A THESIS

IMPROVING STUDENTS' ENGLISH VOCABULARY MASTERY BY USING ANIMATION VIDEO AT THE SEVENTH GRADE OF SMPN 3 PATAMPANUA

BY

SUTRIANI
REG NUM. 17.1300.006

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2022

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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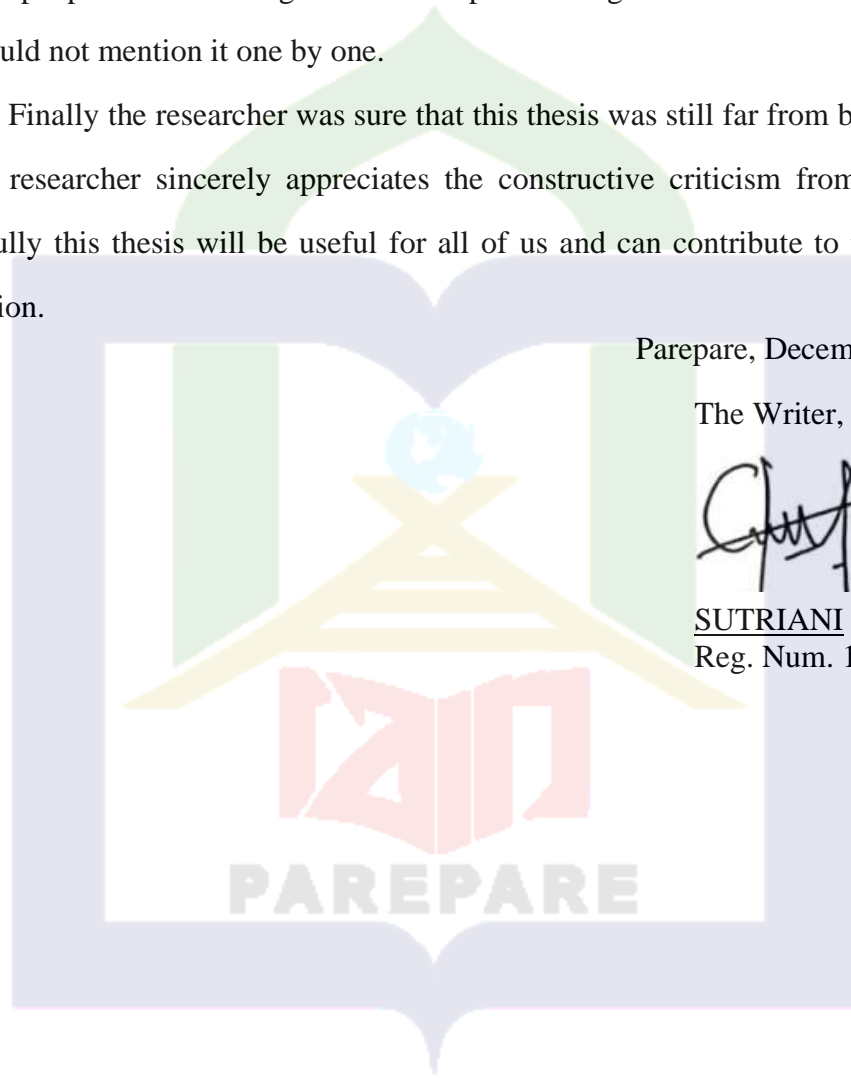
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Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

SUTRIANI. *Improving Students' English Vocabulary Mastery by Using Animation Video at the Seventh Grade of SMPN 3 Patampanua (Supervised by Mujahidah and Ahdar)*

Vocabulary is one component of English that plays an essential role in mastering all English skills. The main problem in this research was the lack of vocabulary mastery and students' interest in learning vocabulary. The objective of this research was to examine whether Animation Video can improve students' English vocabulary mastery and describe how students' interest in learning English vocabulary by using Animation Video at the seventh grade of SMPN 3 Patampanua.

This research was a pre-experimental design, and the population in this research was the seventh grade of SMPN 3 Patampanua. The researcher used the purposive sampling technique to obtain a sample of 16 students. This research instrument was a vocabulary test on the pre-test, post-test, and questionnaire. The data were collected by giving pre-test, treatment, post-test, and questionnaire.

The data analysis test showed a significant difference between being given treatment and after being given treatment. It was proved by developing a mean score from 28,12 on the pre-test to 84,62 on the post-test, while T-test 11,9 was more significant than T-table 1,753. It means that the null hypothesis (Ho) was rejected, and the alternative (Ha) was accepted. The cumulative percentage of the 20 items positive and negative statement questionnaire was 99,19%, and the cumulative score they got from the questionnaire was 1349. This shows that the percentage level of students' positive and negative statements from the questionnaire in learning vocabulary using animation video was in the very strong category. Therefore, animation video improved students' English vocabulary mastery, and interest in learning vocabulary when using animation video as a media for learning vocabulary was very high.

Keywords: *Vocabulary Mastery, Animation Video.*

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CHAPTER I

INTRODUCTION

A. Background

English is an international language used by people all over the world in communicating, including in Indonesia. Nowadays, science and technology are advancing and developing, therefore learning English is a necessity for everyone to communicate in various fields including education, economy, technology, entertainment, and tourism.

English has 4 basic skills, namely speaking, reading, writing, and listening. To master these four skills, it is necessary to have mastery of vocabulary. Vocabulary learning is a basic and important part of learning a foreign language. Without increasing vocabulary, it is difficult to learn these four basics English skills.

Vocabulary is one component of English that plays an important role in mastering all English skills. Therefore, every student is required to improve their vocabulary mastery. If you don't have a vocabulary, it will be difficult to learn other English skills.

Kamil and Hilbert, state that when the numbers of known words are not sufficient, comprehension will not be achieved for listening and reading skill. Furthermore, the students will get difficulty in constructing their ideas to produce the language for speaking and writing skills.[1]

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[1] Ahsin Fahmi Mubarok, *"The Effect of Using Video On The Eighth Grade Students' Vocabulary Achievement At SMPN 5 Jember"* (Tesis; Universitas Jember: Jember, 2017).

Based on the quote above, it shows that learning vocabulary is very important and has become a must for every student to make their mastery of English better. However, this is not an easy thing to memorize and master.

Based on observations at SMPN 3 Patampanua, it is not easy for students to memorize new words, and remember words they have learned to practice. In addition, the English teacher at the school only uses textbooks as a medium of learning, so students there are easily bored and less enthusiastic in participating in learning.

Many factors affect students' difficulty in mastering vocabulary, namely: First, students find it difficult to understand and remember the vocabulary they have learned. Many students have difficulty speaking because of limited vocabulary. Second, the minimal use of media, only always relying on speech methods without involving the media, and only focusing on textbooks/LKS. Third, learning English is too rigid or serious which makes students depressed or afraid to develop their vocabulary skills. Fourth, the lack of control in memorizing students' vocabulary. They easily forget the vocabulary that has been taught or learned.[2]

There is an effort which a teacher can do get effective vocabulary instruction which is making a creative teaching material. This is in line with Tomlinson's statement, that teaching materials should involve attractive presentation and appealing content which are interesting, relevant, and enjoyable to give a positive influence on the students' attitudes to the language and to the process of learning it so that clear definition and contextual information will be received by the students effectively. In addition, by making such creative materials, the teacher will make the

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[2] A. Riskawati Hajis, *"Improving Students' Vocabulary Byy Using Visual Media at SMPN 10 Makassar"* (Tesis; UIN Alauddin Makassarr, Makassar, 2018).

students more motivated to learn and feel at ease by enjoying the teacher's creative explanation.[3]

In learning English, the creativity of a teacher is needed. Teachers can use various effective and fun learning techniques and media so that students don't feel bored and are always motivated to learn English, especially vocabulary learning.

One of the media that can be used in teaching English vocabulary is by using animated videos. The use of animated video media in teaching vocabulary will make it easier for students to understand and memorize vocabulary and make them interested in learning it.

From the results of another study, based on Adinan Duerahae's research, he found that the use of animated videos as a vocabulary learning medium was proven to be effective and could improve students' vocabulary skills and pronouncement them correctly. Therefore, the researcher made a study with the theme Improving Students' English Vocabulary Mastery by Using Animation Video at the Seventh Grade of SMPN 3 Patampanua.

B. Research Questions

Based on the statement of background of the study above, the research tries to formulate and get a description of the problem:

1. Was the implementation of Animation Video able to improve students' English vocabulary mastery at the seventh grade of SMPN 3 Patampanua?

2. How were the students' interest in learning English vocabulary by using Animation Video at the seventh grade of SMPN 3 Patampanua?

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[3]Ahsin Fahmi Mubarok, *"The Effect of Using Video On The Eighth Grade Students' Vocabulary Achievement At SMPN 5 Jember"* (Tesis; Universitas Jember, Jember, 2017).

C. Objective of The Research

The objective of this study is:

1. To examining whether Animation Video able to improve students' English vocabulary mastery at the seventh grade of SMPN 3 Patampanua.

2. To describe how students interest in learning English vocabulary by using Animation Video at the seventh grade of SMPN 3 Patampanua.

D. Significance of The Research

This research will give some benefit as follows:

1. For teachers, hopefully the results of this research can be useful as a reference in improving and increasing students' vocabulary, as well as attracting students' interest in learning English through animated video media.

2. Students are expected to be more interested and more active in improving their English vocabulary mastery through animated video media.

3. For researchers, the results of this study are expected to add insight and experience in conducting further research.

4. For schools, provide input to improve the quality of learning so as to produce quality learning, and can use picture card media to support learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Based on the analysis that has been done on several sources, then the following are some of the relevant research regarding this research:

A Riskawati Hajis, in her research that *"Improving Students' Vocabulary by Using Visual Media at SMP Negeri 10 Makassar"* found that there was a significant increase in students' vocabulary after using visual media. She said that the application of visual media had a positive impact on students in increasing the desire to learn vocabulary, ease in remembering vocabulary, ease in interpreting the message of a word, and to attract students' attention. Based on the observation sheet used in their research, most of the students said that the use of visual media could help them master vocabulary, increase students' motivation in learning English, and students feel enthusiastic about participating in learning.[4]

Ahsin Fahmi Mubarok in his research *"The Effect of Using Animation Video on The Eight Grade Students' Vocabulary Achievement at SMPN 5 Jember"* proves that there is a significant influence from the use of animated videos on the vocabulary achievement of eighth grade students at SMPN 5 Jember. The significant values is 0,000 which is lower than 0,05. This means that students who are taught vocabulary using animated videos in the experimental group have a higher score than students who are taught using the lecture and question and answer method in control group.

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[4] A. Riskawati Hajis, *"Improving Students' Vocabulary By Using Visual Media At SMP Negeri 10 Makassar,"* (UIN Alauddin Makassar, Makassar, 2014).

Therefore, it is recommended for English teachers to use animation video as an effective learning media in teaching vocabulary.[5]

And the last, Adinan Duerahae in his research *"Improving Students' Vocabulary Mastery Using Animation Video for the Fifth Grades of MI Darussalam Winodadi, Blitar"* found that there was an increase in students' vocabulary mastery after using animated videos as media for learning vocabulary. His research shows that animated videos are an interesting and effective media for teaching vocabulary. During the research, the researcher found that the students had shown their improvement in pronouncing English words correctly. By repeating after the narrator says in the video, students can minimize their pronunciation errors. In addition, the use of animated videos in learning can also build students' enthusiasm for learning vocabulary. The students were enthusiastic and active in joining the class. The classroom becomes interactive. Therefore, it can be concluded that by using animated video as a teaching media, students' vocabulary mastery can be improved.[6]

Based on the previous research findings above, the researcher can concludes that the use of animated videos can give positive results towards increasing students' vocabulary mastery. And all of the researcher above conduct research using the same media, but have the difference between the researcher and this study because they use classroom action research whereas this research uses experimental research, and uses different methods. The researcher will apply several strategies or media that make students more interested.

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[5] Ahsin Fahmi Mubarok, *"The Effect of Using Animation Video on The Eighth Grade Students' Vocabulary Achievement at SMPM 5 Jember,"* Jember University, (2017).

[6] Adinan Duerahae, "Improving Students' Vocabulary Mastery Using Animation Video for the Fifth Grades of MI Darussalam Winodadi, Blitar." IAIN Tulungagung, (2019)

B. Some Pertinent Ideas

1. The Concept of Vocabulary

The concept of vocabulary consists of definition of vocabulary, benefits of vocabulary, and technique in teaching vocabulary.

a. The Definition of Vocabulary

Learning vocabulary is an important aspect of language development. Vocabulary knowledge is closely related to reading skills. In addition, vocabulary knowledge can help achieve learning success in school. According to Gorys Keraf, "vocabulary is an element of language that has an important role in the development of language skills which include speaking, listening, reading and writing which is a manifestation of the unity of feelings and thoughts that can be used in its use"[7]

According to Burn and Broman state that vocabulary is stoke of words used by person, class or profession to state their idea.[8] They also state that almost every individual uses several different vocabularies; they are often designate as listening, reading, speaking, and writing.

According to Surawan Martinus, "vocabulary is a very important aspect of language. Vocabulary is defined as a vocabulary of words. The way to master vocabulary widely is the memorization method. However, without the right strategy, memorization activities frustrate students and give up losing in the first step before they master several dozens of words, which of course is not commensurate with the demands for a number of vocabularies that should be mastered by students according to their educational level.[9]

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[7] Gorys Keraf, *Diksi Dan Gaya Bahasa*, (Jakarta: Gramedia Pustaka Utama, 2009), P. 64
[8] Longman, *Longman Dictionary of American English China* (Laurence Delacrolx, 2000).
[9] Surawan Martinus, Kamus Kata Serapan, (Jakarta: Rineka Cipta, 2011), P.3

The Longman Dictionary of Contemporary English shows the six meanings of the vocabulary as follows:[10]

1. All the words know, learn, or use.

2. Words are commonly used when talking about a particular topic.

3. All words in a particular language.

4. The word failure is not included in the vocabulary that says you never think about accepting failure.

5. A list of words with explanations of meanings in foreign language learning books.

6. A list of codes or terms used in the computer system.

Based on definition above, the researcher concluded that vocabulary is list of words that is used in speaking, reading, listening, and writing. And vocabulary also is total number of words with their meaning that used to communicate and express ideas in spoken or written language.

b. The Benefits of Vocabulary

The benefits of vocabulary in language learning activities are very clear. Vocabulary is closely related to every aspect of language learning. When studying reading, students must know the meaning of each vocabulary in order to be able to understand the contents of the reading they are reading. Learning speaking, students must understand the meaning of new vocabulary and be able to communicate well. Studying listening, students must also know the meaning of vocabulary in order to be

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[10]Nguyen Thi Kim Chi, Technique in Teaching Vocabulary to Young Learners (Hanoi: Vietnam International University, 2010).

able to understand what is heard. Studying writing too, students must understand the meaning of vocabulary to be able to write well. Vocabulary can also be called the breath of language, because without vocabulary there will be no language.[11]

Based on the benefits of the vocabulary above, it can be concluded that learning vocabulary is very important. Because with good and adequate vocabulary mastery, we can learn all aspects of English, both writing, listening, speaking and reading.

c. Techniques in Teaching Vocabulary

To get the best results in vocabulary learning, it is important to choose the right and appropriate vocabulary learning method. Gairns and Redman have proposed the following techniques for introducing new vocabulary.

1) Visual

a. Visual

Visual techniques can take the form of index cards, photographs, blackboard drawings, wall maps, and reality. All of these techniques are widely used to convey the meaning of specific nouns such as animals and fruits, and specific areas of the vocabulary such as occupations, places, and descriptions of people and activities.

b. Meme and Gesture

These are often used to supplement other ways to convey meaning. When teaching an item such as to chew, a teacher might build a situation to illustrate it, make use of the blackboard and gesture to reinforce the concept.

2) Verbal Techniques

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[11]Nguyen Thi Kim Chi, Technique in Teaching Vocabulary to Young Learners (Hanoi: Vietnam International University, 2010).

a. Use of Illustrative Situations (Oral or Written)

This could be the most helpful way when the items become more abstract. The teacher often uses more than one situation or context to check that learners have grasped the concept.

b. Use of Synonymy and Definition

Teacher often use synonymy with low-level students, there inevitably they have to compromise and restrict the length and complexity of their explanation.

c. Contrasts and Opposites

A new item like big is easily illustrated by contrasting it with small which is already known by the students. In this case, the teacher must have known exactly which vocabulary has been mastered by the students and which has not.

d. Scale

After students have learned two contrasting or related evaluable items, this is a convenient way to see and empathize with new items.

3) Translation

Another technique comes from Brown and Pain. They break down vocabulary learning skills into five key steps. (1) Have a source of information for encountering new words. (2) Obtain a clear visual, auditory or both clear image of the new word shape. (3) Learn the meaning of words. (4) Establish a strong memory connection between the shape and meaning of the word. (5) Use the word.[12]

In addition, Thornbury says that visualization is the best way to teach new voabulary for all subjects. This means that teachers in the teaching and learning

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[12]Adinan Duerahae, "Improving Student's Vocabulary Mastery Using Animation Video for the Fifth Grades of MI Darussalam Winodadi, Blitar"(Tesis Sarjana: IAIN Tulunagung, Blitar, 2019)

process can use visual things like media, namely: videos, songs, stick pictures, pictures, flashcards, etc. So, students can receive learning materials very well.[13]

2. Media of Teaching

a. Definition of Media of Teaching

Media in the learning process is no longer a new thing for teachers. Some teachers have used media in the learning process in order to make it easier for students to accept the material presented by the teacher. Therefore, the use of media in the learning process is needed. Before we talk media, we have to know what media is.

Arsyad said that the word media comes from the Latin medius which literally means middle, intermediary, or introduction.[14]

In the learning process, media is often defined as graphic, photographic, or electronic tools that function to capture, process, and rearrange visual or verbal information. Media are all forms of tools used in the process of distributing or delivering information. The media can also be interpreted as a tool that can be used as a messenger to achieve learning goals. The media can convey a compelling message, stimulate the minds, emotions, and wills of the audience and students and enhance their learning process. The media is an essential or inseparable part of the learning process to achieve learning goals. The media functions and plays a role in coordinating effective relationships between teachers and students in the learning process. Learning media contains tools that are physically used to convey the content

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[13] Thornbury, S, *How to teach vocabulary*, (Oxford Shine: Longman Group, 2007), p.25.
[14] Azhar Arsyad, *Media Pembelajaran,* (Jakarta: Rajawali Pers, 2004), p. 3

of learning materials. Learning media is a component of learning resources that includes teaching materials in a student environment that motivate students to learn.[15]

According to Gerlach and Ely, the media in the broadest sense is the person, material, or event that creates the conditions under which a student can acquire knowledge, skills, or attitudes.[16]

Meanwhile, according to Sadiman et al, explaining learning media is everything that can be used to channel messages so that it can stimulate the thoughts, feelings, concerns, and interests of students so that the learning process can occur.[17]

Based on some of the opinions above, it can be concluded that learning media is a material, tool or method used by educators as an intermediary for communication/interaction between educators and students in learning activities to achieve learning objectives and present learning material in a concrete manner so that students easily accept and digest lessons given by educators that affect interest in learning so that students have an interest in learning.

b. Kinds of Media of Teaching

In the learning process, there are several types of learning media that need to be known. The types of learning media in question are as follows:

1. Visual Media

Visual media is media that has several elements in the form of lines, shapes, colors, and textures in its presentation. Visual media can be displayed in two forms, namely visuals that display still images and visuals that display moving images or symbols.

