

# THE USE OF 2D COMPUTER ANIMATION VIDEO TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE OF SMPN 2 PANDEGLANG

(A collaborative Classroom Action Research)

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## Abstract

The research paper entitled Improving Students' Vocabulary Mastery Through 2D Computer Animation Video at the seventh grade students of SMPN 2 Pandeglang. This research used Collaborative Classroom Action Research (CCAR) as a research method. There were 28 students as the subject of the research. This research was conducted in two cycles which consisted of three meetings in every cycle. The instruments in collecting the data were observation sheet and documentation for collecting the qualitative data. Moreover, the researcher used pre-test and post-test to collect the quantitative data. The objectives of this research was to find out whether or not animation video can be used to improve students vocabulary mastery at the seventh grade of SMPN 2 Pandeglang. The students responses in cycle I and cycle II were very active and enthusiastic in the process of teaching and learning. The result of the research, there was an improvement using animation video to taught vocabulary focused on noun and adjective. It could be seen from the improvement in every cycle. The average score in pre-test was 45.7, 79.6 at the post-test cycle 1 and 89.3 in post-test of cycle 2. So, the students score percentage from pre-test to post-test in cycle two improved around 43.6%, it improved from the target. It can be concluded that using 2D computer animation video improve students vocabulary mastery.

**Key words:** Students' vocabulary mastery, 2D Computer Animation Video, Teaching media.

## INTRODUCTION

Vocabulary is a basic knowledge that must be learned by the students. Before they master the four English basic skills (listening, speaking, reading and writing), they have to know some vocabularies to support them in learning language. Hatch and Brown (1995:1) states, "Vocabulary is a list or set of words which might use in individual speaker". It means that vocabulary is the foundation to build languages. By mastering vocabulary the students can communicate effectively and able to express their ideas in the learning activities.

In fact, teaching English in junior high school is not easy; there are many problems during the activities in teaching. Based on the researcher experience of Practical Teaching Understanding (PPLK) at SMPN 2 Pandeglang, most learners were still confused when they wanted to use words to express their ideas and feelings. The researcher found some problems; First, in teaching and learning activities when the teacher asked them some questions in English, some of the students could understand the meaning of what the teacher said but they could not answer it by using English, they kept asking the teacher to translate the question into their mother language (Indonesian). Second, they were less active, felt sleepy and got bored. Last, the students' motivation and attention were low.

Other problems were found dealing with the classroom situation of the seventh-grade students at SMPN 2 Pandeglang; English teacher did not use a creative medium to make the students more interested to learn English, only use textbook and whiteboard in teaching learning activities. As a result, many students were not interested to learn English. The teacher taught vocabulary mostly to instruct the students to translate paragraph or dialogue in the students' handbook as homework and then the teacher only gave signature and did not explain or correct their assignment.

Based on the explanation above, the researcher was interested to use 2D computer animation video as a medium to teach vocabulary.

Concerning the facts above, the researcher applied the medium to know How is the process of teaching and learning in the class when media used and to find out the result of students' vocabulary mastery by using 2D computer animation video.

## **THEORITICAL FRAMEWORK**

### 1. Vocabulary

According to Hatch and Brown (1995:1) "Vocabulary refer to a list or set of words for a particular language or a list or set of word that individual speaker of a language might use". Other definitions of vocabulary is stated by Bowman (in Ababneh, 2013:1), "Vocabulary is integrated into every content area and is addressed as part of the curriculum which means that the use of vocabulary is part of reading, writing as well as establishing the foundation of effective communication".

Hatch and Brown (1995:367) states, vocabulary is defined into two kinds: receptive vocabulary and productive vocabulary. Receptive vocabulary is words that the students recognize and understand when they occur in a context, but which cannot produce correctly. productive vocabulary is word which the students understand, can pronounce correctly and use constructively in speaking and writing.

