

ANIMATION VIDEO TO IMPROVE STUDENTS' VOCABULARY

MASTERY

Ika Devi

English Education Study Program
Sebelas Maret University Surakarta

Email: de.devi@ymail.com

Abstract: This research aims to identify whether or not and to what extent animation video can improve students' vocabulary mastery. This is a Classroom Action Research conducted at the sixth grade students of MIN Nglungge, Polanharjo. There were 2 cycles and each cycle consists of five steps, namely; (1) planning the action, (2) implementing the action, (3) observing the action, (4) reflecting the result of the observation, (5) revising of the action. The result of the research shows that animation video can improve the students' vocabulary mastery. It could be seen from these indicators: (a) students could spell the vocabularies; (b) most students were able to pronounce words correctly; (c) students could grasp the meaning well; and (d) students could recognize vocabularies. In line with the result, the writer suggests that animation video is one of the effective techniques in presentations as to increase the students' enthusiasm and their achievement in learning vocabulary. This result hopefully will motivate teachers to use animation video in teaching vocabulary to young learners.

Key words: animation video, teaching vocabulary, vocabulary mastery

Vocabulary is the foundation to build sums up the importance of vocabulary languages, which plays a fundamental role in learning. He states that without grammar very communication, Hatch and Brown (1995: 1). little can be conveyed, without vocabulary By mastering vocabulary, people can express nothing can be conveyed.

their ideas and understand others well. Gower, The reality, however, shows that most Philips, and Walters (1995: 142) say that there the sixth grade students of MIN Nglungge is will be a breakdown of communication if still have insufficient vocabularies and tended someone has lack of vocabulary stock. to be passive during the English class. The

In an Elementary School, children students of sixth grade in MIN Nglungge were study the Basic English. They study about not interested in learning English vocabulary, simple words or things in their surroundings It is caused by some factors including such as the name of animal, fruits, vegetables, spelling, pronunciation, the words' meaning occupations, colors, etc, it is aimed students and the biggest one is they were lack to be able to understand simple English used in practice English.

daily context. Cross (1995: 5) states that the English pronunciation often makes major aim of most teaching program is to help students stressful since the letter and the the students to gain large vocabulary of useful pronunciation is different depends on the words. In every lesson, the teacher introduces words. It can be said that the students are lack new words and asks the students to practice of language input because the students have them, making clear the meanings and the ways English class only once a week for about an in which each can be used. They study about hour and they do not have other sources to the vocabulary to enrich their capabilities in study about English. Unfortunately, no one learning English. According to Nation (2001: takes an English private course. They depend 1) deliberately teaching vocabulary is one of only on the teacher. Certainly, they have the least efficient ways of developing learners' limited material and get little experience of vocabulary knowledge but nonetheless, it is English class caused the students' lack of an important part of a well balanced practice. As English is seldom met in their real vocabulary program. In line with the life experience, the frequency of practicing statement, Wilkins in Thornbury (2002: 13) English is less.

The facts found above showed that the information to eyes and ears, so students can students are still low in vocabulary mastery. see communication and action (Edge, Julian. That matter is indicated from two indicators, 1993:58). Video can present language in those are: first which is viewed from lively way. Video facilitates in the learning of vocabulary mastery and second which is foreign Language. Thus, it can increase the viewed from the situation of the class. students' interest and motivation easily. Video

From the result of pre-observation, the can also be used as a means of writer found problem indicators dealing with communication. A video sequence used in class makes students more ready to the low of the students' vocabulary mastery.

communicate in the target language.

The indicators are: a) the students were not

From the theory above, video can be a able to spell words correctly; b) most of good alternative technique in teaching to students mispronounced some English words; young learner. Due to the video as facilitate in c) the students got difficulties in grasping the learning of foreign language, animation is meaning of words; d) The students got one of many kind of video that can be media to difficulties in recognizing words. The teach English to young learner. According to problems arise not only from the vocabulary Fernandez (2002: 1) animation is "the process mastery, but also the problems also come from of recording and playing back a sequence of the classroom situations, they are: a) the stills to achieve the illusion of continues students preferred to talk to their friend than motion". Animation is a type of optical pay attention to the lesson; b) most of students illusion. It involves the appearance of motion were very passive in the class; c) the students caused by displaying still images one after were easy to get bored in following English another. Of ten, animation is used for class; d) the students often asked permission entertainment purposes. In addition to its use to go to toilet. From indicators of the problem, for entertainment, animation is considered a there are several possible causes: a) the form of art. It is often displayed and celebrated students are lack of opportunities to apply in film festivals throughout the world. English in the class, so that there are not much According to Gallacher (2003) there of time to practice pronunciation; b) the are the benefits of using animation video to teacher teaches students by textbook; c) when young learner in the classroom: 1) Children the students do not understand with the enjoy language learning with video. One of material delivered by the teacher, they just the aims of teaching English to young children keep silence and they do not care; d) there is is to instill in them the idea that language no effective technique to teach students. learning is a happy experience, and video