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[15]Ega Rima Wati, *Ragam Media Pembelajaran,* (Kata Pena, 2016), p. 2-4

[16] Azhar Arsyad, *Media Pembelajaran,* (Jakarta: Rajawali Pers, 2004), p. 3

[17] Arief S. Sadiman, dkk, *Media Pendidikan,* (Jakarta: Raja Grafindo Persada, 2009), p. 7

2. Audio Visual

Audio visual is a medium that can display image and sound elements simultaneously when communicating messages or information. Audio-visual media can reveal objects and events like the real situation. The devices used in this audio visual are film projectors, tape recorders, and wide visual projectors.

3. Computer

A computer is a device that has interesting applications that can be used by teachers or students in the learning process. Computers are very familiar to students. Many students already use netbooks or laptops that are used in daily learning. The use of computer-based learning media is an activity that uses software as a medium to interact in the learning process, both in class and at home.[18]

4. Microsoft Power Point

Microsoft PowerPoint is an application or software that was created specifically to handle the design of graphic presentations easily and quickly. This application is very popular and is widely used by various groups, both professionals, academics, practitioners, and beginners for presentation activities.

5. Internet

The internet is one of the most widely used communication media for several purposes. In the teaching and learning process, this internet media is very helpful in attracting students' interest in the learning material presented by the teacher. The internet can also help in opening students' insights and knowledge. Internet is one of the media that has extraordinary development. Apart from being a learning medium,

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[18]Ega Rima Wati, *Ragam Media Pembelajaran*, (Kata Pena, 2016) p. 5

the internet is also widely used by several institutions, business people, and experts for various purposes.

6. Multimedia

Multimedia is a combination of various forms of information elements that are used as a means of conveying certain goals. The information elements in question include text, graphics, images, photos, animations, audio, and video. Multimedia is a combination of various kinds of media, both for learning purposes and other purposes.[19]

From the explanation above, the researcher concludes that the type of learning media is divided into several parts, namely the first visual in the form of still or moving images, the second audio-visual in the form of sound accompanied by images such as videos, films, then the third computer, namely hardware in the form of a notebook or laptop, Next, Microsoft Power Point is an application or software, then the internet is a communication medium, and finally multimedia, namely information elements in the form of graphics, images, photos, etc.

c. The Functions and Benefits of Learning Media

a. Learning media function

According to Kemp and Dayton, the functions of learning media are:

1. Motivate interest or action

2. Presenting information

3. Giving instructions

b. Benefits of learning media

According to Kemp and Dayton the benefits of learning media, namely:

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[19] Ega Rima Wati, *Ragam Media Pembelajaran*, (Kata Pena, 2016) p. 4 - 8

1. Lesson delivery becomes more standard

2. Learning can be more interesting

3. Learning becomes more interactive

4. Can shorten learning time

5. Can improve the quality of learning outcomes

6. Learning can be given anytime and anywhere

7. Student's positive attitude towards learning can be improved

8. The role of the teacher can change in a more positive and productive direction.[20]

From the description above, it can be concluded that the functions and benefits of learning media, namely, can help facilitate learning for students and educators, provide a more real experience (abstract becomes concrete), attract students' attention and interest in learning, and can generate an equalization between theory and reality.

3. Animation Video as a Media of Teaching English

Learning media is one of the important factors in improving the quality of learning. Accuracy and accuracy in choosing learning media will support the effectiveness of learning activities.

One of the mediums for teaching English vocabulary is to use animation video. In this study, animation video was selected as the medium for teaching English vocabulary. The following is an explanation of teaching English vocabulary using animation video as a medium.

a. Definition of Video

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[20] Azhar Arsyad, *Media Pembelajaran* (Jakarta: Rajawali Pers, 2013), p.15

Video is one of the audio-visual media that is widely developed for the teaching and learning process because it can improve learning outcomes. Audio-visual media can display image (visual) and sound (audio) elements simultaneously when communicating messages or information. Video media is classified as audio-visual media.

Video learning media is a tool used to convey learning materials through videos projected to form the same character as the original object. Learning video media can be categorized as Audiovisual Assistance (AVA) media types or viewable media. The use of video learning media can elicit a positive response from students. Students are motivated to learn and can better understand what they are taught.[21]

According to Daryanto, stating that "video is a non-printed teaching material that is rich in information and straightforward because it can reach students directly, videos add a new dimension to learning".[22]

Video can provide a more realistic picture to students so that students can play an active role in the teaching and learning process. In addition, it can facilitate vocabulary learning because it is accompanied by visual reinforcement and explanations of material that are easy to understand so that students are more enthusiastic about participating in the teaching and learning process.

b. **Definition of Animation**

The word animation comes from the Latin, anima which means "life" animate which means "to blow life into". Then the term was translated into English into

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[21]Fitriani Dwi Cahyani, *"Pengembangan Media Pembelajaran Video Animasi Pada Mata Pelajaran Matematika Kelas V Madrasah Ibtidaiyah Negeri 4 Muaro Jambi"* (Skripsi; UIN Sulthan Thaha Saifuddin Jambi, Jambi, 2021), p 16.

[22]Daryanto*, Media Pembelajaran, Peranannya Sangat Penting Dalam Mencapai Tujuan Pembelajaran* (Yogyakarta: Gava Media, 2010), p.125.

Animate which means to give life (to give life to) or Animation which means the illusion of movement, or life. Usually, the term animation means making a cartoon (the making of a cartoon).[23]

From the description above, it can be concluded that animation is the process of converting an initially still image into a moving image so that it looks like life or an illusion. Animation is usually shown on television as a spectacle for children's entertainment.

It can be concluded that animation video is a medium that combines audio media and visual media to attract the attention of students, can present objects in detail, and can help understand difficult lessons.

c.   The Advantages of Using Animation Video in Teaching Vocabulary

According to Wang, there are four advantages of using video media in English teaching as follows:

1) Teaching English using animation video can stimulate students' autonomy and proactivity. Having video in the classroom, the students can directly acquire the cultural background and the emotional attitudes about the learning materials. Therefore, they can use their autonomy in language learning. While viewing the animation video media, the students can put themselves in the vivid atmosphere created by the video media and understand the language used by characters. These two things cannot be gained using traditional teaching method.[24]

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[23] Ranang A. S., Basnendar H, dan Asmoro N.P, *ANIMASI KARTUNDari Analog Sampai Digital* (Jakarta: PT. Indeks, 2010), p. 9.

[24] Ahsin Fahmi Mubarok, *"The Effect of Using Video On The Eighth Grade Students' Vocabulary Achievement At SMPN 5 Jember"* (Tesis; Universitas Jember: Jember, 2017).

2) Video enrich classroom activities, motivate students' passion for learning English and help them to hold their attention in the classroom. Teaching English using animation video has some components, such as up by visual aids. These components can make the students easier to learn the language as well as attract students' attention. The attention will be gained because teaching using animation video can decrease students' boredom.

3) Video for language teaching is mostly portrait of realistic situations in life. Students can learn how the language is actually used in real life more than when they learn from traditional English teaching media.

4) Teaching English using video provides the students with a direct access to native speakers' culture. It can complement the traditional English teaching which does not pay enough attention to the development of students' intercultural communication skills. Learning English does not only acquire linguistic knowledge, such as pronunciation, grammar, vocabulary and idiomatic expressions but also learn how to think like native speakers. It means that students have to understand the values, social customs and habits of native speakers in order to reach near-native English proficiency. [25]

From the explanation above, it can be concluded that the use of animation video as a teaching medium has several advantages, including being able to stimulate students' independence and activeness, motivating students to learn English so that students are more enthusiastic and actively participate in class, and can provide direct access to students to learn more know the culture of native speakers.

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[25] Ahsin Fahmi Mubarok, *"The Effect of Using Video On The Eighth Grade Students' Vocabulary Achievement At SMPN 5 Jember"* (Tesis; Universitas Jember: Jember, 2017).

d. The Disadvantages of Using Animation Video in Teaching Vocabulary

According to Wiranata, there are some disadvantages of using animation video in teaching vocabulary. They are follows:

1) Although there are lots of animation videos in the internet, finding the animation video that has appropriate content of teaching vocabulary sometimes cannot be done easily. That is why the teacher needs to find a specific website that provides animation video as the teaching media. Thus, researcher has access to download the video by registering to website such as englishcentral.com and sometimes it is not free.

2) Some animation videos do not have English subtitle. Therefore, the teacher needs to add English subtitle by using notepad software to write the subtitle manually.

3) Sometimes, the animation video download from the internet has specific file extension that does not support some video players. In this case, the teacher needs an application such as clip converter to change the format of the video. So, it requires the teacher to master clip converter software to fix the problem.[26]

Besides animation video have advantages, of course there are also disadvantages. Based on the explanation above, the researcher concludes that the use of animated video as a teaching medium has several weaknesses, including being difficult to find according to what is desired, besides that some animated videos also do not have English subtitles and sometimes some videos have certain extensions so that some videos cannot be played and must be converted first.

4. Interest in Learning

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[26] Ahsin Fahmi Mubarok, *"The Effect of Using Video On The Eighth Grade Students' Vocabulary Achievement At SMPN 5 Jember"* (Tesis; Universitas Jember: Jember, 2017).

a. Definition of Interest

Every individual has a fundamental tendency to relate to something in the environment. If something is pleasing to him, then he will be interested in that something. Interest arises when the individual is interested in something to be studied related to himself and he is also interested in learning it.

Linguistically, interest means a feeling that states that an activity, lesson or object is valuable or meaningful to the individual.[27] Meanwhile, according to the terms, below the researchers put forward some opinions of psychologists regarding the meaning of interest above.

According to H.C. Whiterington, interest is a person's awareness that an object, person, problem or situation has something to do with him. Interest will arise, if an object faced by a person for his life needs.[28]

Another opinion was expressed by W.S. Winkel that interest is defined as the tendency of the subject to stay, to feel interested in a particular field of study or language subject and feel happy to learn that material.[29] So in his opinion, the tendency and awareness of the subject that has settled in him will cause interest and feel happy to learn the material that has been given.

Interest according to psychology is the tendency to always pay attention and remember something continuously. Interest is closely related to feelings, especially feelings of pleasure, because it can be said that interest occurs because of a happy attitude towards something.

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[27]J.P. Chplin, *Kamus Lengkp Psikologi.* (Jakarta: PT Raja Grafindo Persada, 2004) Cet. 1, h. 25

[28] H.C. Whiterington, *Psikologi Pendidikan*, (Bandung: Akasara Baru, 198), p.124

[29]W.S. Winkel, *Psikologi Pengajaran,* (Jakarta: Grasindo, 1996), Cet 4, p. 188

In general, interest can be interpreted as a tendency that causes someone to try to find or try activities in a particular field. Interest is also defined as a child's positive attitude towards environmental aspects.

So some of the theories above, the author can conclude that interest is always related to objects that attract individuals, and interesting objects are felt to be fun. Therefore, if someone has a feeling of pleasure towards something, then that person will have an interest in getting something with his efforts so that his desire can be achieved.

b.   Factors that Effect Interest in Learning

Interest as one of the drivers in the learning process does not appear by itself, but there are many factors that lead to student interest in several subjects taught by teachers in the field of study.

Individuals, and interesting objects are felt to be fun. Therefore, if someone has a feeling of pleasure towards something, then that person will have an interest in getting something with his efforts so that his desire can be achieved.

c.   Factors that Effect Interest in Learning

Interest as one of the drivers in the learning process does not appear by itself, but there are many factors that lead to student interest in several subjects taught by teachers in the field of study.

These factors include:

a)   Interest can arise from learning situations. Interest will arise from something that is already known, and we can know that something through learning. Therefore, the more you learn, the wider your field of interest will be.[30]

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[30] Singgih D. Gunarsa, Ny. Y. Singgih Gunarsa, *Psikologi Perawatan*, (Jakarta: PT BPK. Gunung Mulia, 2003), Cet 4, p.6-8.

b) Interest can also be fostered through learning. With increasing knowledge, interest will arise and even activate to recognize and learn it. Interest is also closely related to drives, motives and emotional responses.

c) Experience is also an important factor in the formation of interest. Because from experience, it can be seen that every job requires effort to complete. Interests that arise based on abilities in certain fields will encourage more productive businesses. Coupled with experience and knowledge, will achieve success within the limits of their abilities. The student's interest will increase if he can see and experience that with the help of what he learns he will achieve certain goals.

d) Lesson material. Learning materials can affect student interest, students will not learn as well as possible if there is no attraction for them, they do not get satisfaction from the lesson. Lessons that interest students will be easier to learn and keep.[31]

e) Lessons and teacher attitudes. Lessons will be interesting for students, if they can see and know the relationship between lessons and the real life that surrounds them. The attitude of the teacher shown to students when teaching plays an important role in arousing students' interest and attention. Teachers who are liked by students will find it difficult to stimulate students' interest and attention.[32]

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[31] Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya,* (Jakarta: PT Rineka Cipta, 2010) Cet 4, p. 57.

[32] Kurt Singer, *Membina Hasrat Belajar di Sekolah,* Terjemah: Bergman Sitorus, (Bandung: CV Remadja Karya, 1987), p. 78.

f) Motivation, a person's interest will be higher when accompanied by motivation, both internal and external. According to D.P. Tampubolon said that interest is a combination of desires that can develop if there is motivation.[33]

g) Family, parents are the closest people in the family. Therefore, the family has a very big influence in determining a student's interest in learning. As indicated, Abdul Rachman Abror said that "Not all students start new studies because of their own interests. Some develop their interest in the subject area, because of the influence of their teachers, friends around them and their parents."[34]

However, broadly speaking, the factors that influence interest can be grouped into two, namely internal sources (internal factors) and external factors (external factors). Internal factors include intention, diligence, motivation, and attention. External factors include family, teachers and school facilities, associates, mass media. The detailed explanation is as follows:

a) Internal factors

1. Intention, intention is the main central point of all forms of one's actions.

2. Diligent and seriousness in learning a person will get something he wants with the maximum way in studying, of course, it takes serious learning and intensive perseverance in that person.

3. Motivation, motivation is one of the factors that influence a person's interest because of the impulse that arises in a person to do something in achieving goals.

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[33] D.P. Tampubolon, *Mengembangkan Minat Membaca Pada Anak,* (Bandung: Angkasa, 1993), Cet 11, p. 41.

[34] Abdul Rahman Shaleh dan Muhbib Abdul Wahab, *Psikologi Suatu Pengantar dalam Perspektif Islam*, (Jakarta: Kencana, 2003), p. 265-268.

4. Attention, interest arises when there is attention, in other words, interest is a cause and effect of attention, because attention is a directive of mental energy aimed at an object that will cause feelings of love.

5. Attitudes towards teachers and lessons, positive attitudes and feelings of pleasure towards teachers and certain lessons will arouse and develop students' interest, on the other hand the attitude of looking at subjects that are too difficult or easy will weaken students' interest in learning.[35]

b) External Factors

1. Families, with the attention of support and guidance from families, especially parents, will provide excellent motivation for the development of children's interests.

2. Teachers and school facilities, the teacher factor is the most important factor in the teaching and learning process, the way teachers present lessons in class and mastery of subject matter that does not make students lazy, will affect students' interest in learning. Likewise, facilities and facilities that are less supportive such as textbooks, classrooms, in complete laboratories can affect student interest and vice versa.

3. Associating friends, according to the developmental period of students who like to make groups and hang out a lot with groups of interest, social friends around them affect children's interest in learning. On the other hand, if there are no friends who go to school or are lazy to go to school, the child's interest in learning will be reduced or lazy.

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[35] Abdul Rahman Shaleh dan Muhbib Abdul Wahab, *Psikologi Suatu Pengantar dalam Perspektif Islam*, (Jakarta: Kencana, 2003), p. 265-268.

4. Mass media, technological advances such as VCD, telephone, cellphone, television and other print media such as reading books, magazines, and newspapers, all of which can affect students' interest in learning. If students use these media to help the teaching and learning process it will develop, but if the learning time is used to watch TV or be used for other things that are not appropriate, of course it will have a negative impact.[36]

From the factors described above, it can be concluded that to support the success of the teaching and learning process, a student must have an interest in learning, especially a high interest in learning. When students have a high interest in learning, the delivery of lesson information will be easier. Therefore, to increase this interest, it is necessary to pay attention to every factor that can affect student interest.

d. Increase Student Interest

Increase students' interest in learning a few things that could arouse their interest to keep the attention and leaning with enthusiasm. Increase the students' interest in learning process will be more effective that the purpose of learning get success.

1) Learning Material that Interest

Learning materials is a core element in the teaching and learning activities because learning material that is in trying to do for the control of the student. Therefore, in particular teacher or curriculum developers generally should not forget to think how far the materials listed in the syllabus topic related the needs of students at a certain age and in a certain environment as well.

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[36]Yeti Budiyarti, *"Minat Belajar Siswa Terhadap Mata Pelajaran Bahasa Indonesia Studi Kasus di SMA PGRI 56 Ciputat",* (Skripsi: UIN Syarif Hidayatullah: Jakarta, 2011)

2) Learning tools that interest

Another element that may serve to support the delivery of learning materials is the tools or media studies and education. In the description of the teaching-learning strategy has been much talk about anything that can be categorized as a means of learning, why should we use and why you should use.

3) Creating a Calm Atmosphere and Fun for Learning

Situation of study environment that calm and fun will be caught students' interest in learning English. Atmosphere very supported to the teaching and learning process in the teaching and learning process in the class. These supports will adding students spirit to do the learning activities.

4) Explain the Purpose of Learning English

Explain the purpose of learning English to the student can build good assumption for student. Know about purpose of learning English its means know what English is very important in own life. Interest can be developing by study. So the students must know about purpose of learning English.[37]

Based on the explanation above, it can be concluded that to increase student interest in the learning process, it is necessary to pay attention to every aspect such as interesting learning materials, interesting learning tools, and a calm and pleasant environmental situation. With the fulfillment of this, student interest will increase and the learning process will be better.

e. Indicators of Learning Interest

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[37]Nur Saroh, "*Submitted as Partial Fulfillment of Requirement to Obtain an Undergraduate (S1) Degree in English Education*" (Tesis; Universitas Islam Sulthan Thaha Saifuddin Jambi: Jambi 2019)

There are several indicators of students who have a high interest in learning, this can be recognized through the learning process in the classroom and at home. [38] According to Djamarah, "Indicators of interest in learning are liking/pleasure, statements of liking, feeling of interest, awareness of learning without being asked, participating in learning activities, paying attention". Then according to Slameto, several indicators of interest in learning are "feeling of pleasure, interest, acceptance, and involvement of students".[39]

Based on some of the definitions put forward regarding the indicators of interest in learning above, in this study using indicators of interest in learning, namely:

a) Feelings of pleasure

If a student has a feeling of pleasure towards a particular lesson, there will be no sense of being forced to learn. Examples are happy to follow lessons, there is no feeling of boredom, and being present during lessons.

b) Student involvement

Interest in an object that causes the person to be happy and interested in doing or working on the activities of the object. Example: active in discussions, actively asking questions, and actively answering questions from educators.

c) Interest

Related to the driving force of students to be interested in an object, person, activity or it can be an effective experience stimulated by the activity itself. Example: enthusiastic in following lessons, not delaying assignments from educators.

