

A THESIS

**IMPROVING STUDENT'S VOCABULARY MASTERY BY
USING ANIMATION VIDEO AT THE EIGHT GRADE OF
SMP ISLAM AL IRSYAD TELLU LIMPOE
KABUPATEN SIDENRENG RAPPANG**



By

**MIFTAHUL KHAERA
Reg. Number: 17.1300.045**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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Submitted the English Education Program of Tarbiyah Faculty of State Islamic
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**ENGLISH EDUCATION PROGRAM
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ENDORSEMENT OF CONSULTANT COMMISSIONS

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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ
وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَا بَعْدُ

In the name of Allah, The most gracious and most merciful

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First of all, the researcher would like to express her deepest gratitude the almighty Allah Swt for the chance and time to this thesis had been finished. Salawat and taslim goes to muslim prophet, Muhammad Saw, as the prophet that choose by Allah Swt to guide all of the people in the world from the “darkness” to the “brightness” like now.

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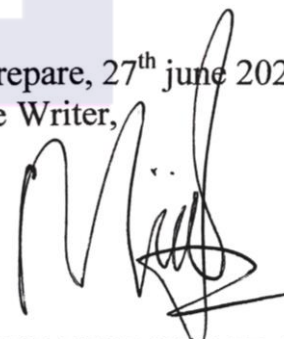
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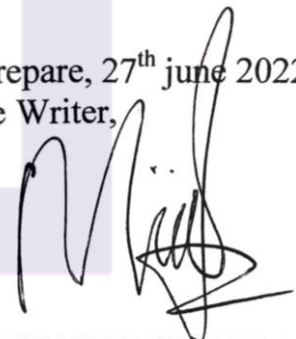
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Stated this thesis is her own writing and if it can be proved that was copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Miftahul Khaera, 2022. *Improving Student's Vocabulary Mastery By Using Animation Video at The Einght Grade of SMP Islam Al Irsyad Tellu Limpoe Kabupaten Sidenreng Rappang. (Supervised by Hj. Nurhamdah and Ismail Latif.)*

Vocabulary is one of language skills which are thought formally from elementary school to the university level in Indonesia. It is very important to teach and learn the students to master vocabulary mastery as the necessities because the mastery of vocabulary influence to another skills in English. The purpose of this research was positively to find out the different significant and to know the improvement before and after teaching short movie by the eighth grade of SMP Islam Al-Irsyad Tellu Limpoe Kabupaten Sidenreng Rappang 2021/2022 academic year and describing how to teach learning process.

The design of this study is pre-experimental design by using pre-test and post-test there are two variable, independent (vocabulary mastery) and dependent variable (animation video). The comparison between pre-test and post-test score depend on the success on the treatment. The study is conducted at the eighth grade on class VII A of SMP Islam Al-Irsyad Tellu Limpoe Kabupaten Sidenreng Rappang which consist of 23 students' were have been taken as a sample of the research. The instrument used in the research is translating test and completing sentence test.

