryaningsih

17420142

## Appendix 6. Instrument Pre-test

### INSTRUMENT PRE-TEST

**Name** : \_\_\_\_\_

**Class** : \_\_\_\_\_

**No. Abs** : \_\_\_\_\_

➤ Fill the blanks below with the translation!

1. Rich Man .....	2. Heaven .....	3. Cry .....	4. Decided .....	5. Re-marry .....
6. Takecare .....	7. Wicked .....	8. Unkind .....	9. Treat .....	10. Grow Up .....
11. Peel .....	12. Saw .....	13. Clean .....	14. Lazy Girl .....	15. Cook .....
16. Eat .....	17. Sleep .....	18. Hungry .....	19. Rats .....	20. Bird .....
21. Party .....	22. Town .....	23. Choose .....	24. Invite .....	25. Palace .....
26. Massage .....	27. Saturday .....	28. Exited .....	29. Prepare .....	30. Hustle Bustle .....
31. Dress .....	32. Laugh .....	33. Glass Shoes .....	34. Pumpkin .....	35. Remember .....
36. First Sight .....	37. Lady .....	38. Beautiful .....	39. Dancing .....	40. Midnight .....
41. Behind .....	42. Shock .....	43. Surprise .....	44. Perfect .....	45. Badly .....
46. Sweeping .....	47. Tear .....	48. Carriage .....	49. Coachman .....	50. Wedding .....

## Appendix 7. Instrument Post-test

### INSTRUMENT POST-TEST

**Name** : \_\_\_\_\_

**Class** : \_\_\_\_\_

**No. Abs** : \_\_\_\_\_

➤ Fill the blanks below with the translation!

1. Rich Man .....	2. Heaven .....	3. Cry .....	4. Decided .....	5. Re-marry .....
6. Takecare .....	7. Wicked .....	8. Unkind .....	9. Treat .....	10. Grow Up .....
11. Peel .....	12. Saw .....	13. Clean .....	14. Lazy Girl .....	15. Cook .....
16. Eat .....	17. Sleep .....	18. Hungry .....	19. Rats .....	20. Bird .....
21. Party .....	22. Town .....	23. Choose .....	24. Invite .....	25. Palace .....
26. Massage .....	27. Saturday .....	28. Exited .....	29. Prepare .....	30. Hustle Bustle .....
31. Dress .....	32. Laugh .....	33. Glass Shoes .....	34. Pumpkin .....	35. Remember .....
36. First Sight .....	37. Lady .....	38. Beautiful .....	39. Dancing .....	40. Midnight .....
41. Behind .....	42. Shock .....	43. Surprise .....	44. Perfect .....	45. Badly .....
46. Sweeping .....	47. Tear .....	48. Carriage .....	49. Coachman .....	50. Wedding .....

## Appendix 8. Surat Permohonan Ijin Penelitian dari Universitas PGRI Semarang



UNIVERSITAS PGRI SEMARANG

**FAKULTAS PENDIDIKAN BAHASA DAN SENI**

Program Studi

- Pendidikan Bahasa dan Sastra Indonesia
- Pendidikan Bahasa Inggris
- Pendidikan Bahasa dan Sastra Daerah

Alamat

Jalan Gajah Raya Nomor 40  
Telepon (024) 8316377 – Faksimile (024) 8448217  
Semarang - 50125

Nomor : 151/IP/FPBS/XI/2021

Semarang, 16 November 2021

Lampiran : 1 (satu) berkas

Perihal : **Permohonan izin penelitian**

Yth. Kepala SMA Masehi 2 PSAK Semarang  
di Semarang

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Aprilia Suryaningsih

N P M : 17420142

Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

Improving Vocabulary For Young Learning In The Tenth Grade Students Of  
SMA Masehi 2 PSAK Semarang Through Animation Videos At The Academic  
Year 2021/2022

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan  
memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.