### 2. Media

Nowadays, in teaching and learning process teacher should make the various media to teach, because the media are the important tool that used for teaching to motivate students in learn English. According to Chan et al (2011:2), Media are used in educational context as a chanel or system of communication, information, or entertainment. Similarly with Riyana (2012:7) who states, "Media is a part of process communication. Good or bad of a communication supported by the use of the communication channel. The channel mean is a media". It can be concluded that media are channeling communication used for delivering material in the process

of teaching and learning. Using media helps the teacher to deliver the material clearly and the students more interested in taking part in the lesson. Moreover, using media as a tool to deliver the material in the process of teaching and learning saved teachers energy and focus on managing the class situation.

### 3. Animation Video

Wells (2002:1) argues, “animation as an art, an approach, an aesthetic and an application informs many aspect of visual culture, from feature-length films to prime-time sit-coms; from television and web cartoons to display functions on arrange of new communication technologies”. This is in line with Blair (in Wells, 2002:3) who defines, “Animation is the process of drawing and photographing a character – a person, an animal or an inanimate object – in successive positions to create lifelike movement”.

Based on Anderson (cited in Awad 2013:29) there are three main types of animation: Traditional animation, stop motion and computer animation. In this research the researcher used 2D Computer Animation Video. Robbert (2014:2) defines 2D computer animation consist of drawing shot one after another and played back to give the illusion of movement. It means, 2D computer animation is the art of creating moving images using a computer in space two dimensional.

Harmer (2001:282) argues there were many advantages in using videos in the teaching and learning process:

#### a. Seeing language in use

One of the main advantages of video is that students do not just hear language, they see too.

#### b. Cross-cultural awareness

Video uniquely allows students a look at situations far beyond their classroom.

### c. Motivation

Most of students show an increased level of interest when they have a chance too see language in use as well as hear it, and when this is coupled with interesting tasks.

Video has a benefit and suitable media as teaching a language, video can increase students motivations to learn a language. It means students are easy to learn the vocabulary because a video presents the material interested equipped with sound and pictures. Besides, Awad (2013:5) notices that using animation it became easy for children to retain the lesson as it was both fun and educational, over the entire animation tools was deemed a significant assistance to teachers and fun educational experience for students.

### **Research Design**

This research was conducted Collaborative Classroom Action Research (CCAR) as a research method. Burns (2010:2) states, action research is a way in the problematic situation in order to bring about changes and even better improvements in practice. This research investigated the used of 2D computer animation video to help the teacher in improving students' vocabulary mastery. It means, the researcher collaborated with English teacher of SMPN 2 Pandeglang as an observer and collaborator. The researcher's act is as an English teacher who teaches English vocabulary used 2D computer animation video. According to Kemmis and McTaggart (2014:9), action research occurs through a dynamic and complementary process; with consist of four essential steps: planning, action, observation and reflection. The population of this research is the first grade students of SMPN 2 Pandeglang consist of 28

students; 18 boys and 10 girls. the researcher choose VII A as the sample it was because most of them less in mastering vocabulary.

### **Data Collection Technique**

In order to collect the data, the researcher used test and observation sheet as the instrument to collect the data. Process of teaching and leaning was answered by applying an observation sheet and documentations. Beside, to find out the result was answered by applying pre-test and post-test consist of 25 items in the form of multiple choice.

### **Data Analysis Technique**

To analyze the qualitative data, this research used data reduction, data display and conclusion. According to Miles & Huberman (1994: 10), The result of observation was analyzed through data reduction, which included the decoding, etc. Data display make the data can be easy to read and draw the conclusion. Furthermore, the result of pre-test and post-test was analyzed quantitatively, to analyze quantitative data the researcher used some formula:

1. To find the mean score of pre-test and post-test, the reseacher calculated the average score by using formula below:

$$X = (\sum x)/n$$

(Hatch and Farhady, 1982:55 )

2. After that, the researcher calculated the percentage of students frequency by using formula as follow.

$$P = \frac{F}{N} \times 100\%$$

(Hatch & Farhady, 1982:46)

## **RESULT AND DISCUSSION**

This section explained about the result of the data. The researcher had done to find out the problem in process of teaching-learning English vocabulary. The researcher also notices that used 2D computer animation video can improve students' vocabulary mastery. It could be showed by:

### **Pre-Resaerch**

Based on the researcher experience of Practical Teaching Understanding (PPLK), the researcher got the problem identification during teaching and learning activities in the class. Before treatment, the researcher gave pre-test to know pure score of students' vocabulary mastery. The questions of pre-test consist of 25 items of multiple choice which the indicators about noun and adjective. The mean of the students' score in the pre-test was 45.7. It was indicated the students had low in vocabulary mastery based on minimum standard criteria (KKM) is 73.