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[38]Syaiful Bahri Djamarah, *Psikologi Belajar,* (Jakarta: Rineka Cipta Grafindo Persada, 2011)

[39]Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhi,* (Bandung: Remaja Rosdakarya, 2010)

d) Attention of students

Interest and attention are two things that are considered the same in everyday use. The attention of students is the concentration of students on observation and understanding, to the exclusion of others. Students have an interest in certain objects, then automatically pay attention to these objects. Example: listening to the teacher's explanation and taking notes on the material.[40]

From the several indicators of interest in learning above, it can be concluded that the indicators of interest in learning are the feeling of pleasure in learning, the concentration of attention and thoughts on learning, the willingness to learn, and the willingness from within to be active in learning.

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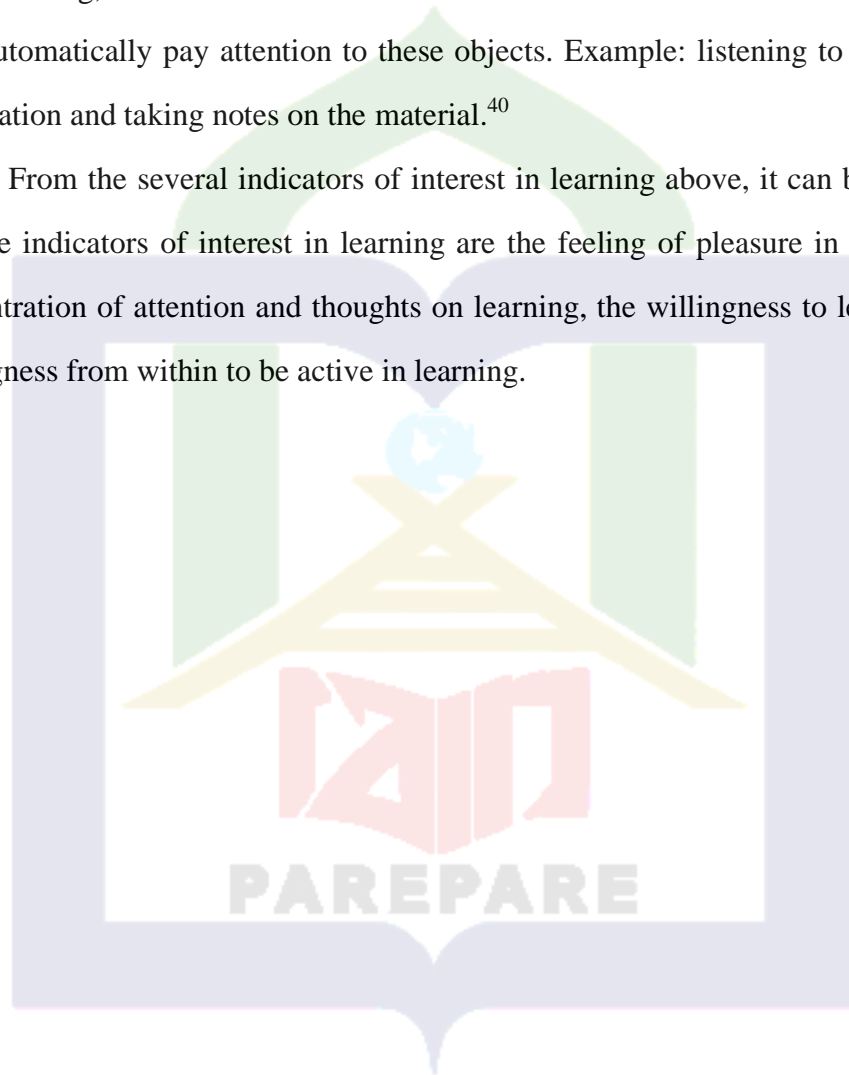
[40]Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhi,* (Bandung: Remaja Rosdakarya, 2010)

C. Conceptual Framework

The conceptual framework underlying this research is given in the following diagrams:

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                    ┌─────────────────────┐
                    │ Teaching Vocabulary │
                    └─────────────────────┘
         ┌──────────────────┼──────────────────┐
    ┌─────────┐        ┌─────────┐        ┌─────────┐
    │  Input  │        │ Process │        │ Output  │
    └─────────┘        └─────────┘        └─────────┘
```

Vocabulary of Material:	Instructions for Learning Vocabulary Using Animation Video:	The Improvement of Students' English Vocabulary Mastery
1. Things in the Classroom 2. Things in the Living Romm 3. Things in the Kitchen and Dining Room 4. Things in the Bedroom	1. Preparation 2. Presentation 3. Practice 4. Evaluation 5. Students Response 6. Expansion Activity	

Feed Back

The diagram above has three main components, which are briefly described below:

1. Input: it refers to the material applied by the researcher in the classroom that is material of vocabulary such as things in the classroom, things in the living room, etc.

2. Process: it refers to the teaching and learning vocabulary material by using animation video.

3. Output: it refers to improve students' English vocabulary mastery after they are learning the material by using animation video.

D. Hypothesis

Based on the research problem and the theories of related literature above, the hypothesis was formulated as follow:

1. Null Hypothesis $(H0)_1$

The Animation Video is not able to improve students' English vocabulary mastery at SMPN 3 Patampanua.

2. Alternative Hypothesis $(Ha)_1$

The Animation Video is able to improve students' English vocabulary mastery at SMPN 3 Patampanua.

E. Variable and Operational Definition of Research

a. Variable

This study has two variables, they are independent variable and dependent variable. The dependent variable is the students' English vocabulary, and the independent variable is animation video.

b. Operational Definition of Research

1) Students' English vocabulary is the ability of students to know about the word meanings and the application of the words.

2) Animation video is a media of learning vocabulary that the researcher will apply in the classroom to improve student's English vocabulary.

CHAPTER III

THE RESEARCH METHOD

This part describes about the description of the research design, location of the research, population, sample, instrument of research, and procedure of collecting data.

A. Research Design

In this research, the technique would applied a pre-experimental design with one group pre-test and post-test design, this is presented as follow:

$$E = O1 \ XO2$$

Where:

E: Experimental Group

O1: Pre-test

X: Treatment

O2: Post-test[41].

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[41] Sugiono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R & D)* (Bandung: Alfabeta, 2010), p. 110-111.

B. Location and Duration of Research

The place of this research was carried out at SMPN 3 Patampanua, precisely in Garungga, Kassa Village, Batulappa District, Pinrang Regency, South Sulawesi Province. The researcher uses quantative research that has several times to collect and analyze data.

C. Population and Sample

1. Population

The population in this research was the seventh-grade students of SMPN 3 Patampanua. Where class VII were divided into two classes and consisting of 16-17 students in each class.

Table 3.1 The total population seventh grade students of SMPN 3 Patampanua.

No	Class	Sex		Total
		Male	Female	
1.	VII A	10	7	17 Students
2.	VII B	10	6	16 Students
TOTAL				33 Students

2. Sample

The researchers would use purposive sampling. The reason why researchers woud use purposive sampling because researchers take samples based on the needs and goals. Sugiyono explained that purposive sampling is a sampling technique with certain considerations.[42] Therefore, researchers set VII B class as research samples

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[42] Sugiyono, *"Metode Penelitian",* (Bandung: Alfabeta, 2015), p.85

based on several considerations, including because students at this class's understanding and knowledge about vocabulary still low.

D. The Instrument of the Research

The instrument of this research was a vocabulary test applies in pre-test and post-test. The pre-test gives before treatment and the post-test gave after doing the treatment. The type of the test were matching items 5 numbers, multiple choice 5 numbers, and translation test 5 numbers. So, the total number of this test is 15 numbers.

E. Procedure of Collecting Data

In collecting data, the researcher would provide several steps for the students as follow:

1. Pre-Test

Before the treatment, the researcher would conduct a pre-test on the students as an initial activity. Students were given a pre-test by giving them some vocabulary tests. The researcher would give a 5 number matchmaking test, 5 number multiple-choice, and 5 number translation test. After the pre-test, the researcher reviewed the students' work to find out the students' lack of vocabulary. The researcher then treated using animated videos to increase their vocabulary.

2. Treatment

After pre-testing, researchers used animated videos to treat students. In this case, the student repeats what the teacher says and what they sees in the video. The treatment process is carried out in four sessions, and researchers provide different animated videos for each session.

The steps are explained as follows:

1) On the first meeting

a. The researcher prepared LCD and animated learning videos to teach vocabulary in the classroom.

b. The researcher greeted students in English and motivated them before providing materials**.** In addition, researchers have made the lessons more enjoyable.

c. In the form of animated videos, the researcher showed the students the first vocabulary related to things in the classroom.

d. The researcher asked students to follow her to practice pronouncing what they have learned in the video about what is in the classroom.

e. After that, students were asked one by one to mention the vocabulary about things in the classroom and their meanings.

f. The researcher would gave students the opportunity to ask questions about vocabulary that is not clearly pronounced.

g. The researcher would asked students to memorize each vocabulary about things in the classroom that has been learned in the animated video.

2) On the second meeting

a. The researcher prepared LCD and animated learning videos to teach vocabulary in the classroom.

b. The researcher greeted students in English and motivated them before providing materials**.** In addition, researchers have made the lessons more enjoyable.

c. The researcher showed the second vocabulary material about things in the living room to students in the form of an animated video.

d. The researcher would asked the students to follow her for practicing pronunciation of what are they got on the video about the names of things in the living room.

e. After that, students were asked one by one to mention the vocabulary about things in the living room and their meanings.

f. The researcher would gave students the opportunity to ask questions about vocabulary that is not clearly pronounced.

g. The researcher would asked students to memorize each vocabulary about things in the living room that has been learned in the animated video.

3) On the third meeting:

a. The researcher prepared LCD and animated learning videos to teach vocabulary in the classroom.

b. The researcher greeted students in English and motivated them before providing materials. In addition, researchers have made the lessons more enjoyable.

c. The researcher showed the third vocabulary material about things in the kitchen and dining room to students in the form of an animated video.

d. The researcher would asked the students to follow her for practicing pronunciation what wer they got the video about things in the kitchen and dining room.

e. After that, students were asked one by one to mention the vocabulary about things in the kitchen and dining room and their meanings.

f. The researcher would gave students the opportunity to ask questions about vocabulary that is not clearly pronounced.

g. The researcher would asked students to memorize each vocabulary about things in the kitchen and dining room that has been learned in the animated video.

4) On the fourth meeting:

a. The researcher prepared LCD and animated learning videos to teach vocabulary in the classroom.

b. The researcher greeted students in English and motivated them before providing materials. In addition, researchers have made the lessons more enjoyable.

c. The researcher showed the fourth vocabulary material about things in the bedroom to students in the form of animated videos.

d. The researcher would asked the students to follow her for practicing pronunciation what are they got on the video about things in the bedroom.

e. After that, students were asked one by one to mention the vocabulary about things in the bedroom and their meanings.

f. The researcher would gave students the opportunity to ask questions about vocabulary that is not clearly pronounced.

g. The researcher would asked students to memorize each vocabulary about things in the bedroom that has been learned in the animated video.

After treatment or the last meeting, the researcher will give the students post-test to see improvements students' English vocabulary.

3. Post-Test

After treatment, the researcher gave students post-tests to improve their English vocabulary commands. Used to check the outcome of treatment. It also helps to see if the animated video is suitable for use in vocabulary education.

4. Questionnaire

In the last meeting, the researcher would give the questionnaire to find out the student's interest to learning vocabulary by using animation video. The questionnaire was used in the contents worksheet.

F. Technique of Data Analysis

All of the data would be collected by pre-test and post-test, the following procedure is used:

1. Scoring the students answer

$$Score = \frac{students\ correct\ answer}{the\ total\ of\ number}\ X\ 100$$

2. Classifying the score five levels classification is a follow:

Table 3.2 Classification students' score

No.	Classification	Score
1.	Excellent	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very Poor	≤ 40

(Dirjen Pendidikan Dasar dan Menengah)[43]

3. Finding out the mean score would use the following formula:

$$\bar{x} = \frac{\sum Xi}{n}$$

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[43] Dirjen Pendidikan Dasar dan Menengah, Peraturan Direktorat Jendral Pendidikan Dasar dan Menengah Tentang: *Penilaian Perkembangan Anak Didik* (Jakarta: Depdiknas, 2005), p.2

Where:

$\bar{x}$: Mean

$\sum$Xi   : Total Score

N   : The total number of students[44]

4. Calculating the rate percentage of the students score:

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

Where:

P   : The percentage of the student respond

F   : The frequency of the students respond

N   : The total number of sample

5. Finding out the standard deviation by using the following formula:

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n-1}}$$

Where :

SD   : Standard Deviation

$\sum x^2$: The sum all square

n   : The total number of students

$(\sum x)^2$: The sum square of the sum square

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[44]Suharsimi Arikunto, "*Dasar-Dasar Evaluasi Pendidikan*, *Edisi Revisi*", (Jakarta: Bumi Aksara, 2009), p.298

6. Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n-1}}{N\ (N-1)}}}$$

Where:

t	: Test of significant
D	: The mean score of difference (X1-X2)
$\sum D$	: The sum of the total score
$\sum D^2$	: The square of the sum score of difference
N	: The total sample[45]

7. To analyze the student's interests, the researcher gave the student a questionnaire.

The questionnaire for this survey consisted of 20 questions consisting of 10 positive and 10 negative statements. Researchers used the Liker scale shown in the table below.

Table 3.3 Liker Scale

Positive Statement Score	Category	Negative Statement Score
5	Strongly agree	1
4	Agree	2
3	Undecided	3
3	Disagree	4

[45]Gay L.R, "*Educational Research, Competencies for Analysis and Application Second Edition*", (Columbus: Charles E Merril Company, 1981), p.331

1	Strongly disagree	5[46]

If a respondent answers all the positive statements with strongly agree along with all the one who answers all the positive statements with strongly disagree along with all 5 negative ones with strongly agree will get 10 scores. So the rating score ranges from 10 to 100 (interval 80). Since the questionnaire employs 5 level/categories, the interval which will be used to determine the levels/category of respondents is 80:5 = 16. Accordingly, the rating score for each category ranges as shown in the table as follows:

Table 3.4 The Rating score of interest category

Score	Category
84-100	Very interested (very positive)
67-83	Interested (positive)
50-66	Undecided
33-49	Uninterested (negative)
16-32	Very uninterested (very negative)[47]

The table above means that the student is said to have strongly interested when the mean score is 84 up to 100; they are said to have interested if the mean score is between 67-83; they are said to have moderate interest if the mean score is between 50-66; they are said to have uninterested if the mean score between 33-49; and they are said to have strongly uninterested if the mean score between 16-32.

Table 3.5 The rating percentage of the students' interest score.

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[46] Sugyono. *Metode Penelitian Pendidikan.* (Bandung: Penerbit Alfabeta, 2010).p.135

[47] Ridwan, dkk. *Rumus dan Data Dalam Analisis Statika.* (Bandung: Alfabeta.2005).p.18

Score (%)	Category
81-100	Very strong
61-80	Strong
41-60	Enough
21-40	Low
0-20	Very low

The table above means that the student is said to have strongly interested if the mean score is 81 up to 100; they are said to have interested if the mean score is between 61-80; they are said to have moderate interest if the mean score is between 41-60; they are said to have uninterested if the mean score is between 21-40; and they are said to have strongly uninterested if the mean score i between 0-20.

The calculating the rate percentage of the students' interest score:

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

Where:

P   : Percentage

F   : Frequency of the students respond

N   : Total number of sample[48]

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[48]Ridwan, dkk. *Rumus dan Data Dalam Analisis Statika.* (Bandung: Alfabeta.2005).p.245

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter is divided into two parts: survey results and survey discussions. The findings include a description of the results of the data collected through the pre-test and post-test described in the next section.

A. Findings

The results of this study relate to the classification of pre-test and post-test. Researchers took the test twice to find the answer to the question in the previous chapter. The pretest was conducted before treatment to use post-treatment animated videos to determine a student's improvement in vocabulary skills. Post-test results from this study can be used to improve vocabulary acquisition for the 7th vocabulary student in class SMPN 3 Patampanua using animation video.

1. Improving students' English Vocabulary by using animation video at the seventh grade of SMPN 3 Patampanua.

This part covers the result of data analysis about improving students' English vocabulary by using animation video.

a) The Students' vocabulary mastery before implementation of animation video.

This section presents the results of data analysis of vocabulary ability prior to treatment with animated video media. The data was collected from a student pretest consisting of 16 students. Before using animation video, researchers discovered that the 7th grade of SMPN 3 Patampanua still lacked vocabulary acquisition. Also, because English is a difficult subject and teachers still use traditional methods in their teaching and learning processes, most students find it boring and less enthusiastic

42

about participating in English learning. The researchers also didn't know how to pronounce the vocabulary correctly because the students had pronunciation errors.

b) Analysis of students' English vocabulary mastery before implementation of animation video.

Researchers gave students a test at the first meeting as a pre-test to know their vocabulary ability before they were treated. Each student was given a question and answered it. After the student took the pre-test, the researchers used the student's vocabulary classification to analyze the student's reaction. The results are shown in the following table.

Table 4.1 The students' score in pre-test

NO	Students	Pre-Test		
		Correct Answer	Score (X_1)	$(X_1)^2$
1.	Muh. Reski Akbar	7	46	2116
2.	Anfal	4	26	676
3.	Yoga Dwi Arnanda	10	67	4489
4.	Muh. Iqbal Fredi	6	40	1600
5.	Muhammad Farhan	1	6	36
6.	Nur Najmi	4	27	729
7.	Mutmainna	7	47	2209
8.	Ramlan	1	6	36
9.	Muhammad Hasbi	5	33	1089
10.	Nur Azikin	6	40	1600
11.	Jihan Syafirah	5	33	1089
12.	Dwi Mutiara	0	0	0

13.	Pira Reski	4	26	676
14.	Muh. Iqbal Nurdin	3	20	400
15.	Muh. Akbar	3	20	400
16.	Al Iksan	2	13	169
Total			$\sum X=450$	$\sum X^2=17314$

(Data' source: the Students' Score in Pre-Test)

Based on the above scores, you can classify into five levels:

Table 4.2 The Students' Classification Score, Frequency and Percentage of Pre-Test

NO	Classification	Score	Frequency	Percentage (%)
1.	Excellent	86-100	0	0%
2.	Good	71-85	0	0%
3.	Fair	56-70	1	6,25%
4.	Poor	41-55	2	12,5%
5.	Very Poor	≤ 40	13	81,25%
Total			**16**	**100%**

(Data source: the rate percentage of the frequency of pre-test)

Based on the table above, it can be seen that the results of the increase in students' vocabulary skills before being given treatment using animation video namely no students were in the excellent and good classification, one student was in the fair classification, two students were in the poor classification, and thirteen students is in the very poor classification. The total score of the pre-test was 450. It can be seen that most of the students of grade VII 2 have very low vocabulary

mastery. Because most students got a very poor grade classification. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test of table 4.2.

First, the researchers calculated the average score for the pre-test:

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

$$\bar{x} = \frac{450}{16}$$

$$\bar{x} = 28,12$$

Therefore, the average pre-test score (X_1) is 28,12.

Based on the results of the pre-test, the data showed that the average pre-test score was 28.12. From this analysis, it was clear that most of the 16 students still had very low vocabulary, as most of them performed so badly.

Next, the researcher calculated the standard deviation of the pre-test:

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{17314 - \frac{(450)^2}{16}}{16-1}}$$

$$SD = \sqrt{\frac{17314 - \frac{202500}{16}}{15}}$$

$$SD = \sqrt{\frac{17314 - 12656,25}{15}}$$

$$SD = \sqrt{\frac{4657,75}{15}}$$

$$SD = \sqrt{310,51}$$

$$SD = 17,62$$

Therefore, the standard deviation (SD) of the pretest is 17.62.

After a pre-test average (X1) of 28.12 and a pre-test standard deviation (SD) of 17.62, it was determined that student vocabulary improvement was in a very low category.

c) The students' score vocabulary mastery after implementation of animation video.

Researchers conducted post-tests to assess students' vocabulary proficiency after being treated through animation video. In this section, researchers showed the student's post-test score, average score, and percentage of the student's vocabulary after the test. On the other hand, the results of the post-test students are shown in the table below.