Dekan,

**Dr. Asropah, M.Pd.**  
NPP 936601104

## Appendix 9. Lembar Bimbingan



**UNIVERSITAS PGRI SEMARANG**

**FACULTAS PENDIDIKAN BAHASA DAN SENI**

Campus: Jl. Gajah Raya No.30 B, Sambirejo, Kec. Gayamsari, Kota Semarang, Jawa Tengah  
50166 Telp.(024)8316377 Email:[upgrismg@gmail.com](mailto:upgrismg@gmail.com) Homepage:[www.upgris.ac.id](http://www.upgris.ac.id)

### LEMBAR BIMBINGAN SKRIPSI

Nama : Aprilia Suryaningsih  
 NPM : 17420142  
 Prodi : Pendidikan Bahasa Inggris  
 Judul Skripsi : IMPROVING VOCABULARY FOR YOUNG LEARNERS IN TENTH GRADE STUDENTS OF SMA MASEHI 2 PSAK SEMARANG THROUGH ANIMATION VIDEOS AT THE ACADEMIC YEAR 2021/2022  
 Dosen Pembimbing I : Dra. Siti Lestari, M.Pd  
 Dosen Pembimbing II : Th. Cicik Sophia Budiman S.S, M.Pd

No	Hari, Tanggal	Uraian Bimbingan	Paraf Pembimbing I
1	03/02/2021	Judul diperbaiki	<i>[Signature]</i>
2	11/06/2021	Revisi Judul dan Proposal	<i>[Signature]</i>
3	05/07/2021	Revisi judul, Problem Statement and objective of the study. ( <i>Proposal, Lembar Pengajuan Judul dan Lembar bimbingan</i> )	<i>[Signature]</i>
4	14/07/2021	Judul dan proposal sudah di Acc	<i>[Signature]</i>
5	02/08/2021	Bab 1,2, and 3	<i>[Signature]</i>
6	25/08/2021	Revisi Bab 1,2, dan 3	<i>[Signature]</i>
7	28/09/2021	Revisi Bab Penulisan Bab 1,2 dan 3	<i>[Signature]</i>
8	07/10/2021	Bab 1,2, 3 disetujui dan lanjutkan Bab 4 dan 5	<i>[Signature]</i>
9	5/04/2022	Siap diujikan	<i>[Signature]</i>



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Prodi : Pendidikan Bahasa Inggris  
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Dosen Pembimbing I : Dra. Siti Lestari, M.Pd  
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No	Hari, Tanggal	Uraian Bimbingan	Paraf Pembimbing II
1	02/08/2021	Pengajuan Judul dan Proposal	<i>hik</i>
2	09/08/2021	Revisi Penulisan Proposal	<i>hik</i>
3	07/09/2021	Pengecekan Plagiat oleh dosen dan harus diperbaiki	<i>hik</i>
4	08/11/2021	Revisi Grammar	<i>hik</i>
5	15/11/2021	Proposal Sudah disetujui	<i>hik</i>
6	29/11/2021	Pengajuan Bab 1,2, dan 3	<i>hik</i>
7	30/11/2021	Revisi Bab Penulisan Bab 1,2 dan 3	<i>hik</i>
8	17/03/2022	Revisi Penulisan di Bab 1-3	<i>hik</i>
9	28/03/2022	Bab 1-3 Acc lanjutkan bab 4 dan 5	<i>hik</i>
10	1/4 2022	Bab 4-5 revisi	<i>hik</i>
11	9/4 2022	Bab 4-5 revisi	<i>hik</i>



## Appendix 10. Documentations



Cinderella in Indonesian □ Dongeng Bahasa Indonesia □ WOA - In... ➔



She was humiliated and exploited by the whole family.

2:52 / 11:37

▶ ⏪ 🔊 ⏩ ⏸ 📄 ⚙️ 🗉

This video frame shows a scene from the Indonesian Cinderella story. A young woman with blonde hair, wearing a blue top and a brown apron, is standing and serving a meal on a tray. She is in a dining room where three other women are seated at a round table covered with a white tablecloth. The room features a chandelier, a window with orange curtains, and a doorway in the background. The subtitle at the bottom reads, "She was humiliated and exploited by the whole family."

Cinderella in Indonesian □ Dongeng Bahasa Indonesia □ WOA - In... ➔



WOA - Would I have the honour of inviting you to dance with me,

8:02 / 11:37

▶ ⏪ 🔊 ⏩ ⏸ 📄 ⚙️ 🗉

This video frame shows a scene where the Prince is inviting Cinderella to dance. The Prince, on the left, is wearing a white and gold uniform and holding a bouquet of pink flowers. He is looking towards Cinderella, who is on the right, wearing a sparkling blue ball gown. They are in a room with a large window and a decorative wall. The subtitle at the bottom reads, "WOA - Would I have the honour of inviting you to dance with me,".