Based on the evidence above, the creates an attractive enjoyable learning writer conducted a classroom action research environment. 2) Video is an effective way of in order to improve the students' vocabulary studying body language. Younger language mastery. Previously in the class, the teacher learners are still learning about the world did not use media to improve students' around them. 3) Children gain confidence vocabulary mastery yet. The teacher only used through repetition. 4) Young children love to handbook and students worksheet. In this hear stories again and again and the same goes research, the teacher used animation video as for video. By watching a video several times a media in teaching vocabulary mastery. children can learn by absorption and

Media are very important in teaching imitation. 5) Video communicates meaning learning process. They help the teacher as better than other media. Video presents means of communication to convey the language in context in ways that a cassette message more concretely and also motivate can't. Learners can see who's (or what's!) the students in learning English. One of the speaking, where the speakers are, what they're media that can be used in teaching English doing, etc. All these visual clues can help vocabulary is video. The use of video in a comprehension. 6) Video represents a positive classroom can guide the students' activities in exploitation of technology. Young learners, in an interesting way. Video provides particular, have a positive attitude towards

television and video. It is seen as being data that are used in this research, they are; 'modern' compared to books. Based on the quantitative and qualitative data. The views about animation video above, it is quantitative data are gotten from individuals' beneficial to teach English vocabulary to the score from beginning of the research up to the children by using video. end of the research. They come from the test

given. The qualitative ones are collected by

RESEARCH METHODS observations , interviews , documents ,

In conducting the study, the writer photographs and test. used action research method. In the

procedures of action research, there are five RESEARCH FINDINGS AND steps, namely; planning, action, observing the DISCUSSION action, reflection, and revising the plan. The summary of cycle 1 is presented in There are two kinds of technique of collecting the Table 1.

Table 1. The summary of implementation action research cycle I

Topic introduced Describing People and Objects (Adjectives, Preposition, Continuous Verbs and Preposition)

Class VI (Sixth)

Problem identified The low of students' vocabulary mastery

Proposed solution Applying animation video in learning vocabulary

Implementation In two cycles

Cycle 1 3 meetings

Planning Prepared laptop, LCD projector, loudspeaker, photograph, Animation video collections, materials, lesson plans, students' exercises, posttest, and everything related to the action.

Actions First meeting: Listen and Repeat (Adjectives)

- a) Did questioning and answering with students as brainstorming
- b) Introduced the animation video and how to download it from YouTube
- c) Played video and asked students to pronounce words they heard from video together
- d) Played video and asked students to pronounce words individually

Second meeting: (Preposition and Adjective)

- a) Reviewed previous lesson
- b) Played video and asked students to point preposition mentioned on animation video
- c) Pointed some students to come forward and point adjectives and preposition mentioned on video
- d) Provided an exercise

Third meeting: (Continuous Verbs)

- a) Reviewed previous lesson
- b) Played video and asked students to guess the continuous verb words shown on video
- c) Played video and asked students to write continuous verbs shown on video
- d) Asked students to checked the correct answer together by watching video

Observing the action Observation: the teacher the writer observed the implementation of Cycle 1

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- a) few students still forgot the spelling some vocabularies given
 - b) students pronounce words as they heard from Animation Video, although there were still mistakes
 - c) students made mistakes in translating words which has similar writing
 - d) most students could recognize words related to the topic

Reflection Reflection: Teacher and the writer reflected the observation result

- a) Most students could recognize and remember word well
- b) Class situation became more alive
- c) Most students became more active in joining English class
- d) There was no student ask permission to go to toilet
- e) Most students made mistakes in grasping meaning of English words
- f) There were students wrote in incorrect spellings
- g) Some students did not want to write notes given

Revision Revision plan: The teacher and the writer revised the plan. The next cycle focused on:

- a) Improving students' ability in grasping meaning of words
- b) Improving students' ability in writing words
- c) Improving students' ability in pronouncing words
- d) Limiting students' chance in writing notes
- e) Creating activities which are more joyful

~~Based on the result of the first cycle, it difficult to write English words with correct~~ there were still several weaknesses found to spellings and their pronunciations still be solved. The students still made mistakes in werenot acceptable because they are lack of grasping the meaning of English words opportunities to apply English in the class, so because ther e were some words have that they are not much of time to practice similarity on its writing i.e. wearing, writing, pronunciation. The whole activities in each etc. The other problem was the students found meeting are described in Table 2.

Table 1. The summary of implementation action research cycle I

Cycle 2 3 meetings

Planning Prepared laptop, LCD projector, loudspeaker, photograph, Animation video collections, materials, lesson plans, students' exercises, posttest, and everything related to the action.

Actions First meeting: Continuous verbs

- a) Questioning and answering with students as brainstorming
 - b) Played and asked students to read words shown on animation video together
 - c) Played video and pointed some students to read the words individually
 - d) Provided an exercise
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Second meeting: Write the adjective words

- a) Reviewed previous lesson

- b) Played animation video and asked students to write the words shown on animation video
- c) Played video and checked the correct answer by watching video
- d) Asked students to translate Indonesian words into English
- e) Provided an exercise

Third meeting: Describing what are people doing!

- a) Reviewed previous lesson
- b) Explained how to describe what the people are doing
- c) Asked some students to come forward to describe what the people are doing (continuous verbs)
- d) Played video and asked students to describe what the people are doing shown on video
- e) Played game
- f) Provided an exercise

Observing the action Observation: The teacher and the writer observed the action of Cycle 2

- a) Most students could write English words correctly
- b) Most students could pronounce English words correctly
- c) Students were able to translate English words into Indonesian
- d) Most students could recognize the words
- e) 95% students reached the passing grade
- f) The classroom routines were more smooth and efficient

Reflection a) Students were enthusiastic in joining English class

- b) Students became more active during teaching learning process
- c) Students could grasp the meaning of words well
- d) Students could write words correctly
- e) Students had their own initiative to write important notes by themselves

Findings as the whole a) The improvement of students' recognition toward English words

- b) The improvement of writing ability
 - c) The improvement of class situation after video applied
 - d) The improvement of students' behavior during teaching learning process
 - e) The improvement of students' achievement
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The implementation of animation Elementary School learn vocabulary better video improved the students' vocabulary and made the students motivated and mastery. It could be seen from the students' enthusiastic in their learning process by using achievement of post-test after conducting the animation video. By using animation video, cycle. Most of them gained score higher than the students can interested with the lesson, the passing grade, 7.00. It means that they felt more enjoyed to follow every students became easier in learning vocabulary instruction that the teacher gave. Therefore, by watching animation video. The innovate there is improvement in the students' media which made the students of vocabulary mastery.

Each of the improvement is discussed knowing that young children love to hear as the research findings as follows: stories again and again and the same goes

a) The students could write words correctly for video. By watching animation video

Before applying animation video, the several times, children can learn by students were careless and made many absorption and imitation. This statement mistakes in writing words because they supports the research finding that students often wrote words as they heard. After could mention words given before easily applying video, students became aware in because they have memorized them in writing. First, they watched the correct their mind. More often the students watch spellings shown on animation video, vocabularies shown on the video, it will be reminded them on their mind, and then much easier for them to memorize it. wrote carefully on their books. Finally, the c) The students could grasp meaning words students could not only write words The students could directly know the correctly but also could describe what the meaning of words shown on animation people are doing which shown on video. They did not find difficult anymore animation video. in grasping the meaning of words as they

Those findings show that the students did before. Formerly, they often made could also practice writing directly as mistakes in translating similar words i.e. guided by animation video. It is supported s le eping= ti dur , se wi ng= me njahit , by the statements quoted from an article sweeping=menyapu etc. After learning by entitled "Learning Vocabulary through watching animation video, the students Authentic Video and Subtitles" (no-name, easier in grasping the meaning of words, undated) that in this context, authentic even it has similar writing.

video and subtitles can precisely play an In this study, the findings show that the important role to help learners increase students can be easier in grasping the and strengthen their foreign language meaning of words. Wade (2010) states that vocabulary, given the appropriate visual images of video help to convey guidance. Any well-prepared learning meaning. Similarly, Wilson (2000) task using subtitles in authentic video will suggests that images contextualized in encourage a better understanding and video or on its own can help to reinforce acquisition of new vocabulary. language learning, provided the learner

b) The students' pronunciations were can see immediate meaning in terms of acceptable vocabulary recognition.