Table 4.3 The students' score in Post-Test

NO	Students	Post-Test		
		Correct Answer	Score (X_2)	$(X_2)^2$
1.	Muh. Reski Akbar	13	87	7569
2.	Anfal	10	67	4489
3.	Yoga Dwi Arnanda	15	100	10000
4.	Muh. Iqbal Fredi	10	67	4489
5.	Muhammad Farhan	10	67	4489
6.	Nur Najmi	15	100	10000
7.	Mutmainna	15	100	10000
8.	Ramlan	14	93	8649
9.	Muhammad Hasbi	13	87	7569
10.	Nur Azikin	15	100	10000
11.	Jihan Syafirah	11	73	5329

12.	Dwi Mutiara	12	80	6400
13.	Pira Reski	9	60	3600
14.	Muh. Iqbal Nurdin	14	93	8649
15.	Muh. Akbar	14	93	8649
16.	Al Iksan	13	87	7569
Total			$\sum X=1354$	$\sum X^2=117450$

(Data' source: the students score in post-test)

Table 4.4 The students' classification score in Post-test

NO	Classification	Score	Frequency	Percentage (%)
1.	Excellent	86-100	10	62,5%
2.	Good	71-85	2	12,5%
3.	Fair	56-70	4	25%
4.	Poor	41-55	0	0
5.	Very Poor	≤ 40	0	0
Total			**16**	**100%**

(Data source: the rate percentage of the frequency of post-test)

The table above shows the student classification score and the percentage of post-test frequency. There are 10 students with an excellent classification, 2 students with a good classification, 4 students with a fair classification, and no students with a poor and a very poor classification. This means that animation videos can improve students' English vocabulary mastery. Also, the total score after the test is 1354. Students' post-test scores have been shown to increase. Below is the calculation

process for finding the mean and standard deviation based on the student post-test score calculation in Table 4.4.

$$= \frac{\sum x}{N}$$

$$\bar{x} = \frac{1354}{16}$$

$$\bar{x} = 84{,}62$$

Therefore, the average score (X_2) for the post-test is 84,62.

Based on the result of the post-test, the data showed that the average score of the post-test is 84,62. From that analyzing, it could be seen that almost of the 16 students' vocabulary was an excellent and good score. It showed that the use of animation video can improve students' English vocabulary mastery.

The standard deviation of post-test

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{117450 - \frac{(1354)^2}{16}}{16-1}}$$

$$SD = \sqrt{\frac{117450 - \frac{1833316}{16}}{15}}$$

$$SD = \sqrt{\frac{117450 - 114582{,}25}{15}}$$

$$SD = \sqrt{\frac{2867{,}75}{15}}$$

$$SD = \sqrt{191{,}18}$$

$$SD = 13{,}82$$

Therefore, the standard deviation (SD) of the post-test is 13,82.

d) The result of Pre-test and Post-test presented in the following :

As a result, it was explained that this study used pre-tests and post-tests to measure student knowledge gained from treatment using animation video. In other words, they measured their students' vocabulary knowledge before and after treatment or before and after the test.

A comparison of the scores achieved between the pre-test and the post-test can be viewed as follows:

Table 4.5 The Comparison Between Pre-test and Post-test Result

No	Students	The Students' Scores	
		Pre-test	Post-test
1.	Muh. Reski Akbar	46	87
2.	Anfal	26	67
3.	Yoga Dwi Arnanda	67	100
4.	Muh. Iqbal Fredi	40	67
5.	Muhammad Farhan	6	67
6.	Nur Najmi	27	100
7.	Mutmainna	47	100
8.	Ramlan	6	93
9.	Muhammad Hasbi	33	87
10.	Nur Azikin	40	100
11.	Jihan Syafirah	33	73
12.	Dwi Mutiara	0	80
13.	Pira Reski	26	60

14.	Muh. Iqbal Nurdin	20	93
15.	Muh. Akbar	20	93
16.	Al Iksan	13	87
TOTAL		**450**	**1354**
MEAN		**28,12**	**84,62**
MAX		**67**	**100**
MIN		**0**	**60**

(Data source: the comparison between pre-test and post-test result)

The table above shows that students improved by scoring before and after treatment. This proves that students have improved their vocabulary mastery through animation video. The increase can be measured by plotting the minimum and maximum scores before and after the test. The minimum pre-test score is 0, the maximum is 67, the minimum post-test score is 60, and the maximum post-test score is 100. The average pre-test score was 28.12 and the average post-test score was 84,62. It was a very poor category before the treatment, but after the treatment with the animation video, it received an excellent category and improved vocabulary.

Table 4.6 the mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	28,12	17,62
Post-test	84,62	13,82

(Data source: the mean score and standard deviation of pre-test and post-test)

The data in Table 4.6 show that the pre-test average score was 28,12 (X_1), while the post-test average score increased by 84,62 (X_2). The standard deviation before the test was 17,62, while the standard deviation after the test was 13,82.

As a result of this item, the post-test average was greater than the pre-test average. This means that the student's vocabulary has improved after completing the learning process with the animation video.

e) The percentage of the frequency in pre-test and post-test

The following table showed the percentage of the pre-test and post-test:

Table 4.7 The rate percentage of frequency of the pre-test and post-test

NO	Classification	Score	Frequency		Percentage (%)	
			Pre-test	Post-test	Pre-test	Post-test
1.	Excellent	86-100	0	10	0%	62,5%
2.	Good	71-85	0	2	0%	12,5%
3.	Fair	56-70	1	4	6,25%	25%
4.	Poor	41-55	2	0	12,5%	0%
5.	Very Poor	≤ 40	13	0	81,25%	0%
	Total		**16**	**16**	**100%**	**100%**

(Data' source: the rate percentage of the frequency of the pre-test and post-test)

The data in the table above show that no student has an excellent and a good score, one student (6.25%) has an fair score, and two students (12.5%) have a poor score. It shows the percentage of pre-tests that 13 students (81,25%) have achieved very bad results. The percentage of (62,5%) 10 students after the test achieved excellent scores, while (12,5%) 2 students received good scores and (25%) 4 students received fair score. No student received a poor score and a very poor score. This means that the percentage of post-tests that students achieved very good results was

higher than the percentage of pre-tests. Students can improve their vocabulary after treatment by using animation video.

f) T-test Value

Below is a table to find out the difference between the pre-test and post-test average scores.

Table 4.8 Worksheet for calculating pre-test and post-test scores to improve students' English vocabulary.

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	D (X_2-X_1)	$(X_2-X_1)^2$
1	46	87	2116	7569	41	1681
2	26	67	676	4489	41	1681
3	67	100	4489	10000	33	1089
4	40	67	1600	4489	27	729
5	6	67	36	4489	61	3721
6	27	100	729	10000	73	5329
7	47	100	2209	10000	53	2809
8	6	93	36	8649	87	7569
9	33	87	1089	7569	54	2916
10	40	100	1600	10000	60	3600
11	33	73	1089	5329	40	1600
12	0	80	0	6400	80	6400
13	26	60	676	3600	34	1156
14	20	93	400	8649	73	5329
15	20	93	400	8649	73	5329
16	13	87	169	7569	74	5476

To tal	$\sum X_1= 450$	$\sum X_2=$ 1354	$\sum X_1{}^2=17314$	$\sum X_2{}^2=117450$	$\sum D= 904$	$\sum D^2=56414$

(Data' source: the calculating of the score on pre-test and post-test on the improving students' English vocabulary mastery by using animation video)

The following tests were statistically applied to confirm student scores.

To calculate the average difference between the pre-test and post-test results, use the following formula:

$$D = \frac{\Sigma D}{N} = \frac{904}{16} = 56,5$$

So, the mean score difference was 56,5

Finding out the difference by calculating the T-test value by using the following formula:

The calculating the t-test value

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{56,5}{\sqrt{\frac{56414 - \frac{(904)^2}{16}}{16(16-1)}}}$$

$$t = \frac{56,5}{\sqrt{\frac{56414 - \frac{817216}{16}}{16(15)}}}$$

$$t = \frac{56,5}{\sqrt{\frac{56414 - 51076}{240}}}$$

$$t = \frac{56,5}{\sqrt{\frac{5338}{240}}}$$

$$t = \frac{56,5}{\sqrt{22,24}}$$

$$t = \frac{56,5}{4,71}$$

$$t = 11,9.$$

Thus, the t-test value is 11,9.

g) Test of Significant

To find out whether the mean pre-test score and mean post-test score were significantly different, the researcher used the t-test. The result of the T-test was 11.9. To find out the degrees of freedom (df) the researcher uses the following formula:

$$df \quad = N - 1$$
$$= 16 - 1$$
$$= 15$$

For a level significant (α) 5% and df = 15, the table value is 1,753 and the t-test value is 11,9. This means that the t-test value is greater than t-table (11,9 ≥ 1,753). From this, it can be concluded that the student's vocabulary mastery improved after treatment with animation video. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (Ha) is accepted.

Table 4.9 The test of significant

Variable	T-test	T-table value
Pre-test and Post-test	11,9	1,753

(Data' source: the test of significance)

The above data shows that the value of the t-test was greater than the value of the t-table. It found that there was a significant difference between the results of the student pre-test and post-test.

2. The Finding Through the Questionnaire

Table 4.10 The Score of Questionnaire

| Responden	Item																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
S1	4	5	4	5	5	5	4	5	5	4	4	4	4	4	4	4	4	4	4	4	86
S2	5	4	5	4	5	5	5	5	4	5	3	4	3	4	5	3	5	4	3	3	84
S3	4	5	5	5	4	5	5	4	4	5	4	4	3	5	5	4	4	4	5	4	88
S4	5	4	4	4	3	3	3	4	3	4	4	4	4	4	4	4	3	3	4	4	75
S5	4	5	5	5	4	5	5	5	4	5	4	4	4	4	4	4	4	4	4	4	87
S6	4	5	5	5	4	5	5	5	4	4	5	4	4	5	4	5	5	4	4	4	90
S7	5	5	5	4	5	5	5	3	4	4	4	5	4	4	5	3	4	5	4	4	87
S8	4	5	5	5	4	4	5	4	5	4	4	3	4	4	4	5	5	5	4	4	87
S9	4	5	5	5	5	5	5	4	4	4	3	4	4	5	4	3	4	5	5	4	87
S10	5	4	4	5	5	5	5	4	4	5	4	4	4	4	4	4	4	4	4	4	86
S11	4	5	5	5	3	5	5	3	4	4	4	4	4	5	4	4	4	3	4	5	84
S12	4	5	5	5	5	5	4	5	3	5	5	4	5	4	4	5	5	4	3	4	89
S13	3	5	4	5	3	3	3	3	4	3	4	4	3	3	3	3	4	3	3	4	70
S14	5	5	4	4	4	4	5	4	5	4	5	4	3	4	5	5	4	4	5	5	88
S15	5	5	5	4	4	5	4	5	5	5	3	3	3	3	4	5	5	5	5	5	88
S16	4	4	4	4	5	4	4	4	3	4	4	4	4	4	3	4	3	4	3	4	77
Total																					1353

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

$$X = \frac{1353}{16}$$

$$X = 84,5$$

The table above shows that from 10 positive and 10 negative questionares. All the students answered very positive according to the liker scale. Based on liker's scale that students' very interest in learning vocabulary by using animation video.

In part two, we analyzed tabulated and analyzed the survey data as a percentage as follows:

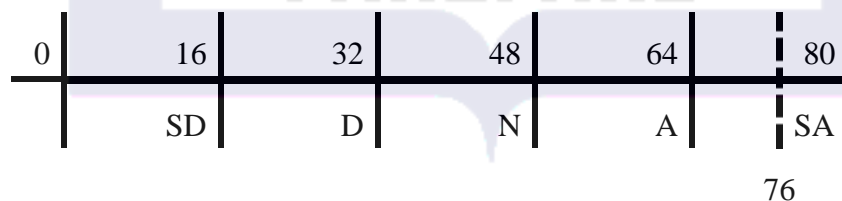| Question Alternative 1	Scores	Frequency	Sum the score
Strongly agree	5	6	30
Agree	4	9	36
Undecided	3	1	3
Disagree	2	-	-
Strongly disagree	1	-	-
Total		16	69

Based on the table above regarding questionnaire number 1,from large number of students who have chosen to agree, it is concluded that most students of seventh grade of SMPN 3 Patampanua like learning English.
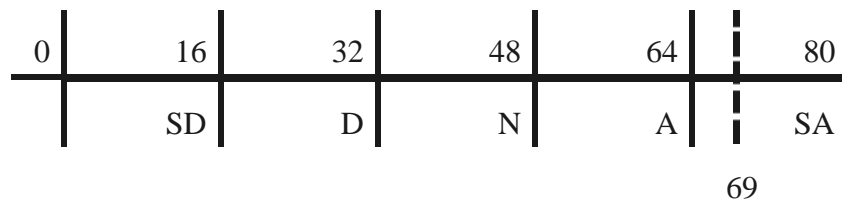
0	16	32	48	64	┊ 80
	SD	D	N	A	┊ SA

69

So the students like to learn the English laguange by using Animation Video namely 69/80 x 100 = 86.25% it was categorized very strong.

Question Alternative 2	Scores	Frequency	Sum the score
Strongly agree	5	12	60
Agree	4	4	16
Undecided	3	-	-
Disagree	2	-	-
Strongly disagree	1	-	-
Total		16	76

Based on the table above regarding questionnare number 2, from a large number of students who have chosen to strongly agree, it is concluded that most students of seventh grade of SMPN 3 Patampanua like the use of Animation Video as one of the strategies in learning English.

0	16	32	48	64	┊ 80
	SD	D	N	A	┊ SA

76

So the students like to learn the English languange by using Animation Video namely 76/80 x 100 = 95%, so it was categorized very strong.

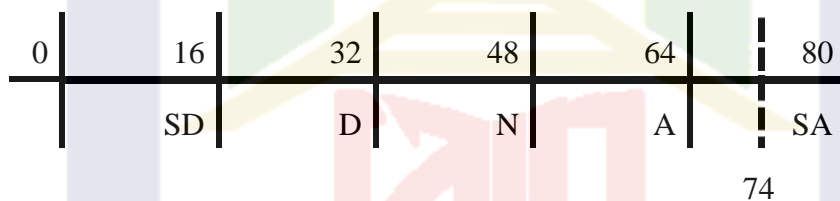| Question Alternative 3	Scores	Frequency	Sum the score
Strongly agree	5	10	50
Agree	4	6	24
Undecided	3	-	-
Disagree	2	-	-
Strongly disagree	1	-	-
Total		16	74

Based on the table above regarding questionnaire number 3, from a largenumberof students who have chosen to stronly agree, it is concluded that most students of seventh grade of SMPN 3 Patampanualike the use of Animation Videoasone of strategiesin learningEnglish.

0	16	32	48	64	80
	SD	D	N	A	SA

74

So the students like to learn the English languange by using Animation Video namely 74/80 x 100 = 92.5%, so it was categorized very strong.

Question Alternative 4	Scores	Frequency	Sum the score
Strongly agree	5	10	50
Agree	4	6	24
Undecided	3	-	-

Disagree	2	-	-
Strongly disagree	1	-	-
Total		16	74

Based on the table above regarding questionnaire number 4, from a largenumber of students who have chosen to strongly agree, it is concluded that most students ofseventh grade of SMPN 3 Patampanua like vocabulary learning activities using Animation Video.

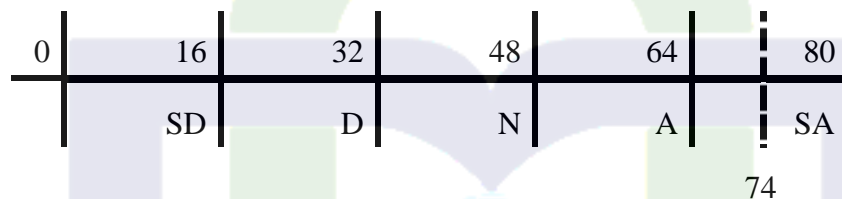| 0	16	32	48	64	80
	SD	D	N	A	SA

74

So the students like to learn the English languange by using Animation Video namely 74/80 x 100 = 92.5%, so it was categorized very strong.

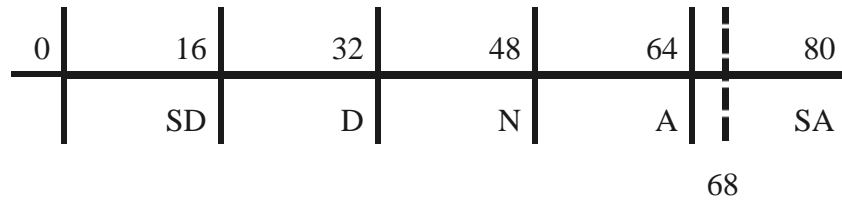| Question Alternative 5	Scores	Frequency	Sum the score
Strongly agree	5	7	35
Agree	4	6	24
Undecided	3	3	9
Disagree	2	-	-
Strongly disagree	1	-	-
Total		16	68

Based on the table above regarding questionnaire number 5, from a large number of students who have chosen to strongly agree, it is concluded that the use of Animation Video can make learning English easier.

0	16	32	48	64	80
	SD	D	N	A	SA

68

So the students like to learn the English languange by using Animation Video namely 68/80 x 100 = 85%, so it was categorized very strong.

Question Alternative 6	Scores	Frequency	Sum the score
Strongly agree	5	11	55
Agree	4	3	12
Undecided	3	2	6
Disagree	2	-	-
Strongly disagree	1	-	-
Total		16	73

Based on the table above regarding questionnaire number 6, from a largenumberofstudentswhohavechosentostrongly

agree,itisconcludedthattheuseofAnimation

VideocanmakeEnglishlearningmoreinteresting.

0	16	32	48	64	80
	SD	D	N	A	SA

73

So the students like to learn the English languange by using Animation Video namely 73/80 x 100 = 91%, so it was categorized very strong.

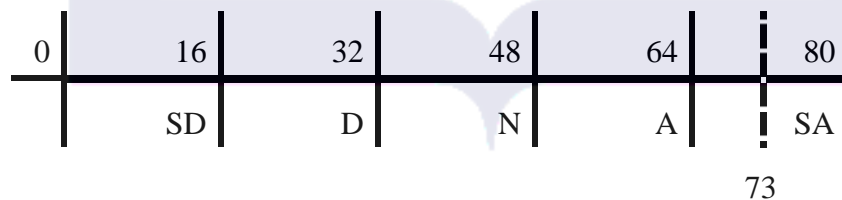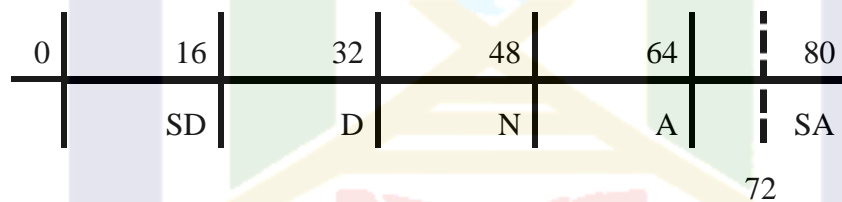| Question Alternative 7	Scores	Frequency	Sum the score
Strongly agree	5	10	50
Agree	4	4	16
Undecided	3	2	6
Disagree	2	-	-
Strongly disagree	1	-	-
Total		16	72

Based on the table above regarding questionnaire number 7, from a large number of students who have chosen to strongly agree, it is concluded that the use of Animation Video can make English learning more enjoyable.

0	16	32	48	64	80
	SD	D	N	A	SA

72

So the students like to learn the English languange by using Animation Video namely 72/80 x 100 = 90%, so it was categorized very strong.

Question Alternative 8	Scores	Frequency	Sum the score
Strongly agree	5	6	30
Agree	4	7	28
Undecided	3	3	9
Disagree	2	-	-
Strongly disagree	1	-	-

Total		16	67

Based on the table above regarding questionnaire number 8, from a largenumber of students who have chosen to agree, it is concluded that Animation VideocanhelpstudentmasterEnglishvocabulary.

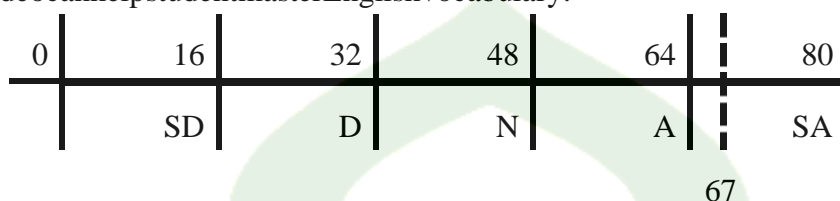| 0	16	32	48	64	80
	SD	D	N	A	SA

67

So the students like to learn the English languange by using Animation Video namely $67/80 \times 100 = 83.75\%$, so it was categorized very strong.

Question Alternative 9	Scores	Frequency	Sum the score
Strongly agree	5	4	20
Agree	4	9	36
Undecided	3	3	9
Disagree	2	-	-
Strongly disagree	1	-	-
Total		16	65

Based on the table above regarding questionnaire number 9, from a largenumber of students who have chosen toagree, it is concluded that usingAnimation VideomakesstudentsthinkthatEnglishiseasytolearn.

0	16	32	48	64	80
	SD	D	N	A	SA

65

So the students like to learn the English languange by using Animation Video namely 65/80 x 100 = 81.25%, so it was categorized very strong.

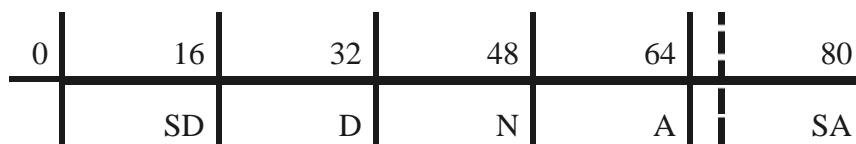| Question Alternative 10	Scores	Frequency	Sum the score
Strongly agree	5	6	30
Agree	4	9	36
Undecided	3	1	3
Disagree	2	-	-
Strongly disagree	1	-	-
Total		16	69

Based on the table above regarding questionnaire number 10, from a largenumber of students who have chosen to agree, it is concluded that Animation Videocan increase students'enthusiasminlearningEnglish

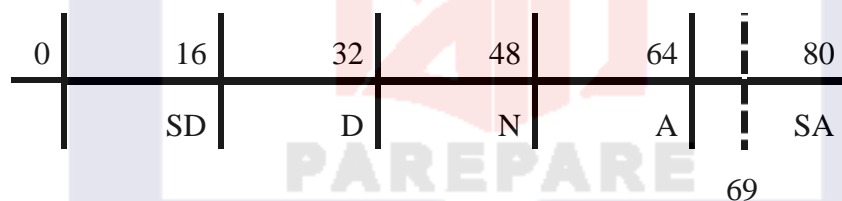| 0	16	32	48	64	80
	SD	D	N	A	SA

69

So the students like to learn the English languange by using Animation Video namely 69/80 x 100 = 86.25%, so it was categorized very strong.

Question Alternative 11	Scores	Frequency	Sum the score
Strongly agree	1	-	-

Agree	2	-	-
Undecided	3	3	9
Disagree	4	10	40
Strongly disagree	5	3	15
Total		16	64

Based on the table above regarding questionnaire number 11, from a large number of students who have chosen disagree, it is concluded that Animation Video can improve students' English skill.

0	16	32	48	64	80
	SD	D	N	A	SA

64
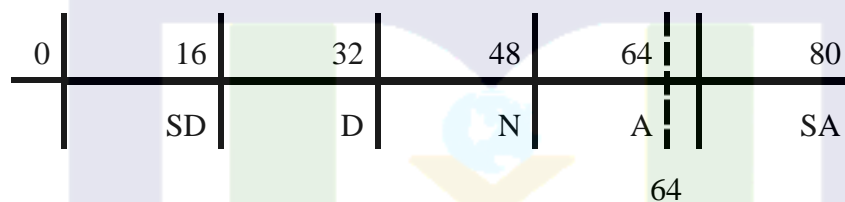
So the students like to learn the English languange by using Animation Video namely 64/80 x 100 = 80%, so it was categorized strong.

Question Alternative 12	Scores	Frequency	Sum the score
Strongly agree	1	-	-
Agree	2	-	-
Undecided	3	2	6
Disagree	4	13	52
Strongly disagree	5	1	5
Total		16	63

Based on the table above regarding questionnaire number 12, from a large

number of students who have chosen disagree, it is concluded that Animation Videocan make English learning more interesting.

0	16	32	48	64	80
	SD	D	N	A	SA

63

So the students like to learn the English languange by using Animation Video namely 63/80 x 100 =78.75%, so it was categorized strong.

Question Alternative 13	Scores	Frequency	Sum the score
Strongly agree	1	-	-
Agree	2	-	-
Undecided	3	5	15
Disagree	4	10	40
Strongly disagree	5	1	5
Total		16	60

Based on the table above regarding questionnaire number 13, from a large number of students who have chosen disagree, it is concluded that Animation Videocan motivated students in learning English.

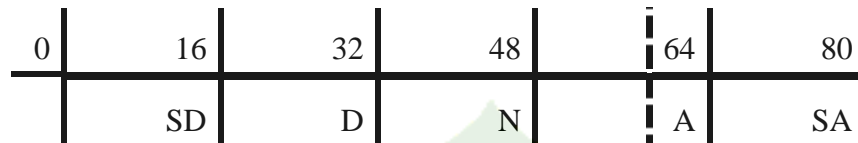| 0	16	32	48	64	80
	SD	D	N	A	SA

60

So the students like to learn the English languange by using Animation Video namely 60/80 x 100 =75%, so it was categorized strong.

Question Alternative 14	Scores	Frequency	Sum the score
Strongly agree	1	-	-
Agree	2	-	-
Undecided	3	2	6
Disagree	4	10	40
Strongly disagree	5	4	20
Total		16	66

Based on the table above regarding questionnaire number 14, from a large number of students who have chosen disagree, it is concluded thatAnimation Videocan increase students'enthusiasminlearningEnglish.

0	16	32	48	64	80
	SD	D	N	A	SA

66

So the students like to learn the English languange by using Animation Video namely 66/80 x 100 =82.5%, so it was categorized very strong.

Question Alternative 15	Scores	Frequency	Sum the score
Strongly agree	1	-	-
Agree	2	-	-
Undecided	3	2	6

Disagree	4	10	40
Strongly disagree	5	4	20
Total		16	66

Based on the table above regarding questionnaire number 15, from a large number of students who have chosen disagree, it is concluded thatAnimation Videocan make English learning more enjoyable.

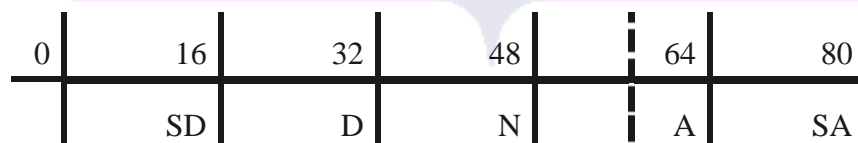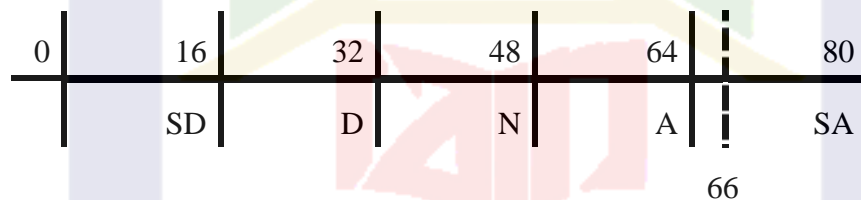| 0	16	32	48	64	80
	SD	D	N	A	SA

66

So the students like to learn the English languange by using Animation Video namely 66/80 x 100 =82.5%, so it was categorized very strong.

Question Alternative 16	Scores	Frequency	Sum the score
Strongly agree	1	-	-
Agree	2	-	-
Undecided	3	4	12
Disagree	4	7	28
Strongly disagree	5	5	25
Total		16	65

Based on the table above regarding questionnaire number 16, from a large number of students who have chosen disagree, it is concluded thatAnimation Videocan make English learning easy to understand.

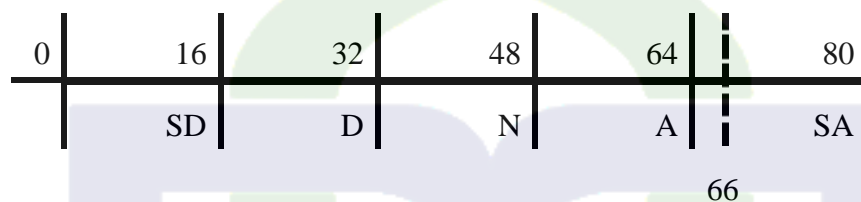| 0	16	32	48	64	¦	80
	SD	D	N	A	¦	SA

65

So the students like to learn the English languange by using Animation Video namely 65/80 x 100 =81.25%, so it was categorized very strong.

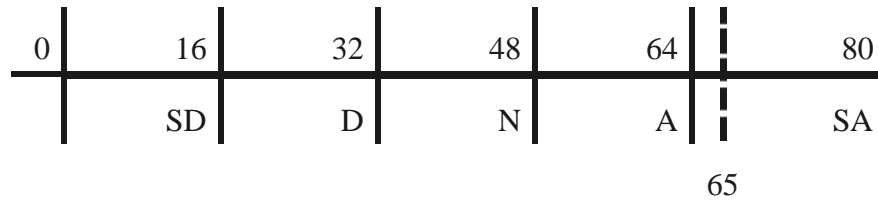| Question Alternative 17	Scores	Frequency	Sum the score
Strongly agree	1	-	-
Agree	2	-	-
Undecided	3	2	6
Disagree	4	9	36
Strongly disagree	5	5	25
Total		16	67