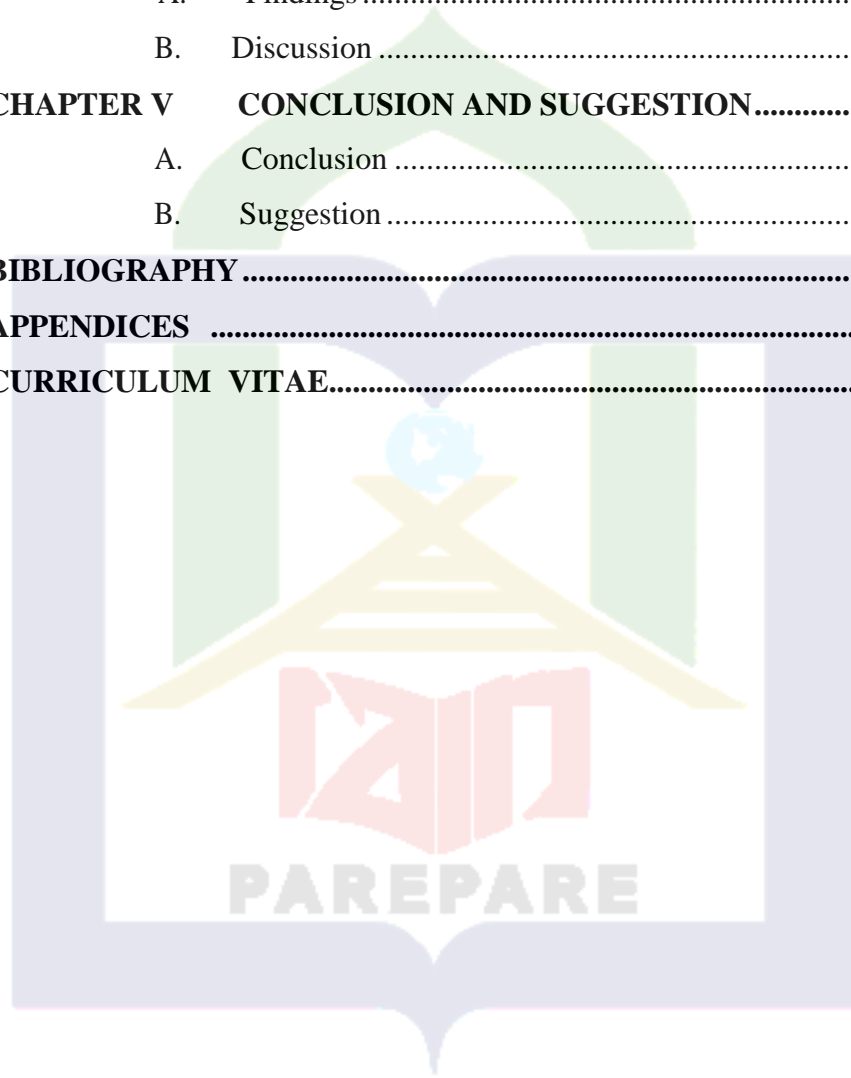
The result of the research indicated that there was different significant of the students in vocabulary by using animation video. It indicated by the students mean score post-test (80,65) was pre-test (57,82). It means that the T-test value is greater than T-table (4,03>1,717). Thus, it can be concluded the students' vocabulary mastery using animation video significant better after getting the treatment. So, the null hypothesis (Ho) is rejected and the alternative Hypothesis (H1) is accepted. Therefore, it prove that animation video can improve students' vocabulary. It can be concluded that the use of animation video to enrich students vocabulary mastery gave the positive influence toward students' vocabulary.

Keywords: *Animation Video, Teaching Vocabulary, Vocabulary Mastery.*

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CHAPTER I

INTRODUCTION

English is widely used by people all over the world to communicate. The use of English in communication is not only for daily life but also for science and technology majors. In the era of globalization, English plays an important role, as now many written, read and spoken sources are very important in English. Apart from these skills, there are aspects related to the main skills, namely vocabulary. Skills are used to express ideas, but without a lot of vocabulary. The idea won't come out.

In the field of EFL students, vocabulary acquisition plays an important role because without a wide vocabulary, EFL students will difficult in apply language either structural of functional of communication.¹

Mastering English vocabulary is not easy for EFL learners to acquire, because pronouncing the words and understanding them are uneasy to do and these make them discourage to learn the vocabulary. In this respect, Moghanarascom states that it is not an easy task to memorize a large amount of vocabulary.² In the same vein, Wafi claims that is relatively difficult to learn new words, to keep words in mind and to recall them when needed.³ Similarly, Shahrokhi States that the vocabulary of language is huge and its acquisition takes time even for a native speaker. Therefore, teaching vocabulary is very important to early students in order that they can develop the four

¹Alqahtani, M. (2015).The important of vocabulary in language learning and how to be taught. International Journal of Teaching and Education, 3(3), 21-34. DOI: 10.20472/TE.2015.3.3.002

²Moghanarascom.(2017). Moghanarascom. (http://moghanaras.com/wp-content/uploads/2014/09/111637-_-PROPOSAL.pdf, Accessed on April 26th , 2017)

³ Wafi, N., & Keshta, A. S. (2013).The Effectiveness of Using Animated Pictures Program in Learning English Vocabulary among the Fifth Graders in Gaza.Unpublished Master thesis). Islamic University–Gaza: Palestine

language (listening, speaking, reading, and writing) skills in English.

Related to the importance of vocabulary in language learning, Richards and Renandya find out that: "vocabulary is a core component of language proficiency and provides much of the basis for how well learners listen, speak, read and write. Without an extensive vocabulary, learners often achieve less than their potential and may be discouraged from making use of language".⁴ The students with poor vocabulary cannot communicate their ideas clearly, and students are most likely not able to understand any text written in English such as newspapers or magazines and even students tend to fail to understand the news on radio or television.

Even though mastery of vocabulary is very important, it does not mean that the other components such as grammar, listening and speaking are to be ignored in teaching learning process, there are various factors involved. teachers, students, teaching methods, material, and media are the crucial things that should be well- collaborated in order to achieve students understanding of the process.