The animation video not only served d) The students could recognize the English all vocabularies related to the topic but words also exercises, it let the students could Before applying animation video, learn by doing the exercise. For example, students of ten got difficulties in on the animation video entitled "listen and recognizing and remembering words repeat", the students could directly given to them. Sometimes, they needed practice to pronounce words as they heard much time to answer teacher's questions from the animation video. The animation because they must remember the words video was also played repeatedly until all given first. However, after they learn students were able to pronounce well. By vocabulary by watching animation video, doing many practices, most students could they found it easier to be recognized and pronounce words correctly. memorized since the animation video not

Those activities are agreed with the only showed the words but also the picture statement, there are some advantages of of each word mentioned. It made the using video stated by Gallacher, British students became easier in learning English Council (2003), Children gain confidence vocabulary.

through repetition. By watching a video The finding of this research show that several times children can learn by the students could recognize the words given absorption and imitation. He points out easily since they learned by using

animation video because it not only shows the video, it will be much easier for them to writing of words but also its pictures. It is memorize it.

supported by the article entitled "Learning c. Spelling

Vocabulary through Authentic Video and Animation video and subtitles can Subtitles" (no-name, undated) that mentioned precisely play an important role to help that subtitles can be used together with learners increase and strengthen their authentic video to improve word recognition foreign language vocabulary, given the and vocabulary acquisition skills. This appropriate guidance. Any well-prepared atmosphere provides authentic input through learning task using subtitles in authentic three different channels (written text, oral text v i d e o w i l l e n c o u r a g e a b e t t e r and images) that contribute to offer a better understanding and acquisition of new and potentially longer - las t i n g mental vocabulary. The students can practice representation of new and old lexical items. writing directly as guided by animation The great value of video lies in its video. That asked students to write word combination of s o u n d s, images , and they already heard, and then checked sometimes text (in the form of subtitles). All together by watching its spelling shown this makes it a very comprehensible tool for on the video.

teaching vocabulary to foreign language d. Meaning

students. Visual images of animation video can

help to convey meaning. Images

CONCLUSIONS AND contextualized in animation video or on its SUGGESTIONS

Based on result of the research, after own can help to reinforce language implementing animation video in two cycles, learning, provided the learner can see it can be concluded that using animation video i m m e d i a t e m e a n i n g i n t e r m s o f can improve the students' vocabulary mastery. vocabulary recognition. The students can Using animation video can improve the be easier in grasping the meaning of students' vocabulary master y in various words.

aspects, they are:

a. Pronunciation Having concluded the result of the

Watching animation video encourages research which is using animation video in the students to have more exercises in teaching vocabulary to the elementary pronouncing words. The students can students, the writer would like to propose improve their pronunciation by listening some suggestions as follows:

to the language of native speakers and English teacher should be creative to imitating them. The students learn by use interesting media and technique in practicing the exercise given. The teaching vocabulary, so that the teaching-animation video pronounced word first learning process will not only learnable but then the teacher asked the students to also enjoyable. They should also create a good repeat it. It could be done repeatedly until atmosphere in teaching-learning process in the students were able to pronounce words order to make the students are motivated to correctly. learn and do not get bored even feel sleepy

b. Reference during the teaching-learning process.

Young children love to hear stories Dealing with the media used, in this again and again and the same goes for case is video, teacher should carefully in animation video, in the part of "Listen and selecting the video going to be used. They Repeat", the students learn pronunciation, should select the video which not only contain by watching animation video several entertainment but also education aspect and times, students can learn by absorption suitable for their students average age. and imitation. Then, the students could The s t u d e n t s s h o u l d m o t i v a t e mention words given before easily themselves to be active in learning English. because they have memorized them in They should not to be afraid of making their mind. More often the students watch mistakes and keeping on trying. They should vocabularies shown on picture on the also have more practices both in school and their home so that it will help them to learn complemented with facilities and various English easier. media to support teaching-learning process, The institution as a formal place to so that it will run more efficiently and have knowledge and education should be effectively.

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