### **Research Implementation**

This research was conducted of two cycle, every cycle consist of three meetings. The researcher did four steps in conducted a classroom action research. The steps were: planning, acting, observing and reflecting. The researcher reflected the observation result that the researcher applied the 2D computer animation video on the first cycle. The researcher found some strength and weaknesses during the teaching-learning process. These are the following strength and weakness result of the action research;

#### **a. Implementation of Cycle 1**

##### **1. The Strength**

Animation video can improve students' vocabulary mastery. It is proved by the increasing of students' vocabulary mastery. The mean score of the pre-test: 45.7 and the mean score of post-test was 79. 6. There was an improvement of the classroom situation, the students' behavior and motivation in teaching and learning process were different. The students were active and enthusiastic to receive the material with animation video

as a media. The class situation was so well on the teaching and learning process and animation video was also fun and easy to understand.

## 2. the weakness

There were some problems found such as some passive students were still worry to join in English and doubt to answer the questions. Besides, the students motivated still low most of them come late in the class, and in the group work some students still busy with their activity like a drawing in the book and did not doing task seriously and the end of the lesson most of them did not write the vocabularies in their book. Management class was forgotten by the researcher (the researcher mostly did not gave attention to the students who sat in the back row). Then, the researcher mostly used Bahasa in delivered the material.

Based on the data from the test and observation, the researcher did reflection with the observer, Animation video as a learning media was done implemented for teaching and was able to improve students' vocabulary mastery. However, from the test result the researcher found some students got lower score from minimum standard criteria (KKM) and teaching learning activities was still dominated by the researcher, so the researcher needed to conduct the cycle two. Based on the result in Cycle one, the researcher needed to solve the problem in cycle one. The researcher revised the previous action and prepared the new lesson plan.

## **b. Implementation of Cycle 2**

### 1. The Strength

After the researcher analyzed the observation results in the cycle two, the researcher reflected and evaluated the strength and the weakness of the teaching-learning process. The students more enjoy and active in the classroom and gave full attention to the researcher's explanation and responded most of the question from the reseacher, in cycle two the passive students begun to active and started doing task seriously, the



students were focus during the 2D Computer Animation Video implemented. The results of the test also support the progress improvements. The mean score of the pre-test was 45.7 while the mean score of the post-test done in the end of Cycle 1 was 79.6 , the result of the post-test 2 was showed the improvement in students' vocabulary mastery. The mean score of the post-test 2 was 89.3. It was better than the result of the post -test 1. The use of animation video as media in teaching vocabulary gave new atmosphere in the class. It was easy to inquire the students to join the material. The class was well managed, most of the students were more active in joining the class because they were comfortable with the animation video. It was proven by the students reducing their noise and paid attention to the lesson. They were easy to remember the word and answered the researcher questions actively in English. The result of observation on cycle 2 was successful since the score was drawing ahead from target. It means used 2D computer animation video as a media in teaching vocabulary was succeseed. Because the high result from post-test 2 showed high rate of students who passed the minimum criteria score, the researcher decided to stop the implementation of classroom action research.

## 2. Weakness

There were needs focused for the passive students to answer used English although they were already replied and answer the questions more courageous.