To get an effective effort in learning language, The teacher should be able to use a good media especially to attract in interest of The students. The use of media needed to reach the purpose of teaching and learning and it should be various as stated by Brown, using a variety media will increase the probability that The students will learn more, retain better what they learn and improve their performance of the skill they and performance of the skill they are expected to develop.

The right media is needed to make the teaching and learning process effective. Various techniques and media create a good atmosphere in the classroom so that students are motivated to learn more new words in a fun and enjoyable situation.

⁴ Richards, J. C., &Renandya, W. A. (Eds.). (2002). Methodology in language teaching: An anthology of current practice. Cambridge: Cambridge University Press,p.252

The use of video animation as a teaching media is one of the appropriate media to teaching vocabulary for the students. Because of using video animation can make students interesting to learn English and they will not be bored with conventional method that have been used. In addition to using films as learning media, students can also be entertained by watching animated videos. Media such as animated videos are the most important thing in vocabulary learning for students because they can liven up the classroom atmosphere so that students can be more motivated in learning English through new vocabulary in films. Moreover, the film shown is a cartoon video.

Based on the explanation above, the researcher conducted a researcher under entitled “Improving Students Vocabulary Mastery by Using Animation Video at SMP Islam Al Irsyad Tellu Limpoe Kabupaten Sidenreng Rappang.”

A. Research Question

Based on the problem statement above, the researchers used formulate the problem statement as follows:

1. How is the students' vocabulary mastery before treatment at SMP Islam Al-Irsyad Tellu Limpoe Kabupaten Sidenreng Rappang?
2. How is vocabulary mastery after treatment using animation video at SMP Islam Al-Irsyad Tellu Limpoe Kabupaten Sidenreng rappang.?
3. Is animation video able to improve students vocabulary mastery at SMP Islam Al-Irsyad Tellu Limpoe Kabupaten Sidenreng Rappang?

B. Objective of the Research

Based on the problem statement, the main objective of this research as follow;

1. To find out students' vocabulary mastery before treatment using

animation video at SMP Islam Al-Irsyad Tellu Limpoe Kabupaten Sidenreng Rappang.

2. To find out students' vocabulary mastery after treatment using animation video at SMP Islam Al-Irsyad Tellu Limpoe Kabupaten Sidenreng Rappang.
3. To find out animation video able to improve students vocabulary mastery at SMP Islam Al-Irsyad Tellu Limpoe Kabupaten Sidenreng Rappang.

C. Significance of the Research

The significance of the research which restricted to discipline, content, and activity is explained as follows:

This study is expected to give a fruitful contribution for teaching English vocabulary easily. It can establish the students to get an enjoyable situation and fun learning activities through animation movie teaching. It also provides valuable input for English teachers. The present study may help and guide English teachers to adopt the animation movie in teaching vocabulary and enrich teacher's model to teach vocabulary in the classroom. By then, teacher can expand the ability to create innovative, effective, and interesting teaching strategies. Moreover, this study is useful for researchers, because it can help them to conduct new studies on using animation movie. Then, this study can also improve the researchers' knowledge and experience in teaching vocabulary in English language classes. As a result, it is expected that EFL learners get benefit from the finding of this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contained some related research findings, some pertinent ideas, resume, conceptual framework, and hypothesis.

A. Some Related Research Findings

Some researchers had conducted the research on reading which related to this research. The reports of their result were as follows: A research has done by Ramdana in her thesis entitled “improving vocabulary mastery of the eighth grade students of SMP Negeri 5 Duampanu by using examples” she stated that the use of examples and non examples are able to improve the vocabulary mastery of the eighth grade students of SMP Negeri 5 Duampanua⁵

A research has done by Nasriani Abdullah in her thesis entitled “improving vocabulary mastery vocabulary trough finding, memorizing and rewriting (FMR) technique at the eighth grade students at MtsNegeriPangkajenne” she stated that by using vocabulary test through finding, memorizing and rewriting helpful for students to improve their vocabulary their vocabulary achievement. It is effective in improving the vocabulary achievement eight grade students of Mts Negeri pangkajenne in learning vocabulary.⁶

A research has done by Language is form by words. Is there no words there will

⁵ Ramdana “Improving Vocabulary Mastery of the Eighth Grade Students of SMP Negeri 5 Duampanua by using examples and non examples” (Skripsi STAIN Parepare,2013),p.40.