Based on the table above regarding questionnaire number 17, from a large number of students who have chosen disagree, it is concluded thatAnimation Videocan make English learning easy to understand.

0	16	32	48	64	¦	80
	SD	D	N	A	¦	SA

67

So the students like to learn the English languange by using Animation Video namely 67/80 x 100 =83.75%, so it was categorized very strong.

Question Alternative	Scores	Frequency	Sum the score

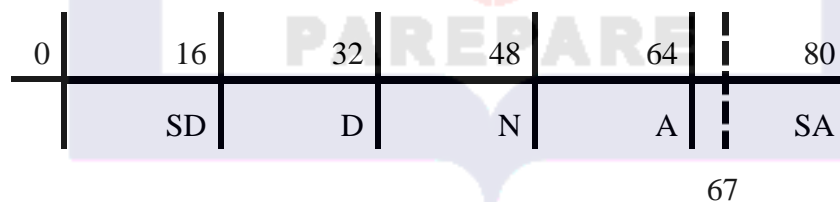| 18			
Strongly agree	1	-	-
Agree	2	-	-
Undecided	3	3	9
Disagree	4	9	36
Strongly disagree	5	4	20
Total		16	65

Based on the table above regarding questionnaire number 18, from a large number of students who have chosen disagree, it is concluded thatAnimation VideocanhelpstudentsmasterEnglishvocabulary.

0	16	32	48	64	80
	SD	D	N	A	SA

65

So the students like to learn the English languange by using Animation Video namely 65/80 x 100 =81.25%, so it was categorized very strong.

Question Alternative	Scores	Frequency	Sum the score
19			
Strongly agree	1	-	-
Agree	2	-	-
Undecided	3	4	12
Disagree	4	8	32
Strongly disagree	5	4	20

Total		16	64

Based on the table above regarding questionnaire number 19, from a large number of students who have chosen disagree, it is concluded thatAnimation VideomakesstudentsthinkthatEnglishiseasytolearn.

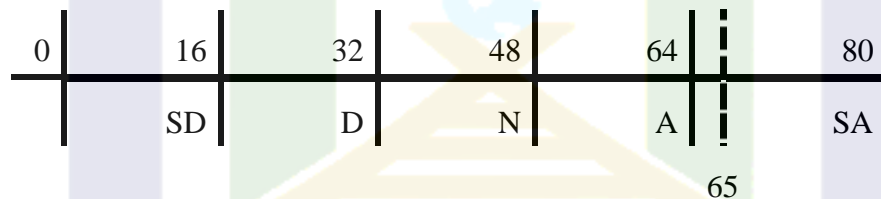| 0	16	32	48	64	80
	SD	D	N	A	SA

64

So the students like to learn the English languange by using Animation Video namely 64/80 x 100 =80%, so it was categorized strong.

Question Alternative 20	Scores	Frequency	Sum the score
Strongly agree	1	-	-
Agree	2	-	-
Undecided	3	1	3
Disagree	4	12	48
Strongly disagree	5	3	15
Total		16	66

Based on the table above regarding questionnaire number 20, from a large number of students who have chosen disagree, it is concluded thatAnimation Videomakesstudents did not confuse in learning English.

0	16	32	48	64	80

	SD	D	N	A	SA

66
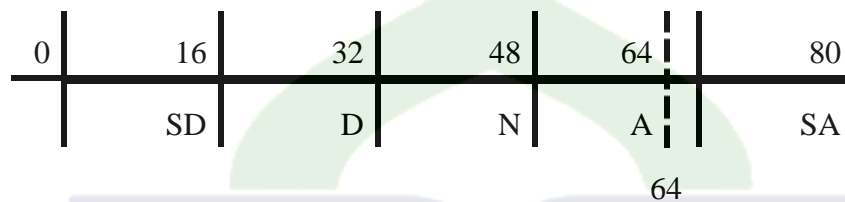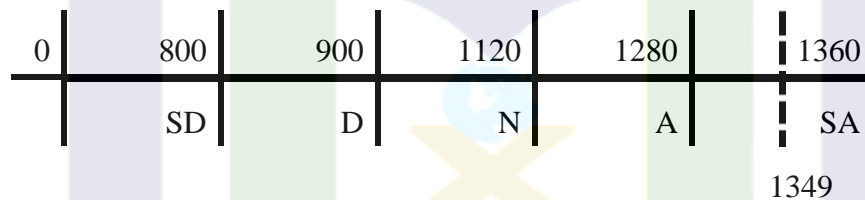
So the students like to learn the English languange by using Animation Video namely 66/80 x 100 =82.5%, so it was categorized very strong.

Table 4.11 ThePercentageofthePositive and Negative StatementoftheQuestionnaireonLearningVocabularybyUsingAnimation Video.

No	Frequency					Point					Score
	SA	A	N	D	SD	SA	A	N	D	SD	
1	6	9	1	0	0	30	36	3	0	0	69
2	12	4	0	0	0	60	16	0	0	0	76
3	10	6	0	0	0	50	24	0	0	0	74
4	10	6	0	0	0	50	24	0	0	0	74
5	7	6	3	0	0	35	24	9	0	0	68
6	11	3	2	0	0	55	12	6	0	0	73
7	10	4	2	0	0	50	16	6	0	0	72
8	6	7	3	0	0	30	28	9	0	0	67
9	4	9	3	0	0	20	36	9	0	0	65
10	6	9	1	0	0	30	36	3	0	0	69
11	0	0	3	10	3	0	0	9	40	15	64
12	0	0	2	13	1	0	0	6	52	5	63
13	0	0	5	10	1	0	0	15	40	5	60
14	0	0	2	10	4	0	0	6	40	20	66
15	0	0	2	10	4	0	0	2	40	20	62

16	0	0	4	7	5	0	0	12	28	25	65
17	0	0	2	9	5	0	0	6	36	25	67
18	0	0	3	9	4	0	0	9	36	20	65
19	0	0	4	8	4	0	0	12	32	20	64
20	0	0	1	12	3	0	0	3	48	15	66
						410	**252**	**125**	**392**	**170**	**1349**

The table above shows that the cumulative percentage on the twenty items of the positive and negative statement questionnaire was 99,19% (Very Strong), while the cumulative score that they got the questionnaire was 1349 (Strongly Agree).

0	800	900	1120	1280	1360
	SD	D	N	A	SA

1349

So the students like to learn the English language by using animation video based on the result of positive and negative question namely 1349/1360 x 100 = 99,19% so it was categorized very strong.

B. Discussions

1. The Ways of the Implementation Video Animation to Improve Students' English Vocabulary.

To find out how an animation video implementation can improve a student's vocabulary mastery, researchers have obtained some information from the student's activities in the learning process.

There were four meetings to apply the treatment in this study. However, before being given treatment, students do a pre-test which aims to determine the

extent to which students' ability to master vocabulary before getting treatment. The step of this test is the researcher introduces himself first and provides information about the purpose of doing this research. Then the researcher explained a little about the material to be taught. After that, the researcher gave a pre-test consisting of 20 questions. 10 questions for positive statements and 10 questions for negative statements. This aims to determine the development of students' vocabulary before getting treatment.

The first meeting was on November 02nd, 2021, before students answered the pre-test questions that were distributed, the researcher greeted and provided information about himself and his goals with the students. After that, the researcher explained about how to answer the pre-test questions and guided students to understand the use of animated video media in vocabulary learning that would be applied. Furthermore, the researcher gave the opportunity for students to ask questions about the pre-test that they did not understand. After the students understood, the researcher gave 20 minutes to answer the pre-test questions given.

After giving the pre-test, the researcher began to show examples of animated videos to students and explained what they meant. The researcher also gave directions to pay attention and record every vocabulary from the animated video that he would watch. The animation video is played twice. In the implementation of the first animated video playback, the researcher gave students the opportunity to watch animated videos about "Things in the Classroom" while take note the vocabulary and meaning of the animated videos. In the second animated video screening, the researcher gave the opportunity for students to follow the repetition of the pronunciation mentioned by the researcher so that students could pronounce the

vocabulary properly and correctly. The next step, each student is asked to understand the vocabulary witnessed in the animated video and the researcher evaluates by appointing students one by one to mention the meaning of the vocabulary mentioned by the researcher. After that, the researcher gave time for the students to memorize the vocabulary and its meaning, then later the students were asked to come forward one by one to deposit their memorization.

The second meeting was held on November 09th, 2021, researchers began to open classes and greet students. Before starting the lesson, the researcher evaluates the vocabulary given at the previous meeting, namely by writing some Indonesian vocabulary about objects in the classroom on the whiteboard, then some students come forward to write the meaning of the vocabulary using English. After that, the researcher started the lesson by showing the second animated video to students and explaining what the animation video meant. The researcher also gave directions to pay attention and record every vocabulary from the animated video that he would watch. The animation video is played twice. In the implementation of the first animated video screening, the researcher gave the students the opportunity to watch an animated video about "Things in the Living Room" while noting the vocabulary and meaning of the animated video. In the second animated video screening, the researcher gave the opportunity for students to follow the repetition of the pronunciation mentioned by the researcher so that students could pronounce the vocabulary properly and correctly. The next step, each student is asked to understand the vocabulary witnessed in the animated video and the researcher evaluates by appointing students one by one to mention the meaning of the vocabulary mentioned by the researcher. After that, the researcher gave time for the students to memorize

the vocabulary and its meaning, then later the students were asked to come forward one by one to deposit their memorization.

The third meeting was held on November 16[th,] 2021, researchers began to open the class and greet students and give ice breaker so that students are more enthusiastic about following the lesson. Before starting the lesson, the researcher evaluates the vocabulary given at the previous meeting, namely by writing some Indonesian vocabulary about objects in the living room on the blackboard, then some students come forward to write the meaning of the vocabulary using English. After that, the researcher started the lesson by showing the third animated video to students and explaining what the animation video meant. The researcher also gave directions to pay attention and record every vocabulary from the animated video that he would watch. The animation video is played twice. In the implementation of the first animated video screening, the researcher gave students the opportunity to watch an animated video about "Things in the Kitchen and Dining Room" while recording the vocabulary and meaning of the animated video. In the second animated video screening, the researcher gave the opportunity for students to follow the repetition of the pronunciation mentioned by the researcher so that students could pronounce the vocabulary properly and correctly. The next step, each student is asked to understand the vocabulary witnessed in the animated video and the researcher evaluates by appointing students one by one to mention the meaning of the vocabulary mentioned by the researcher. After that, the researcher gave time for the students to memorize the vocabulary and its meaning, then later the students were asked to come forward one by one to deposit their memorization.

The fourth meeting or the last meeting was held on November 23th, 2021, at the last meeting the researchers divided into two sessions, namely the first session the researchers gave learning about vocabulary using animated videos, then the second session the researchers conducted a post test and distributed questionnaires to students to be answered. In this first session, the researcher started to open the class and greeted students and gave ice breaker so that students were more enthusiastic about following the lesson. After that, the researcher started the lesson by showing the third animated video to students and explaining what the animation video meant. The researcher also gave directions to pay attention and record every vocabulary from the animated video that he would watch. The animation video is played twice. In the implementation of the first animated video playback, the researcher gave the students the opportunity to watch an animated video about "Things in the Bedroom" while noting the vocabulary and meaning of the animated video. In the second animated video screening, the researcher gave the opportunity for students to follow the repetition of the pronunciation mentioned by the researcher so that students could pronounce the vocabulary properly and correctly. The next step, each student is asked to understand the vocabulary witnessed in the animated video and the researcher evaluates by appointing students one by one to mention the meaning of the vocabulary mentioned by the researcher. After that, the researcher gave time for the students to memorize the vocabulary and its meaning.

After the researcher gave treatment to the students, the researcher gave a post-test and a questionnaire. This aims to determine the achievement and progress of their vocabulary after receiving treatment, and to find out whether there is an increase or not. Before the test started, the researcher gave the students the opportunity to re-

learn the material they had learned within five minutes. After that, the researcher distributed post-test questions and questionnaires to students. They have to answer it based on their knowledge after getting treatment. After getting all the data, the researcher gave prizes to students who played an active role in the class as a form of appreciation for helping researchers. Next, the researcher closed the class and said goodbye to the students.

2. The Improvement Students' English Vocabulary Mastery by Using Animation Video at the seventh grade of SMPN 3 Patampanua.

From the results of the data that has been collected, the researchers found that before using animated videos as a media for teaching vocabulary, students' vocabulary mastery was still very limited. It is evident from the results of the pre-test that the score is very low, the mean score of the pre-test is (28,12). One of the factors that encourage this is because the techniques and strategies used by the teacher are still monotonous and only use conventional media such as through speaking words that are done by the teacher himself, so that students are less interested in learning English and consider English difficult to learn.

Before applying the use of animated videos as a media for learning vocabulary, students experienced several obstacles, namely:

a) Students easily get bored of learning English and think English is difficult.

b) Students are less enthusiastic and not interested in taking English lessons.

c) Students find it difficult to memorize English vocabulary.

d) Students rarely use media such as audio-visual media (animated videos), so they are quite difficult to recognize vocabulary that is not familiar with it.

e) Students find it difficult to pronounce good and correct pronunciation of the vocabulary learned.

After giving the treatment, the post-test results showed that there was a significant difference before being given treatment and after being given treatment. The mean score of the post-test was (84.62). The data analysis result is the Test value (11.9) than the T-table value (1.753). By this result, it concluded that there is an improvement in the student vocabulary before and after giving a treatment by using animation video. It shows that the alternative hypothesis (Ha) is accepted in the null hypothesis (Ho) is rejected.

So it can be stated that the use of animation video as a medium for learning vocabulary can improve students' vocabulary mastery at the seventh grade of SMPN 3 Patampanua.

As mentioned in the previous chapter, Thornbury says that visualization is the best way to teach new voabulary for all subjects. This means that teachers in the teaching and learning process can use visual things like media, namely: videos, songs, stick pictures, pictures, flashcards, etc. So, students can receive learning materials very wellThus it can be said that the use of animation video as a medium for learning vocabulary can add new vocabulary for students.

Based on the researcher's statement in the previous chapter, it was said that the techniques and methods used by teachers at SMPN 3 Patampanua in teaching English were still in a conventional way, namely only based on textbooks and lecture methods, therefore we needed a media that could support the success of the learning process. One way to teach is to use animation videos. This is in line with the theory according to Kemp and Dayton that one of the benefits of learning media can

improve the quality of learning outcomes. And this was proven by researchers when teaching in class that there was an increase in students' vocabulary mastery after learning to use animation video.

After applying animation video as a medium for teaching vocabulary, it had a positive impact on seventh graders at SMPN 3 Patampanua, for example:

a)   Students are easier to memorize the vocabulary they have learned.

b)   Students are happy and interested in learning English, because the material taught is easier to understand when using animated video media.

c)   With the use of animation videos, it is easier for students to pronounce the pronunciation properly and correctly.

d)   Students enjoy learning English more and do not feel bored, students think that English is a fun lesson when using media, one of which is animation video.

Based on the discussion above, it can be concluded that the use of animation video media in learning can to improve student motivation. So that students become enthusiastic to pay attention to ongoing learning and can receive material easily.

3.   The Students' Interest in Learning English Vocabulary by Using Animation Video at the Seventh Grade of SMPN 3 Patampanua..

Student responses using animation video to improve the vocabulary of seventh graders at SMPN 3 Patampanua were analyzed using a Liker scale. The questionnaire was successfully filled by 16 respondents. Of the 20 questions, all students answered positively. Based on the Liker scale, students' interest is very high in the use of animation video as a medium for learning English vocabulary. This means that students have a positive response to learning vocabulary using animated videos and they agree with it. The cumulative percentage of the 20 positive and

negative statement questionnaire items was (99.19%) and the cumulative score they got from the questionnaire was (1349). This shows that the percentage level of students' positive and negative statements from the questionnaire in learning vocabulary using animation video is in the very strong category.

Based on the data above, we can see that students' interest in learning English is very high when using animation video as learning media, especially vocabulary. The use of animated videos as learning media also helps teachers to make students more active in the classroom.

We can see from the data described above that the use of animation video as a medium for teaching English can help students to improve their vocabulary mastery. In addition, students' interest in learning English when using animation video as a medium for learning vocabulary is also very high. Students are also more active in attending classes, besides that students are also motivated to learn English.

Based on the theory put forward by Aritonang, namely interest is one aspect of the human psyche that can encourage to achieve goals. Someone who has an interest in an object, tends to give attention or feel greater pleasure to the object. Seeing from the activities of students in the classroom, most of the students felt happy and enthusiastic about following the lessons given by the researcher.

According to Djamarah in the previous chapter, indicators of interest in learning are liking/pleasure, statements of liking, feeling of interest, awareness of learning without being asked, participating in learning activities, paying attention. Then according to Slameto, several indicators of interest in learning are feelings of pleasure, interest, acceptance, and involvement of students. This is evidenced by the researcher when teaching in the classroom that students feel enthusiastic and actively

involved in learning vocabulary, previously they were bored and unmotivated, now they are interested in participating in learning.

In addition, based on Wang's argument discussed in the previous chapter, there are four advantages of using video media in teaching English, one of which is that it can motivate students' enthusiasm to learn English and help them to maintain their attention in class. Teaching English using animated videos has several components, including the help of visual aids. These components can make it easier for students to learn the language as well as attract students' attention. Attention is obtained because teaching using animation video can reduce student boredom.

According to Gagne and Briggs, instructional media involves the tools used for traferring the contents of teaching material. They are books, ape recording, cassette, video animation, video recorder, movie, slide, photos, pictures, graphs, television, and computer. It was proved by the researcher when teaching in class that media was a part of tool to transfer ideas. Even though the researcher used simple videos in this study but it had become the main attraction of stuents and was able to capture learning well using these media. The researcher also proved in this study that the use of media is very influential on improving students'