## Discussion

The researcher has done classroom action research at the seventh grade of SMPN 2 Pandeglang. The researcher applied 2D computer animation video in teaching vocabulary. each cycle consisted of planning,

acting, observing and reflecting. The results of this research were sustaining in term of: animation video can improve the students' vocabulary mastery and the class condition when animation video is implemented the student's vocabulary mastery.

a. 2D Computer Animation video can improve the students' vocabulary mastery

The improvement of the students' vocabulary mastery can be seen from the result of mean score in pre-test, post-test 1 and post-test 2. The scores of the test also improve. After teaching used 2D computer animation video, the students were easier to do their task, they were able to produce and spell the words. The comparison among the students' score in pre-test, post-test 1 and post-test 2 were described in table 1 below:

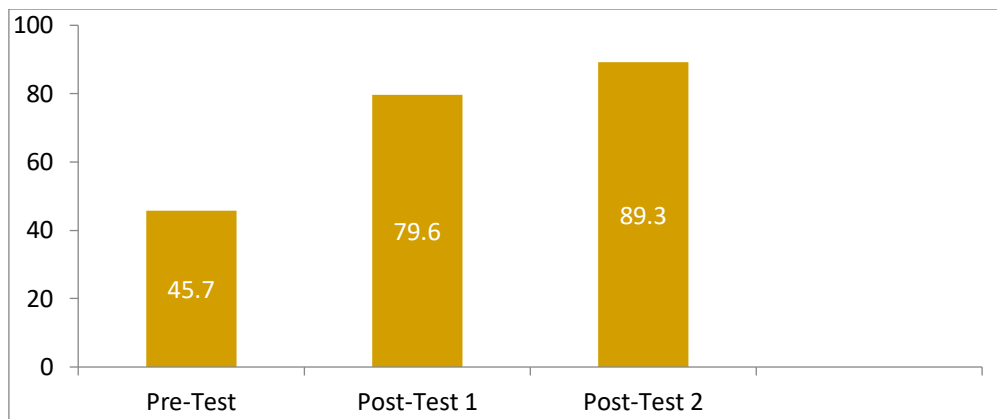
Table 1: The comparison of students' score in pre-test, post-test 1 and post-test.

No	Kind of Test	Pre-test	Post-test 1	Post-test 2
1.	Highest Score	76	92	100
2.	Lowest Score	28	64	76
3.	Average Score	45.7	79.6	89.3

Based on the data above, it can be concluded that there was improvement between the pre-test score, post-test 1 score and post-test 2 score. The highest score increased from 76 to 92, then 100. The lowest score increased from 28 to 64, then 76. And the average score increased from 45.7 to 79.6, then 89.3.

The researcher made the average of score from the cycle 1 to the cycle 2. The researcher drew the students' improvement in the following chart:

Chart 1: The result graph of Pre-test, Post-test 1 and Post-test 2



Based on the graph above, it can be concluded that the students had a better achievement at the test in cycle 2. Their score increased from cycle 1 to 2.

b. The Class condition when the 2D Computer Animation Video is implemented

Animation video as a medium of teaching learning have important role in English teaching. it could be seen that the implementation of teaching vocabulary using animation video could improve the students' achievement. They could memorize based on the video quickly. The video gave them stimulus so they could spell the vocabulary, the students also focus and more attention when they watched the video. Having been taught by using animation video, the students showed good interest to be actively invloved in the process of teaching learning. They looked happy, fun, and relax. Animation video gave new atmosphere in teaching learning activities. According to Hegarty (2004:343), animation video can provide visual displays which are stronger than the various phenomena and abstract information, which is greatly contribute to improve the quality of the learning activities and outcome. It can be conclude that the use of animation video in teaching vocabulary is effective to improve students' vocabulary mastery.

## CONCLUSION

After the researcher had carried out the action research by implementing 2D computer animation video to improve students' vocabulary mastery at SMPN 2 Pandeglang had been implemented good. The researcher was found that there was improvement in the students' vocabulary mastery. It can be showed from the following fact.

First, used animation video can improved the classroom situation during in the process of teaching and learning. The activities of study were more enjoyable and the situation of the classroom was conducive in every meeting of each cycle, the students showed good interest to be actively involved in the teaching learning activities.

Second, referred to the reflection and evaluation of the first and the second cycles, it can be concluded that used of animation video as a media in teaching vocabulary help students to be better in memorize the word and meaning. It can be seen from the improvement of students before and after the cycles were conducted. In pre- test students got the average score 45.7, in the first post- test of the cycle 1 the score was improved into 79.6. Then, in the second post- test of the cycle 2 there was another improvement from 79.6 to 89.3.

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