⁶Nasriani Abdullah “Improving the Mastery Vocabulary Throught finding, memorizing and Rewriting (FMR) Technique the Eighth Grade Students at MtsPangkajenne “ (skripsi STAIN Parepare, 2011),p.37

be no language. According to Michele and Anne, vocabulary is all about words. He also says that when we use language we use words all the time, thousand of them. Base on the statement that vocabulary is the vital part of language. By having adequate vocabulary, one will be able to communicate to other people and express his idea clearly and easily.

A word is microcosm of human consciousness. Then when the human speak, they are removing the words from their mouth by using their language. According to Hiebert and Kamil, “Vocabulary is the set of words for which we know the meanings when we speak or read orally and set of words also than an individual can be used when writing and speaking. 13 In the order to able to communication in English, the students should master adequate personal English vocabulary that covers their needs for communication in real life situations.

Vocabulary is basic know ledges of language, especially in English. Vocabulary is used by the student to understand the sentences of English in making sentence, students to the understand the sentences of English. Vocabulary is the important, because students can be expressed their idea and communicated is very well. Vocabulary is important in learning language because without it, learners cannot use language to communication to other people. So, the quality of the students.

When learning a language, learners will be introduced to the components of that language, such as structure, spelling, pronunciation, and vocabulary. Vocabulary as one of the language components is much needed in order to master a language. There are some definitions of English vocabulary. According to experts Murcia and Olshtain in McCartney, define vocabulary as the largest single element in taking a new language for the learner and it would be irresponsible to suggest that it take care

discourse driven.

Suci AnugrahWati in her thesis entitled “improving vocabulary by using one versus one hundred person game at the second year students of SMK NEG.1 Sidenreng”. She stated that using one versus one hundred person game were effective to be used to improving the students vocabulary mastery.⁷

Ika Devi in her research title “Animation Video to Improve Student’s Vocabulary Mastery” found that animation video can improve the students’ vocabulary mastery. It could be seen from these indicators:

- a) students could spell students could grasp the meaning well; and
- b) students could recognize vocabularies. In line with the result, the writer suggests that animation video is one of the effective techniques in presentations as to increase the students’ enthusiasm and their achievement in learning vocabulary. This result hopefully will motivate teachers to use animation video in teaching vocabulary to young learners.⁸

Based on the previous related research finding above the researcher concludes that to improve the students’ vocabulary mastery, the researcher should apply some various strategies or media that make students more interested. In line with Ika Devi, she uses animation video as a teaching media, the researcher applies in contextual teaching and learning. In this research, the research applies media to improve the students’ vocabulary mastery by using animation video in contextual teaching.

⁷SuciAnugrahWati, “Improving Vocabulary by using One Versus One Hundred person Game at the second Year Students of SMK NEG.1 Sidenreng (Skripsi STAIN Parepare, 2012), p. 43

⁸IkaDevi, “AnimationVideotoImproveSudent’sVocabularyMastery”(ThesisofofSebelasMaretUniv ersity:Sur akarta,2012),p.1

Many ways can be implied in learning English based on the opinion above, the research is interested to do research about vocabulary by using Animation Video to Improve the Students Vocabulary Mastery at the SMP ISLAM AL IRSYADTELLU LIMPOE. Through short animation video in teaching and learning process in subject vocabulary and also give them the opportunity to practice and practice their vocabulary because it's will be helpful in four elements in English.

B. Some Pertinent Ideas

1. Concept of Vocabulary

a. Definition of Vocabulary

Language is form by words. Is there no words there will be no language. According to Michele and Anne, vocabulary is all about words. He also says that when we use language we use words all the time, thousand of them. Base on the statement that vocabulary is the vital part of language. By having adequate vocabulary, one will be able to communicate to other people and express his idea clearly and easily.

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When learning a language, learners will be introduced to the components of that language, such as structure, spelling, pronunciation, and vocabulary. Vocabulary as one of the language components is much needed in order to master a language. There are some definitions of English vocabulary. According to experts Murcia and Olshtain in McCartney, define vocabulary as the largest single element in taking a new language for the learner and it would be irresponsible to suggest that it take care discourse driven.⁹

Hornby defines vocabulary as a total number of words which make up a language with definition or translation.¹⁰ From the definition, it can be concluded that vocabulary is a list of words express a wide range of meaning. Vocabulary is the foundation to build sums the importance of vocabulary languages, which plays a fundamental role in learning he states that without grammar very communication, Hactc and Brown.