Based on the results of pre-test, post-test and questionnaires as well as theory, the researcher can conclude that the use of animation video as a media for learning vocabulary can improve students' English vocabulary mastery. In addition, students' interest in learning English is also very high when using animation video.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the findings of the study, the researcher put forward following conclusions:

1. The research of data analysis test showed that there is a significant difference in students' vocabulary mastery before and after being given treatment. By using this animated video as a medium for learning vocabulary, it is proven to be effective in giving positive results to students. It was to be proved by the development of mean score from (28.12) on pre-test to (84.62) on post-test, while t-test (11.9) was greater than t-table (1.753). It means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Therefore, the use of animation video as a medium for learning vocabulary can improve students' English vocabulary mastery.

2. The research showed that based on the liker scale, students' interest is very high in the use of animation video as a medium for learning English vocabulary. This means that students have a positive response to learning vocabulary using animated videos and they agree with it. The cumulative percentage of the 20 positive and negative statement questionnaire items was (99.19%) and the cumulative score they got from the questionnaire was (1349). This shows that the percentage level of students' positive and negative statements from the questionnaire in learning vocabulary using animation video is in the very strong category. Therefore, students' interest in learning English when using animation video as a medium for learning vocabulary is very high. Students are also more

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active in attending classes, besides that students are also motivated to learn English.

B. Suggestion

Based on the research, the researcher give some suggestion as follow:

a) In learning vocabulary the teacher is expected to be more creative and innovative in using techniques, methods or learning strategies so that students do not feel bored following the lesson.

b) We recommend that when carrying out learning the teacher is expected to use learning media so that students more easily understand the material being taught.

c) Teachers must play an active role in providing feedback to students so that students' focus is not divided on other things.

d) Students should always practice their vocabulary by using it when conducting English conversations so that the vocabulary learned is not forgotten.

e) The use of this animated video is highly recommended to be applied to vocabulary learning in the classroom.

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APPENDICES

Appendix 1 The Students' Score of Pre-test

NO	Students	Pre-Test		
		Correct Answer	Score (X_1)	$(X_1)^2$
1.	Muh. Reski Akbar	7	46	2116
2.	Anfal	4	26	676
3.	Yoga Dwi Arnanda	10	67	4489
4.	Muh. Iqbal Fredi	6	40	1600
5.	Muhammad Farhan	1	6	36
6.	Nur Najmi	4	27	729
7.	Mutmainna	7	47	2209
8.	Ramlan	1	6	36
9.	Muhammad Hasbi	5	33	1089
10.	Nur Azikin	6	40	1600
11.	Jihan Syafirah	5	33	1089
12.	Dwi Mutiara	0	0	0
13.	Pira Reski	4	26	676
14.	Muh. Iqbal Nurdin	3	20	400
15.	Muh. Akbar	3	20	400
16.	Al Iksan	2	13	169
Total			$\sum X=450$	$\sum X^2=17314$

Mean Score of Pre-test:

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

$$\bar{x} = \frac{450}{16}$$

$$\bar{x} = 28,12$$

So, the mean score (X_1) of pre-test is 28,12.

The Standard Deviation of Pre-test:

$$SD = \sqrt{\frac{\Sigma x^2 - \frac{(\Sigma x)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{17314 - \frac{(450)^2}{16}}{16-1}}$$

$$SD = \sqrt{\frac{17314 - \frac{202500}{16}}{15}}$$

$$SD = \sqrt{\frac{17314 - 12656,25}{15}}$$

$$SD = \sqrt{\frac{4657,75}{15}}$$

$$SD = \sqrt{310,51}$$

$$SD = 17,62$$

Thus, the standard deviation (SD) of the pre-test is 17,62.

Appendix 2The Students' Score of Post-test

NO	Students	Post-Test		
		Correct Answer	**Score (X_2)**	**$(X_2)^2$**
1.	Muh. Reski Akbar	13	87	7569
2.	Anfal	10	67	4489
3.	Yoga Dwi Arnanda	15	100	10000
4.	Muh. Iqbal Fredi	10	67	4489
5.	Muhammad Farhan	10	67	4489
6.	Nur Najmi	15	100	10000
7.	Mutmainna	15	100	10000
8.	Ramlan	14	93	8649
9.	Muhammad Hasbi	13	87	7569
10.	Nur Azikin	15	100	10000
11.	Jihan Syafirah	11	73	5329
12.	Dwi Mutiara	12	80	6400
13.	Pira Reski	9	60	3600
14.	Muh. Iqbal Nurdin	14	93	8649
15.	Muh. Akbar	14	93	8649
16.	Al Iksan	13	87	7569
Total			**∑X=1354**	**∑X²=117450**

Mean Score of Post-test:

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

$$\bar{x} = \frac{1354}{16}$$

$$\bar{x} = 84{,}62$$

So the mean score (X_2) of post-test is 84,62.

The Standard Deviation of Post-test:

$$SD = \sqrt{\frac{\Sigma x^2 - \frac{(\Sigma x)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{117450 - \frac{(1354)^2}{16}}{16-1}}$$

$$SD = \sqrt{\frac{117450 - \frac{1833316}{16}}{15}}$$

$$SD = \sqrt{\frac{117450 - 114582{,}25}{15}}$$

$$SD = \sqrt{\frac{2867{,}75}{15}}$$

$$SD = \sqrt{191{,}18}$$

$$SD = 13{,}82$$

So, the standard deviation (SD) of the post-test is 13,82.

Appendix 3 The Worksheet of Calculation of the Score on Pre-test and Post-test on the Improving Students' Vocabulary Mastery

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D (X_2-X_1)$	$(X_2-X_1)^2$
1	46	87	2116	7569	41	1681
2	26	67	676	4489	41	1681
3	67	100	4489	10000	33	1089
4	40	67	1600	4489	27	729
5	6	67	36	4489	61	3721
6	27	100	729	10000	73	5329
7	47	100	2209	10000	53	2809
8	6	93	36	8649	87	7569
9	33	87	1089	7569	54	2916
10	40	100	1600	10000	60	3600
11	33	73	1089	5329	40	1600
12	0	80	0	6400	80	6400
13	26	60	676	3600	34	1156
14	20	93	400	8649	73	5329
15	20	93	400	8649	73	5329
16	13	87	169	7569	74	5476
Total	$\sum X_1=450$	$\sum X_2=1354$	$\sum X_1^2=17314$	$\sum X_2^2=117450$	$\sum D=904$	$\sum D^2=56414$

In the other to see the students' score, the following is t-test was statistically applied:

To calculate the mean score of the difference between pre-test and post-test scores, it is used following formula:

$$D = \frac{\Sigma D}{N} = \frac{904}{16} = 56,5$$

So, the mean score difference was 56,5

Finding out the difference by calculating the T-test value by using the following formula:

The calculating the t-test value

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{56,5}{\sqrt{\frac{56414 - \frac{(904)^2}{16}}{16(16-1)}}}$$

$$t = \frac{56,5}{\sqrt{\frac{56414 - \frac{817216}{16}}{16(15)}}}$$

$$t = \frac{56,5}{\sqrt{\frac{56414 - 51076}{240}}}$$

$$t = \frac{56,5}{\sqrt{\frac{5338}{240}}}$$

$$t = \frac{56,5}{\sqrt{22,24}}$$

$$t = \frac{56,5}{4,71}$$

$$t = 11,9.$$

Thus, the t-test value is 11,9. It was greater than t-table.

Table 4.9 The test of significant

Variable	T-test	T-table value
Pre-test and Post-test	11,9	1,753

(Data' source: the test of significance)

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significant difference between the results students' pre-test and post-test.

Hypothesis Testing

To find out the degrees of freedom (df) the researcher uses the following formula:

$$df \quad = N - 1$$
$$= 16 - 1$$
$$= 15$$

For the level, significant (α) 5% and df= 15, and the value of the table is 1,753 while the value of t-test 11,9. It means that the t-test value is greater than t-table (11,9 $\geq$ 1,753). So, it can be concluded that there was an improvement with the students' vocabulary mastery after being given treatment by using animation video. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Appendix 4 Lesson Plan

LESSON PLAN (I)

Sekolah   : SMP Negeri 3 Patampanua

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII.2/ Ganjil

Alokasi Waktu   : Pertemuan Pertama (2 x 45 menit)

Topik   : Things in the Classroom (Benda-benda di Ruangan Kelas)

Standar Kompetensi : Menghafal kosakata bahasa Inggris dan maknanya yang berkaitan dengan topik yang dipelajari pada video animasi.

Kompetensi Dasar   : Menyebutkan kosakata dan maknanya secara akurat, lancar, dan tepat sesuai dengan topik yang dipelajari pada video animasi.

Indikator Pencapaian Kompetensi:

1. Mengetahui nama-nama benda yang ada di ruangan kelas.
2. Menghafal kosakata serta makna benda-benda yang ada di kelas.
3. Menyebutkan kosakata serta maknanya dengan baik dan benar sesuai topik yang dipelajari.

Tujuan Pembelajaran

Setelah mempelajari materi ini, peserta didik diharapkan dapat:

1. Siswa dapat mengetahui nama-nama benda yang ada di dalam kelas.
2. Siswa mampu memahami dan dapat menyebutkan nama benda yang telah dilihat dan didengarkan pada video yang sesuai dengan topik yang dipelajari.
3. Siswa mampu menghafal nama benda di ada di dalam kelas.

Media Pembelajaran

    a. Laptop

    b. Speaker

    c. LCD/Proyektor

    d. Whiteboard and Marker

Metode Pembelajaran: by Using Animation Video

Langkah-langkah Kegiatan Pembelajaran

  A. Kegiatan Pendahuluan

    a. Mengkondisikan kelas (mempersiapkan siswa untuk mengikuti pembelajaran yang akan dilakukan dengan meminta siswa untuk duduk dengan rapi (teratur), berdoa bersama, dan mengecek kehadiran siswa)

    b. Apersepsi: tanya jawab mengenai koskata benda yang sering digunakan pada aktivitas sehari-hari kemudian menerjemahkan dalam Bahasa Inggris.

    c. Motivasi: menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

  B. Kegiatan Inti

  Dalam kegiatan inti:

    a. Peneliti akan menjelasakan terlebih dahulu tentang materi yang akan disampaikan yaitu Things in the Classroom.

    b. Peneliti akan menjelaskan materi yang akan dijelaskan.

    c. Siswa akan menonton dan mendengarkan serta menulis beberapa kosakata dalam video animasi yang di tontonnya.

    d. Peneliti akan memaparkan nama-nama benda yang ada diruangan kelas dalam Bahasa Inggris.

    e. Siswa akan mengucapkan kembali kosakakata dari video yang telah mereka lihat dan dengarkan.

    f. Peneliti akan memberikan waktu untuk menguasai/menghafal kosakata yang telah mereka lihat dan dengarkan pada video animasi.

g. Peneliti akan menunjuk beberapa dari mereka untuk menyebutkan/menghafal kosakata yang mereka lihat dan dengarkan pada video animasi.

h. Peneliti akan menulis beberapa kosakata bahasa Indonesia di papan tulis kemudian siswa naik untuk menerjemahkanya kedalam bahasa Inggris.

C. Kegiatan Penutup

a. Peneliti meminta siswa untuk mengidentifikasi kosakata yang sulit di hafal.

b. Siswa berlatih penyebutan dan menghafal kosakata yang sulit tersebut secara bersama-sama.

c. Peneliti memberikan pekerjaan rumah kepada siswa mengenai things in the classroom.

d. Peneliti menyimpulkan pembelajaran dan menyampaikan materi di pertemuan berikutnya.

Sumber Pembelajaran

Video dari Youtube

https://youtu.be/0A8y_n2jfNM

LESSON PLAN (II)

Sekolah : SMP Negeri 3 Patampanua

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII.2 / Ganjil

Alokasi Waktu : Pertemuan Kedua (2 x 45 menit)

Topik : Things in the Living Room (Benda-benda di Ruang Tamu)

Standar Kompetensi : Menghafal kosakata bahasa Inggris dan maknanya yang berkaitan dengan topik yang dipelajari pada video animasi.

Kompetensi Dasar : Menyebutkan kosakata dan maknanya secara akurat, lancar, dan tepat sesuai dengan topik yang dipelajari pada video animasi.

Indikator Pencapaian Kompetensi:

1. Mengetahui nama-nama benda yang ada di ruang tamu.
2. Menghafal kosakata serta makna benda-benda yang ada di ruang tamu.
3. Menyebutkan kosakata serta maknanya dengan baik dan benar sesuai topik yang dipelajari.

Tujuan Pembelajaran

Setelah mempelajari materi ini, peserta didik diharapkan dapat:

1. Siswa dapat mengetahui nama-nama benda yang ada di ruang tamu.
2. Siswa mampu memahami dan dapat menyebutkan nama benda yang telah dilihat dan didengarkan pada video yang sesuai dengan topik yang dipelajari.
3. Siswa mampu menghafal nama benda di ada di ruang tamu.

Media Pembelajaran

a. Laptop

b. Speaker

c. LCD/Proyektor

d. Whiteboard and Marker

Metode Pembelajaran: by Using Animation Video

Langkah-langkah Kegiatan Pembelajaran

A. Kegiatan Pendahuluan

a. Mengkondisikan kelas (mempersiapkan siswa untuk mengikuti pembelajaran yang akan dilakukan dengan meminta siswa untuk duduk dengan rapi (teratur), berdoa bersama, dan mengecek kehadiran siswa).

b. Apersepsi: tanya jawab mengenai kosakata benda yang sering digunakan pada aktivitas sehari-hari kemudian menerjemahkan dalam Bahasa Inggris.

c. Motivasi: menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan Inti

Dalam kegiatan inti:

a. Peneliti akan menjelasakan terlebih dahulu tentang materi yang akan disampaikan yaitu Things in the Living Room.

b. Peneliti akan menjelaskan materi yang akan dijelaskan.

c. Siswa akan menonton dan mendengarkan serta menulis beberapa kosakata dalam video animasi yang di tontonnya.

d. Peneliti akan memaparkan nama-nama benda yang ada diruang tamu dalam Bahasa Inggris.

e. Siswa akan mengucapkan kembali kosakakata dari video yang telah mereka lihat dan dengarkan.

f. Peneliti akan memberikan waktu untuk menguasai/menghafal kosakata yang telah mereka lihat dan dengarkan pada video animasi.

g. Peneliti akan menunjuk beberapa dari mereka untuk menyebutkan/menghafal kosakata yang mereka lihat dan dengarkan pada video animasi.

h. Peneliti akan menulis beberapa kosakata bahasa Indonesia di papan tulis kemudian siswa naik untuk menerjemahkanya kedalam bahasa Inggris.

C. Kegiatan Penutup

a. Peneliti meminta siswa untuk mengidentifikasi kosakata yang sulit di hafal.

b. Siswa berlatih penyebutan dan menghafal kosakata yang sulit tersebut secara bersama-sama.

c. Peneliti memberikan pekerjaan rumah kepada siswa mengenai things in the living room.

d. Peneliti menyimpulkan pembelajaran dan menyampaikan materi di pertemuan berikutnya.

Sumber Pembelajaran

Video dari Youtube

https://youtu.be/nczgSD3xJ-k

LESSON PLAN (III)

Sekolah : SMP Negeri 3 Patampanua

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII. 2 / Ganjil

Alokasi Waktu : Pertemuan Ketiga (2 x 45 menit)

Topik : Things in the Kitchen and Dining Room (Benda-benda di Dapur dan Ruang Makan)

Standar Kompetensi : Menghafal kosakata bahasa Inggris dan maknanya yang berkaitan dengan topik yang dipelajari pada video animasi.

Kompetensi Dasar : Menyebutkan kosakata dan maknanya secara akurat, lancar, dan tepat sesuai dengan topik yang dipelajari pada video animasi.

Indikator Pencapaian Kompetensi:

1. Mengetahui nama-nama benda yang ada di dapur dan ruang makan.
2. Menghafal kosakata serta makna benda-benda yang ada di dapur dan ruan makan.
3. Menyebutkan kosakata serta maknanya dengan baik dan benar sesuai topik yang dipelajari.

Tujuan Pembelajaran

Setelah mempelajari materi ini, peserta didik diharapkan dapat:

1. Siswa dapat mengetahui nama-nama benda yang ada di dapur dan ruang makan.
2. Siswa mampu memahami dan dapat menyebutkan nama benda yang telah dilihat dan didengarkan pada video yang sesuai dengan topik yang dipelajari.

3. Siswa mampu menghafal nama benda di ada di dapur dan ruang makan.

Media Pembelajaran

    a. Laptop

    b. Speaker

    c. LCD/Proyektor

    d. Whiteboard and Marker

Metode Pembelajaran: by Using Animation Video

Langkah-langkah Kegiatan Pembelajaran

    A. Kegiatan Pendahuluan

        a. Mengkondisikan kelas (mempersiapkan siswa untuk mengikuti pembelajaran yang akan dilakukan dengan meminta siswa untuk duduk dengan rapi (teratur), berdoa bersama, dan mengecek kehadiran siswa).

        b. Apersepsi: tanya jawab mengenai kosakata benda yang sering digunakan pada aktivitas sehari-hari kemudian menerjemahkan dalam Bahasa Inggris.

        c. Motivasi: menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

    B. Kegiatan Inti

    Dalam kegiatan inti:

        a. Peneliti akan menjelasakan terlebih dahulu tentang materi yang akan disampaikan yaitu Things in the Kitchen and Dining Room.

        b. Peneliti akan menjelaskan materi yang akan dijelaskan.

        c. Siswa akan menonton dan mendengarkan serta menulis beberapa kosakata dalam video animasi yang di tontonnya.

        d. Peneliti akan memaparkan nama-nama benda yang ada di dapur dan ruang makan dalam Bahasa Inggris.

        e. Siswa akan mengucapkan kembali kosakakata dari video yang telah mereka lihat dan dengarkan.

f. Peneliti akan memberikan waktu untuk menguasai/menghafal kosakata yang telah mereka lihat dan dengarkan pada video animasi.

g. Peneliti akan menunjuk beberapa dari mereka untuk menyebutkan/menghafal kosakata yang mereka lihat dan dengarkan pada video animasi.

h. Peneliti akan menulis beberapa kosakata bahasa Indonesia di papan tulis kemudian siswa naik untuk menerjemahkanya kedalam bahasa Inggris.

C. Kegiatan Penutup

a. Peneliti meminta siswa untuk mengidentifikasi kosakata yang sulit di hafal.

b. Siswa berlatih penyebutan dan menghafal kosakata yang sulit tersebut secara bersama-sama.

c. Peneliti memberikan pekerjaan rumah kepada siswa mengenai things in kitchen and dining room.

d. Peneliti menyimpulkan pembelajaran dan menyampaikan materi di pertemuan berikutnya.

Sumber Pembelajaran

Video dari Youtube

https://youtu.be/s1EyGxPDnAg

LESSON PLAN (IV)

Sekolah : SMP Negeri 3 Patampanua

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII. 2 / Ganjil

Alokasi Waktu : Pertemuan Keempat (2 x 45 menit)

Topik : Things in the Bedroom (Benda-benda di Kamar Tidur)

Standar Kompetensi : Menghafal kosakata bahasa Inggris dan maknanya yang berkaitan dengan topik yang dipelajari pada video animasi.

Kompetensi Dasar : Menyebutkan kosakata dan maknanya secara akurat, lancar, dan tepat sesuai dengan topik yang dipelajari pada video animasi.

Indikator Pencapaian Kompetensi:

1. Mengetahui nama-nama benda yang ada di kamar tidur.
2. Menghafal kosakata serta makna benda-benda yang ada di kamar tidur.
3. Menyebutkan kosakata serta maknanya dengan baik dan benar sesuai topik yang dipelajari.

Tujuan Pembelajaran

Setelah mempelajari materi ini, peserta didik diharapkan dapat:

1. Siswa dapat mengetahui nama-nama benda yang ada di kamar tidur.
2. Siswa mampu memahami dan dapat menyebutkan nama benda yang telah dilihat dan didengarkan pada video yang sesuai dengan topik yang dipelajari.
3. Siswa mampu menghafal nama benda di ada di kamar tidur.

Media Pembelajaran

a. Laptop

b. Speaker

c. LCD/Proyektor

d. Whiteboard and Marker

Metode Pembelajaran: by Using Animation Video

Langkah-langkah Kegiatan Pembelajaran

A. Kegiatan Pendahuluan

a. Mengkondisikan kelas (mempersiapkan siswa untuk mengikuti pembelajaran yang akan dilakukan dengan meminta siswa untuk duduk dengan rapi (teratur), berdoa bersama, dan mengecek kehadiran siswa).

b. Apersepsi: tanya jawab mengenai kosakata benda yang sering digunakan pada aktivitas sehari-hari kemudian menerjemahkan dalam Bahasa Inggris.

c. Motivasi: menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan Inti

Dalam kegiatan inti:

a. Peneliti akan menjelasakan terlebih dahulu tentang materi yang akan disampaikan yaitu Things in the Bedroom.

b. Peneliti akan menjelaskan materi yang akan dijelaskan.

c. Siswa akan menonton dan mendengarkan serta menulis beberapa kosakata dalam video animasi yang di tontonnya.

d. Peneliti akan memaparkan nama-nama benda yang ada di kamar tidur dalam Bahasa Inggris.

e. Siswa akan mengucapkan kembali kosakakata dari video yang telah mereka lihat dan dengarkan.

f. Peneliti akan memberikan waktu untuk menguasai/menghafal kosakata yang telah mereka lihat dan dengarkan pada video animasi.

g. Peneliti akan menunjuk beberapa dari mereka untuk menyebutkan/menghafal kosakata yang mereka lihat dan dengarkan pada video animasi.

h. Peneliti akan menulis beberapa kosakata bahasa Indonesia di papan tulis kemudian siswa naik untuk menerjemahkanya kedalam bahasa Inggris.

C. Kegiatan Penutup

a. Peneliti meminta siswa untuk mengidentifikasi kosakata yang sulit di hafal.

b. Siswa berlatih penyebutan dan menghafal kosakata yang sulit tersebut secara bersama-sama.