In elementary students of “SMP ISLAM AL IRSYAD TELLU LIMPOE” were are study the basic English. They study about not interested in learning English vocabulary simple words or things in their surroundings it is caused by some factors including such as the name of some spelling, grammar, pronunciation, name of vegetables, fruits, animals, etc, it is becoming students and biggest on they were lack

⁹ McCartney, J. 1985. Video in Language Teaching. New York: Cambridge University Press

¹⁰ Hornby, A. S. 1995. Oxford Advanced Learners Dictionary. New York: Oxford University Press

to able to understand simple English used in practice English.

Cross stated that the English pronunciation often makes major in of most teaching programs is to the help students stressful since letter and the students to gain large vocabulary of useful pronunciation is different depends on the words. In every lesson, the teacher introduces words. It can be said that the students are lack new words and asks the students to practice of language input because the students have them, making clear the meaning and the ways. English class only once week forabout an in which each can be used. They study about hour and they do not have other sources to the vocabulary to enrich their capabilities in study about English. Unfortunately, no one learning English.

According to Nation deliberately teaching vocabulary is one of only on the teacher. Certainly, they have the least efficient ways of developing learns.

Preliminary study has done with the seventh grade English teacher of MTs Kaliwining Rambipuji on 13th March 2014. Based on the result of preliminary study, the English teacher said that most of students at seventh grade class have difficulties in reminding the meaning, pronunciation, and spelling words. Moreover, they had a low motivation to learn vocabulary. It was caused by the students did not pay attention to the teacher explanation in the class. Consequently, the students lack of vocabulary understanding. The teacher said that the standard score from school is 75. Beside that, the teacher said never used a videos in teaching English language to the seventh grade students of MTs Kaliwining Rambipuji and the English teacher teach the student only using a blackboard, and book. Scott asserts there are two types of English vocabulary to teach :

1. Productive Vocabulary

Productive vocabulary is the lexical items, which the students can use appropriately in speaking and writing. It is also called active vocabulary; moreover. In fact, it is more difficult to put into practice. To use the productive Vocabulary, students are supposed to know how to pronounce it well; they must know and be able to use the grammar of the language target; they are also hoped to be familiar with the collection and understand the connotation meaning of the words. This type is often used in speaking and writing skills.

2. Receptive Vocabulary

Receptive vocabulary is the lexical items that the students can recognize and understand when they meet them in the context of reading and listening materials. It is also called as passive vocabulary. Passive vocabulary or comprehension consists of the words comprehended by the people when they read and listen. From the explanation above, we know that every book is different in classifying the types of vocabulary because every person has different ways of showing and telling their opinions and ideas. It means that vocabulary is of two kinds function and content words.

B. The Types of Vocabulary

Moreover, it is necessary to know about the type of vocabulary. There are various ways to classify the types of vocabulary:

1. In Terms of Semantics

Milton classifies vocabulary into Functional words and Notional words.

Functional words are articles, prepositions, conjunctions, interjections.

Whereas, notional words are nouns, pronouns, adjectives, numerals, verbs, adverbs.¹¹

2. In term Communicative of Language Teaching

Pikulski and Templeton categorize vocabulary into the followings:

- a. Expressive vocabulary, which is used to express ourselves,
- b. Receptive vocabulary, which is used to refer to listening and reading vocabularies,
- c. Meaning or Oral vocabulary, which is refers to the combination of listening and speaking vocabularies,
- d. Literate vocabulary, which refers to the combination of our reading and writing vocabularies.¹²

In general, linguists differentiate vocabulary into two: active and passive vocabulary. Harmer explains that active vocabulary is the vocabulary which the students have been taught or learned and which they are expected to be able to use. Meanwhile, passive vocabulary is the words which the students recognize when they meet, but they will probably not be able to produce.

Grave states that many researchers divide vocabulary into two types. They are; receptive vocabulary and productive vocabulary. Receptive vocabulary is the vocabulary that can be understood when it is presented in reading or listening, while productive vocabulary is vocabulary used in speaking or writing.¹³ In line with this, Laufer and Goldstein imention that active vocabulary is productive knowledge

¹¹ Milton. 1990. Teaching & Learning Vocabulary. Boston: Heinle & Heinle Publisher.

¹² Pikulski, 2003. How to Teach Vocabulary. Hrlow: Person Longman

¹³ Grave, Types of Vocabulary (Wikipedia the Free Encyclopedia) ”[http: /en.Wikipediaorg / wiki/Vocabulary](http://en.Wikipediaorg/wiki/Vocabulary), Monday (6 juli 2022)

referring to speaking and writing, while passive vocabulary is receptive knowledge referring to reading and listening¹⁴

3. In term of Situation

Paul Shoe bottom has proposed the different types of English vocabulary and situations in which they are likely to be found below, There are everyday situations and academic situations.

- a. Everyday situations; The vocabulary used in everyday like chatting with friends, talking at mealtimes, watching a TV show, reading fiction, etc.
- b. Academic situations; The vocabulary used in doing the academic activities like reading internet article, reading subject textbooks, reading non-fiction, listening to prepared lecture, etc.¹⁵

In conclusion as we know that vocabulary is the words that should be known in order to communicate effectively by using the exact words and appropriate situations. Besides, vocabulary is also classified into functional words and notional words. Then most experts divided vocabulary into two big types, namely productive and receptive vocabulary. Productive vocabulary is vocabulary that is used in speaking and writing. Meanwhile, receptive vocabulary is vocabulary that is used in listening and reading.

¹⁴ Laufer, G. 1990, Teaching and Learning Vocabulary. Victoria University of Wellington: Heinle and Heinle Publisher

¹⁵ David, Paul. 2003. Teaching English to Children in Asia. Hongkong : Person Education Asia Limited

2. The Concept of Animation Video

a. Definition of Animation Video

Ganges states that animation video is moving text and pictures or simply interesting transitions between visual tableaux which can be an effective attention grabber, that lays the necessary foundation for learning. Harmer states that the advantages of using video in teaching and learning process are:

1. Seeing Language in Use. One of the main advantages of video is that the students do not just hear language, they see it too.
2. Cross- cultural awareness. A video uniquely allows students to look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British 'body language' when inviting someone out, etc.
3. The power of creation. When students make their own video as media in teaching and learning process, they are given the potential to create something memorable, and enjoyable.
4. Motivation. For all the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

Video is not only entertaining, but also educating people especially for students. Griffin (n.d) who says that video is an interactive medium; if these lesson is interactive, the student will enjoy the lesson Besides, Walker defines video is an educational technology which combines vision and sound that is specifically used for

classroom language instruction to provide content and to teach specific language feature. It can be used in many different ways to teach different language in any level of students.¹⁶

The use of animation in learning activities according to Vargohas some advantages such as:

1. Increasing students critical thinking because animation has multi- sensory aspects, they are: seeing, hearing, and talking,
2. Allows students to create real action or imagine of an event or process,
3. Animation can be a way to hook students to get involved in learning
4. Useful to evaluate students' knowledge or their analytical skills in the learning activities of certain matter.

In using animated video in the classroom, Richards and Renandya explain three stages of activity that the teacher should do:

1. Previewing activities. This is the preparing stage. The teacher will have a role to prepare students to watch the animated video by connecting students background knowledge to the material and stimulating students' interest. In this stage, the students are told by the teacher that they will watch a video that contains the vocabulary in their surroundings.
2. Viewing activities. This is the main stage because it involves playing and replaying the animated video. The students are asked to focus on watching the video and take a note for the vocabulary. The students watch carefully in order not to miss the important visual clues.
3. Post-viewing activities. This is the last stage that asked the students to

¹⁶ Walker J, The Primary Teacher's Guide (New edition), (Harlow: Pwearson Education, 2002).

have some practices. The teacher will distribute the practice to know how students' understanding.¹⁷

Teaching vocabulary must be easy and enjoyable for the young learners. It is intended to help the students understand the material easily. Cakir in his journal list some practical techniques for video implication was classroom, thoseare:

b. The Types of Animation Video

There are several types of animation, and the researcher will focus on three significant types of animation. Awad argues several types can be used in classroom language:

1. Traditional Animation

Films produced this way are drawn initially on paper. Each frame slightly differs from the one before it to create the illusion of motion. The drawings are photocopied onto transparent acetate sheets called cells, and then they are filled inwith paints in assigned colors or tones. Therefore, this technique is often referred to as paper/cell technique. This method first appeared in the 20 century. In the 21st century, hand drawing film frames became replaced by Photographed or scanned frames.

Traditional animation can also be referred to as cell animation. this type of animation requires the animator to draw every single frame by hand to create an animated scene. this is usually done on a light table that allows the artists to see the previous drawing through the top layer of paper. well-known companies like disney are known for using this type of animation. traditional animation is

¹⁷ Richards J C and Schmidt R, 2002, *Dictionary of Language Teaching and Applide Linguistics*, (London: Longman)

still done today on computers with special tablets.

2. 2D Animation Video

2D animation refers to vector-based animations similar to the ones used in flash. this style of animation has been growing in popularity because the technology is so accessible. although artists have the option of editing frame by frame, vector-based animation gives the artist the option to create rigs for the characters and move single body parts at a time rather than constantly redrawing the characters. it gives more flexibility to beginners in animation because they don't have to rely so heavily on drawing skills.