c. Peneliti memberikan pekerjaan rumah kepada siswa mengenai things in the bedroom.

d. Peneliti menyimpulkan pembelajaran dan menyampaikan materi di pertemuan berikutnya.

Sumber Pembelajaran

Video dari Youtube

https://youtu.be/TyfWa0Uqyug

Pinrang, 30 November 2021

Mengetahui

Guru Mata Pelajaran   Mahasiswa Peneliti

HASTUTI, S.Pd.,Gr.   **SUTRIANI**

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Kepala Sekolah

SUMANTRI TEGA, S.Pd.
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Appendix 5Instrument of the Pre-test and Post-test

INSTRUMENT/VOCABULARYTEST

1. PRETEST

Name   :

Class   :

A. Matchingthe Words

Match the vocabulary below!

1. Door   a.Kompor

2. Floor   b.Selimut

3. Stove   c. Pintu

4. Spoon   d.Lantai

5. Blanket   e.Sendok

B. Multiple Choice!

1. What is this?

a. Map

b. Globe

c. Eraser

d. Bag

2. What is this?

a. Cupboard

b. Whiteboard

c. Ruler

d. Clock

3. What is this?

a. Spoon

b. Fork

c. Spatula

d. Glass

4. What is this?

a. Table

b. Chair

c. Door

d. Wall

5. What is this?

a. Pillow

b. Bed

c. Lamp

d. Blanket

C. Translate the words in Indonesian!

1. Whiteboard
2. Window
3. Mirror
4. Carpet
5. Refrigerator
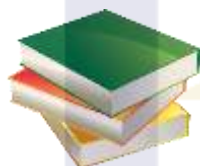
2. POST TEST

Name   :

Class   :

A. Matchingthe Words

Match the vocabulary below!

1. Eraser   a. Gambar

2. Bottle   b. Jam

3. Picture   c. Botol

4. Television   d. Penghapus

5. Clock   e. Televisi

B. Pictures Question!

1. What is this?

a.   Pen
b.   Book
c.   Eraser
d.   Drawing Book

2. What is this?

a.   Telephone
e.   Hand phone
f.   Clock
g.   Computer

3. What is this?

a.   Pillow
b.   Blanket
c.   Bed
d.   Lamp

4.What is this?

      a. Chair
      b. Table
      c. Sofa
      d. Desk

5.What is this?

      a. Cup
      b. Glass
      c. Spoon
      d. Plate

C. Translate the words in Indonesian!

1. Wall

2. Clock

3. Plate

4. Dustbin

5. Sofa

Appendix 6 The Quetionnaire

QUESTIONNAIRE

A. Petunjuk pengisian angket/kuesioner

- Isilahi dentitas responden terlebih dahulu sebelum melangkah kepertanyaan.
- Bacalah dengan teliti pertanyaan dalam angket/kuesioner di bawah ini sebelum menjawab.
- Jawablah pertanyaandengan jujursesuai keadaan dirikalian.
- Cara menjawabnya cukup memberi tanda ceklis (√) pada pilihan keterangan jawaban yang telah disediakan.
- Hasil angket tidak akan mempengaruhi nilai kalian,angket hanya dibutuhkan untuk hasil penelitian saja dan tidak akan disebar luaskan.

B. Identitas Responden

Nama   :

Kelas   :

Keterangan:

1. Sangat setuju:(SS)
2. Setuju:(S)
3. Ragu-ragu:(R)
4. Tidak Setuju:(TS)
5. Sangat Tidak Setuju:(ST

Pertanyaan!

No	Questionnaire	Answer				
		SS	S	R	TS	STS
1.	Saya menyukai pelajaran bahasa Inggris.					
2.	Saya menyukai penggunaan media sebagai salah satu strategi dalam proses pembelajaran bahasa Inggris.					
3.	Saya menyukai penggunaan video animasi Sebagai salah satu metode dalam proses pembelajaran bahasa Inggris.					
4.	Saya menyukai kegiatan pembelajaran vocabulary dengan menggunakan video animasi.					
5.	Penggunaanvideokartun animasi dapat membuat pembelajaran bahasa Inggris menjadi lebih mudah.					
6.	Penggunaan video animasi dapat membuat Pembelajaran bahasa Inggris menjadi lebih menarik.					
7.	Penggunaan video animasi dapat membuat pembelajaran bahasa Inggris menjadi lebih menyenangkan.					
8.	Penggunaan video animasi dalam pembelajaran dapat membantu saya dalam					

	menguasai kosakata dalam Bahasa Inggris.					
9.	Penggunaan video animasi membuat saya berpikir bahwa bahasa Inggris mudah dipelajari.					
10.	Penggunaan videoa nimasi ini dapat menambah semangat saya dalam belajar bahasa Inggris.					
11.	Penggunaan video animasi sama sekali tidak Bisa meningkatkan kemampuan bahasa Inggris saya.					
12.	Penggunaan video animasi tidak membuat Saya merasa tertarik untuk belajar bahasa Inggris.					
13.	Penggunaan video animasi tidak dapat membuat saya menjadi lebih termotivasi dalam belajar bahasa Inggris.					
14.	Penggunaan video animasi membuat saya kurang bersemangat dalam mengikuti prosesp embelajaran bahasa Inggris.					
15.	Pengunaan video animasi membuat saya Berpikir bahwa bahasa Inggris merupakan pembelajaran yang membosankan.					
16.	Penggunaan video animasi dapat membuat pembelajaran bahasa Inggris menjadi					

	sangat susah dipahami.					
17.	Penggunaan video animasi dapat membuat pembelajaran bahasa Inggris menjadi Sangat susah dimengerti.					
18.	Penggunaan video animasi dalam pembelajaran sama sekali tidak dapat membantu saya dalam menguasai kosa kata dalam Bahasa Inggris.					
19.	Penggunaan video animasi membuat saya berpikir bahwa bahasa Inggris sangatlah susah untuk dipelajari.					
20.	Penggunaan video animasi ini membuat saya semakin bingung dalam belajar bahasa Inggris.					

Appendix 7 The Students' Pre-test

3. What is this?

    a. Spoon
    b. Fork
    ☒ Spatula ✓
    d. Glass

4. What is this?

    ☒ Table
    b. Chair ✓
    c. Door
    d. Wall

5. What is this?

    a. Pillow
    b. Bed
    ☒ Lamp ✓
    d. Blanket

C. Translate the words in **Indonesian!**

1. Whiteboard: lemari ✗
2. Window : meja ✗
3. Mirror kursi ✗
4. Carpet : karpet ✓
5. Refrigerator komputer ✗

INSTRUMENT/ VOCABULARY TEST

Dear students: This test is designed for a specific research purposes.

Instructions: The researchers will give a question and students will answer according to their own abilities. Good luck.

1. PRE TEST

Name : Naymi

Class : Vii

$$\frac{4}{15} \times 100 = 27$$

A. Matching the Words

Match the vocabulary below!

1. Door — a. Kompor ✗
2. Floor — b. Selimut ✗
3. Stove — c. Pintu ✗
4. Spoon — d. Lantai ✗
5. Blanket — e. Sendok ✗

B. Multiple Choice!

1. What is this?

   a. Map
   b. Globe ✓
   c. Eraser
   d. Bag

2. What is this?

   a. Cupboard
   b. Whiteboard ✗
   c. Ruler
   d. Clock

3. What is this?

a. Spoon
b. Fork
c. Spatula ✓
d. Glass

4. What is this?

a. Table
b. Chair
c. Door ✗
d. Wall

5. What is this?

a. Pillow
b. Bed
c. Lamp ✓
d. Blanket

C. Translate the words in Indonesian!

1. Whiteboard : ✗
2. Window : ✗
3. Mirror : ✗
4. Carpet : karpet ✓
5. Refrigerator : ✗

Appendix 8 The Students' Post-test

$$\frac{13}{15} \times 100 = 86$$

2 : 5

13 : ß

59

2. POST TEST

Name : Hasbi

Class : 72

A. Matching the Words

Match the vocabulary below!

1. Eraser   a. Gambar ✓
2. Bottle   b. Jam ✓
3. Picture   c. Botol ✓
4. Television   d. Penghapus ✓
5. Clock   e. Televisi ✓

B. Pictures Question!

1. What is this?

     a. Pen
     ✗ Book ✓
     c. Eraser
     d. Drawing Book

2. What is this?

     ✗ Telephone
     e. Hand phone ✓
     f. Clock
     g. Computer

3. What is this?

     a. Pillow
     b. Blanket
     ✗ Bed ✓
     d. Lamp

4. What is this?

✗ Chair
b. Table
c. Sofa ✓
d. Desk

5. What is this?

a. Cup
✗ Glass ✓
c. Spoon
d. Plate

C. Translate the words in Indonesian!

1. Wall : ~~dinding~~ baler. ✗
2. Clock : jam ✓
3. Plate : kursi ✗
4. Dustbin : ~~Sampah~~ tempat sampah ✓
5. Sofa : sofa ✓

$$\frac{15}{15} \times 100 = \underline{\underline{100}}$$

B : Sampel

56

2. POST TEST

Name : Nur nnjmi

Class : VII

A. Matching the Words

Match the vocabulary below!

1. Eraser	a. Gambar ✓
2. Bottle	b. Jam ✓
3. Picture	c. Botol ✓
4. Television	d. Penghapus ✓
5. Clock	e. Televisi ✓

B. Pictures Question!

1. What is this?

   a. Pen
   ⓑ Book
   c. Eraser ✓
   d. Drawing Book

2. What is this?

   ⓐ Telephone
   e. Hand phone
   f. Clock ✓
   g. Computer

3. What is this?

   a. Pillow
   b. Blanket
   ⓒ Bed ✓
   d. Lamp

4. What is this?

ⓐ Chair
b. Table
c. Sofa   ✓
d. Desk

5. What is this?

a. Cup
ⓑ Glass
c. Spoon   ✓
d. Plate

C. Translate the words in Indonesian!

1. Wall   = Dinding   ✓
2. Clock   = jam   ✓
3. Plate   = piring   ✓
4. Dustbin = Tempat Sampah ✓
5. Sofa   = Sofa   ✓

Appendix 9 The Students' Questionnaire

5

QUESTIONNAIRE

A. Petunjuk pengisian angket/kuesioner

- Isilah identitas responden terlebih dahulu sebelum melangkah kepertanyaan.
- Bacalah dengan teliti pertanyaan dalam angket/kuesioner di bawah inisebelum menjawab.
- Jawablah pertanyaandengan jujursesuai keadaan diri kalian.
- Cara menjawabnya cukup memberi tanda ceklis (√) pada pilihan keterangan jawaban yang telah disediakan.
- Hasil angket tidak akan mempengaruhi nilai kalian, angket hanya dibutuhkan untuk hasil penelitian saja dan tidak akan di sebar luaskan.

B. IdentitasRespondenNama   : Farhan

Kelas   : ▶ 72 ·

Keterangan :

1. Sangat setuju: (SS)
2. Setuju: (S)   √
3. Ragu-ragu: (R)
4. Tidak Setuju: (TS)
5. Sangat Tidak Setuju: (ST

Pertanyaan!

No	Questionnaire	Answer				
		SS	SR	R	TS	STS
1.	Saya menyukai pelajaran bahasa Inggris.		✓			
2.	Saya menyukai penggunaan media sebagai salah satu strategi dalam proses pembelajaran bahasa Inggris.	✓				
3.	Saya menyukai penggunaan video animasi sebagai salah satu metode dalam proses pembelajaran bahasa Inggris.	✓				
4.	Saya menyukai kegiatan pembelajaran vocabulary dengan menggunakan video animasi.	✓				
5.	Penggunaan video kartun animasi dapat membuat pembelajaran bahasa Inggris menjadi lebih mudah.		✓			
6.	Penggunaan video animasi dapat membuat pembelajaran bahasa Inggris menjadi lebih menarik.	✓				
7.	Penggunaan video animasi dapat membuat pembelajaran bahasa Inggris menjadi lebih menyenangkan.	✓				
8.	Penggunaan video animasi dalam pembelajaran dapat membantu saya dalam	✓				

	menguasai kosa kata dalam Bahasa Inggris.		✓			
9.	Penggunaan video animasi membuat saya berpikir bahwa bahasa Inggris mudah dipelajari.	✓				
10.	Penggunaan video animasi ini dapat menambah semangat saya dalam belajar bahasa Inggris.	✓				
11.	Penggunaan video animasi sama sekali tidak bisa meningkatkan kemampuan bahasa Inggris saya.				✓	
12.	Penggunaan video animasi tidak membuat saya merasa tertarik untuk belajar bahasa Inggris.				✓	
13.	Penggunaan video animasi tidak dapat membuat saya menjadi lebih termotivasi dalam belajar bahasa Inggris.				✓	
14.	Penggunaan video animasi membuat saya kurang bersemangat dalam mengikuti proses pembelajaran bahasa Inggris.				✓	
15.	Pengunaan video animasi membuat saya berpikir bahwa bahasa Inggris merupakan pembelajaran yang membosankan.				✓	
16.	Penggunaan video animasi dapat membuat pembelajaran bahasa Inggris menjadi				✓	

					✓	
	sangat susah dipahami.				✓	
17.	Penggunaan video animasi dapat membuat pembelajaran bahasa Inggris menjadi sangat susah dimengerti.				✓	
18.	Penggunaan video animasi dalam pembelajaran sama sekali tidak dapat membantu saya dalam menguasai kosa kata dalam Bahasa Inggris.				✓	
19.	Penggunaan video animasi membuat saya berpikir bahwa bahasa Inggris sangatlah susah untuk dipelajari.				✓	
20.	Penggunaan video animasi ini membuat saya semakin bingung dalam belajar bahasa Inggris.				✓	

QUESTIONNAIRE

A. Petunjuk pengisian angket/kuesioner

- Isilah identitas responden terlebih dahulu sebelum melangkah kepertanyaan.
- Bacalah dengan teliti pertanyaan dalam angket/kuesioner di bawah inisebelum menjawab.
- Jawablah pertanyaandengan jujursesuai keadaan diri kalian.
- Cara menjawabnya cukup memberi tanda ceklis (√) pada pilihan keterangan jawaban yang telah disediakan.
- Hasil angket tidak akan mempengaruhi nilai kalian, angket hanya dibutuhkan untuk hasil penelitian saja dan tidak akan di sebar luaskan.

B. IdentitasRespondenNama   : JIHAN

Kelas   : VIII. 2

Keterangan :

1. Sangat setuju: (SS)
2. Setuju: (S)
3. Ragu-ragu: (R)
4. Tidak Setuju: (TS)
5. Sangat Tidak Setuju: (ST

Pertanyaan!

No	Questionnaire	Answer				
		SS	SR	R	TS	STS
1.	Saya menyukai pelajaran bahasa Inggris.	✓				
2.	Saya menyukai penggunaan media sebagai salah satu strategi dalam proses pembelajaran bahasa Inggris.	✓				
3.	Saya menyukai penggunaan video animasi sebagai salah satu metode dalam proses pembelajaran bahasa Inggris.	✓				
4.	Saya menyukai kegiatan pembelajaran vocabulary dengan menggunakan video animasi.		✓			
5.	Penggunaan video kartun animasi dapat membuat pembelajaran bahasa Inggris menjadi lebih mudah.		✓			
6.	Penggunaan video animasi dapat membuat pembelajaran bahasa Inggris menjadi lebih menarik.	✓				
7.	Penggunaan video animasi dapat membuat pembelajaran bahasa Inggris menjadi lebih menyenangkan.		✓			
8.	Penggunaan video animasi dalam pembelajaran dapat membantu saya dalam	✓				

No.	Pernyataan					
	menguasai kosa kata dalam Bahasa Inggris.					
9.	Penggunaan video animasi membuat saya berpikir bahwa bahasa Inggris mudah dipelajari.	✓				
10.	Penggunaan video animasi ini dapat menambah semangat saya dalam belajar bahasa Inggris.	✓				
11.	Penggunaan video animasi sama sekali tidak bisa meningkatkan kemampuan bahasa Inggris saya.			✓		
12.	Penggunaan video animasi tidak membuat saya merasa tertarik untuk belajar bahasa Inggris.			✓		
13.	Penggunaan video animasi tidak dapat membuat saya menjadi lebih termotivasi dalam belajar bahasa Inggris.			✓		
14.	Penggunaan video animasi membuat saya kurang bersemangat dalam mengikuti proses pembelajaran bahasa Inggris.			✓		
15.	Pengunaan video animasi membuat saya berpikir bahwa bahasa Inggris merupakan pembelajaran yang membosankan.				✓	
16.	Penggunaan video animasi dapat membuat pembelajaran bahasa Inggris menjadi					

	sangat susah dipahami.					✓
17.	Penggunaan video animasi dapat membuat pembelajaran bahasa Inggris menjadi sangat susah dimengerti.					✓
18.	Penggunaan video animasi dalam pembelajaran sama sekali tidak dapat membantu saya dalam menguasai kosa kata dalam Bahasa Inggris.					✓
19.	Penggunaan video animasi membuat saya berpikir bahwa bahasa Inggris sangatlah susah untuk dipelajari.					✓
20.	Penggunaan video animasi ini membuat saya semakin bingung dalam belajar bahasa Inggris.					✓

Appendix 10 Distribution of T-table

dk	α untuk Uji Satu Pihak (*one tail test*)					
	0,25	0,10	0,05	0,025	0,01	0,005
	α untuk Uji Dua Pihak (*two tail test*)					
	0,50	0,20	0,10	0,05	0,02	0,01
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Appendix 11 Documentation

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 871 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	: a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
	b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	: 1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
	2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
	3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
	4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
	5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
	6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
	7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
	8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
	9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
	10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	: a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
	b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan	:	**KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**
Kesatu	:	Menunjuk saudara: 1. Mujahidah, M.Pd.
		2. Dr. Ahdar, M.Pd.I
		Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Sutriani
NIM	:	17.1300006.
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Improving Students English Vocabulary by Using Video Cartoon Animation For The Sixth Grade Of SDN 82 Parepare

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 18 Maret 2021
Dekan,

H. Saepudin

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ 0421) 21307 Fax 24014
PO Box 909 Parepare 91100, website : www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.3299/In.39.5.1/PP.00.9/11/2021
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di.-

    Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Sutriani
Tempat/Tgl. Lahir	: Lawawoi, 26 Juni 1999
NIM	: 17.1300.006
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Bangkai, Kec. Watang Pulu, Kab. Sidrap

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul :

"Improving Student's English Vocabulary Mastery By Using Animation Video At The Seventh Grade Of SMPN 3 Patampanua"

Pelaksanaan penelitian ini direncanakan pada bulan November sampai bulan Desember Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 03 November 2021
Wakil Dekan I,

Muh. Dahlan Thalib

Tembusan :

1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah

PEMERINTAH KABUPATEN PINRANG

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0543/PENELITIAN/DPMPTSP/11/2021

Tentang

REKOMENDASI PENELITIAN

Menimbang	:	bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 04-11-2021 atas nama SUTRIANI, dianggap telah memenuhi syarat syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
Mengingat	:	1. Undang – Undang Nomor 29 Tahun 1959;
		2. Undang – Undang Nomor 18 Tahun 2002;
		3. Undang – Undang Nomor 25 Tahun 2007;
		4. Undang – Undang Nomor 25 Tahun 2009;
		5. Undang – Undang Nomor 23 Tahun 2014;
		6. Peraturan Presiden RI Nomor 97 Tahun 2014;
		7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
		8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
		9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
Memperhatikan	:	1. Rekomendasi Tim Teknis PTSP : 0972/R/T Teknis/DPMPTSP/11/2021, Tanggal : 04-11-2021
		2. Berita Acara Pemeriksaan (BAP) Nomor : 0543/BAP/PENELITIAN/DPMPTSP/11/2021, Tanggal : 04-11-2021

MEMUTUSKAN

Menetapkan	:	
KESATU	:	Memberikan Rekomendasi Penelitian kepada :

No		
1. Nama Lembaga	:	INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2. Alamat Lembaga	:	JL. AMAL BAKTI NO. 08 SOREANG
3. Nama Peneliti	:	SUTRIANI
4. Judul Penelitian	:	IMPROVING STUDENTS ENGLISH VOCABULARY MASTERY BY USING ANIMATION VIDEO AT THE SEVENTH GRADE OF SMPN 3 PATAMPANUA
5. Jangka waktu Penelitian	:	1 Bulan
6. Sasaran/target Penelitian	:	PESERTA DIDIK / SISWA
7. Lokasi Penelitian	:	Kecamatan Batulappa

KEDUA	:	Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 04-05-2022.
KETIGA	:	Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
KEEMPAT	:	Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 04 November 2021

Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP., M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-

Balai Sertifikasi Elektronik

ZONA HIJAU

OMBUDSMAN

DPMPTSP

PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 3 PATAMPANUA
Alamat: Jl. Pendidikan No. Garungga, Kelurahan Kassa Kec. Batulappa

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
NO : 210 / 093 / SMP. 3 / IX / 2021

Yang bertanda tangan di bawah ini Kepala UPT SMP Negeri 3 Patampanua Kec. Batulappa Kab. Pinrang, menerangkan bahwa :

NAMA	: SUTRIANI
NIM	: 17.1300.006
FAKULTAS	: TARBIYAH
JURUSAN	: PENDIDIKAN BAHASA INGGRIS
KAMPUS	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE

Benar nama tersebut telah melakukan penelitian dari tanggal 16 November 2021 s / d 07 Desember 2021 di UPT SMPN 3 Patampanua, Kec. Batulappa, Kab. Pinrang dengan judul " Improving Students' English Vocabulary Mastery by Using Animation Video at The Seventh Grade of SMPN 3 Patampanua"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Garungga, 08 Desember 2021
Kepala UPT SMPN 3 Patampanua

SUMANTRI TEGA, S.Pd
NIP. 19671241 98812 1 006

CURRICULUM VITAE

SUTRIANI. The writer was born on June 26th, 1999 in Bangkai, Sidenreng Rappang Regency, South Sulawesi. She live in Bangkai, Watang Pulu sub-district. She is the second child from three children in her family. From the couple, Baharuddin and Sahida. She has one sister and one brother. She started her Elementary School at SDN 3 Lawawoi on 2005 and graduated on 2011. She continued her study at SMPN 1 Watang Pulu and graduated on 2014. She registered in Senior High School SMAN 6 Sidrap and graduated on 2017. Then she continued her education at State Islamic Institute (IAIN) Parepare and took English Department of Tarbiyah Faculty as her major. While the study in IAIN Parepare, she actives in organization is Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) on period 2017-2020. Finally, on 2021 she completed her thesis with the title **"Improving Students' English Vocabulary Mastery by Using Animation Video at the Seventh Grade of SMPN 3 Patampanua".**