3. 3D Animation Video

3D animation is also known as computer animation and it is currently the most commonly used form of animation. The process of 3D animation is very different from the traditional style but they both require the artist to share the same principles of movement and composition in animation. 3D animation has less to do with drawing and more to do with moving a character in a program. The [National Science Foundation](#) emphasizes how heavily 3D animators must rely on physics to create realistic animations. The animator creates key frames or specific movements and lets the computer fill in the rest.

4. Motion Graphics

Unlike the previously mentioned types of animation, motion graphics are not driven by characters or storylines. This art form focuses on the ability to move graphic elements, shapes, and text. This process is commonly used for things like television promotions, explainer videos, and animated logos. The skillset necessary for the other types of animation doesn't apply to motion

graphics because there's no need to mimic body movement or facial expressions. Advertisements rely heavily on motion graphics and present plenty of career opportunities.

5. Stop Motion

Stop motion animation is very similar to traditional animation because it combines a series of still images that are slightly different to show movement. The largest difference is that stop motion uses photography and captures real objects. With stop motion, the artists take a photo of an object or scene and slightly moves the objects before taking another photo. The artist repeats this process until the scene is completed and uses each photo as a frame in the animation. It's similar to a flipbook with photos.

C. Teaching English Vocabulary Using 3D Animation Video

In this research, teaching and learning using 3D animation video helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to their lives as daily activities, and school environments. Animation video is chosen as a media for teaching English vocabulary. The researcher assumes that this media is appropriate for junior high school and is expected by the English curriculum in which the teaching at junior high school can be more cheerful and encouraging.

In this short course, you'll learn the principles of animation for film and games with an industry mentor as your guide. You'll be animating from scratch in no time. This online 3D animation for beginners course covers all of the essentials you need to get started, including the 12 Principles, body mechanics, and creating character walk cycles



Picture 1.1. Ballerina Movie

The steps of teaching English vocabulary using animation video. In this study, animation video is chosen as a media of teaching English vocabulary. Researcher use animation video as media to teach English vocabulary. Using video animation are fun and interesting, with an emphasis on sharing, compromising, and interactivity. The Steps of Teaching English Vocabulary using animation video is:

1. Pre Activity

The teacher greets and addresses the students, check attendance list, and arouse the student's motivation by giving questions about the material.

2. Whilst Activity

a. Warming Up Learning

- The students do observation according to their group
- The teacher shows the animation video.

- Each member of the group is finding out the vocabularies that they have known based on the animation video.

b. Process in Learning

- Each group discusses to their member the result of what they have found out of vocabularies based on the animation video.
- They memorize the vocabularies that they have found out with their members.
- One of member in a group come forward in front of the class to present the vocabularies that they have found their group.

c. Closing of Teaching and Learning

- The teacher indicates one of the member of group to write the vocabularies with its word classification according to their observation before.
- The students and the teacher correct of vocabularies with its word classification in the whiteboard. Is it true or not?

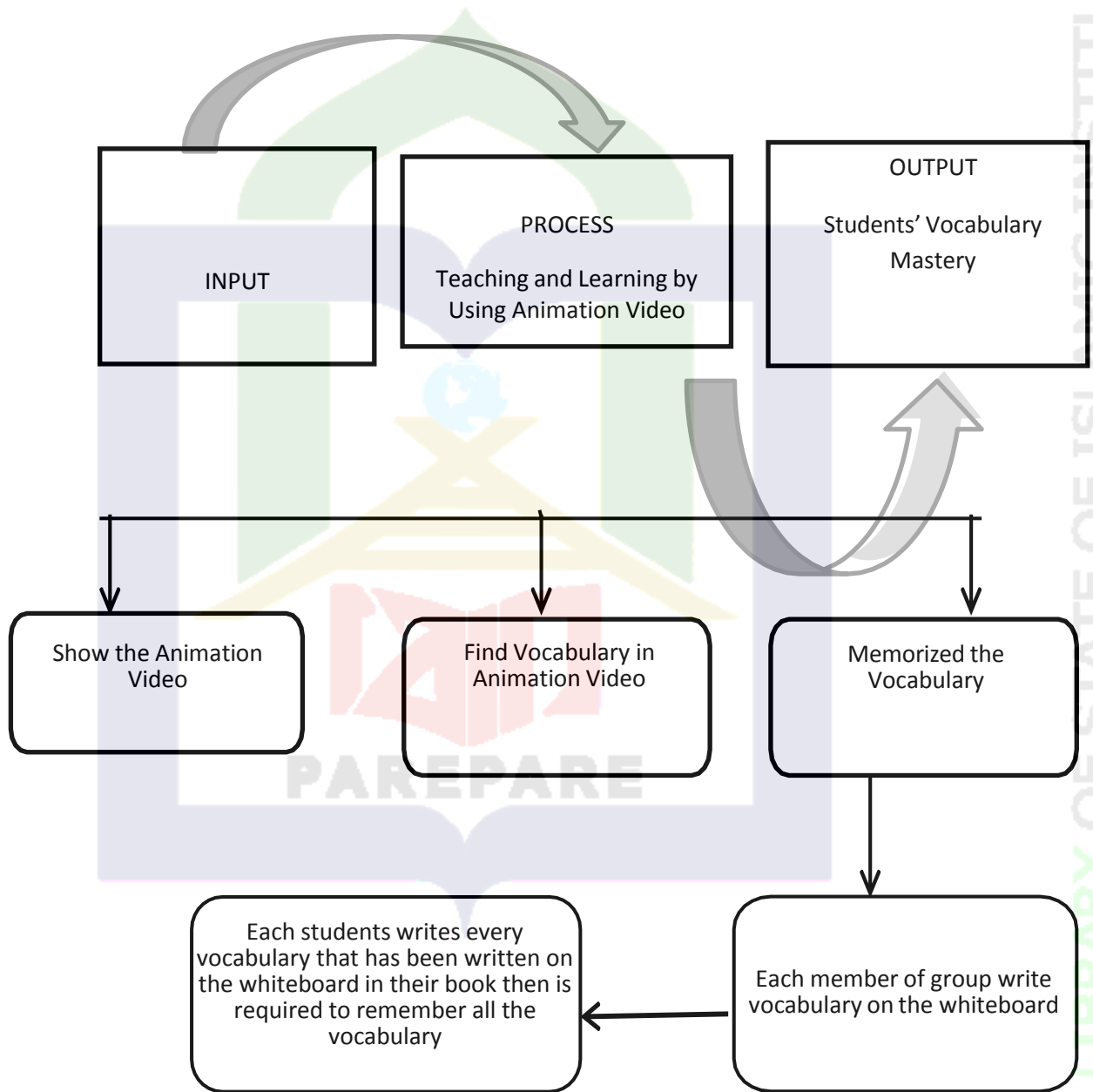
3. Post Activity

The researcher asks the students to do the test, asks the students to submit their answers, discusses the test together, gives the students chance to ask, gives homework, and closes the lesson.

C. Theoretical Framework

The main focus of the research is the application of the animation video which is expected to develop students is vocabulary mastery. The theoretical framework underlying this research is given in the following diagrams:





All those components are briefly described as follow:

Input : is the material (Vocabulary)

Process : is the teaching and learning by using animation video

Output : is the students' achievement on learning vocabulary by using animation video

D. Hypothesis

Based on the review related literature, the hypothesis of this research was formulated as follow:

1. The Null Hypothesis (H_0): There is no significant difference between the result of pre-test and post-test of the students' vocabulary.
2. The Alternative Hypothesis (H_a): There is a significant difference between the result of pre-test and post-test of the students' vocabulary.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

In this research, the researcher used an experimental research. Experimental research design is used when a researcher wants to establish possible cause and effect between independent and dependent variable.¹⁸

There are at least three major experimental research designs: pre- experimental, true experimental and quasi experimental. The key distinction between these experimental research designs is the extent to which a design deals with the threats to the internal validity of study. For this study, the writer used Pre- experimental research with one group pretest-posttest design. There is only one group of participant who was the target of treatment. Participants are tested before and after the treatment. Pretest and posttest score was compared to evaluate whether there is a significant gain. The schematic reception of the design is present below:

O₁ X O₂

Where :

¹⁸ Creswell, J.W, *Educational Research: planning, conducting, evaluating quantitative and qualitative research (3rded)*, 2008, New Jersey: Pearson.

01 : Pretest

X : Treatment

02 : Posttest¹⁹

B. Location and Duration of the research

Researcher did research in SMP Islam Al Irsyad Tellu Limpoe (Kab. Sidenreng Rappang). The researcher used the pre-experimental research that has several times to collect and analyze data. The duration of this research is about one month.

C. Research Variables and Operational Definitions

1. Variables

There are two variables in this research. The first variable is independent variable (X) and the second variable is independent variable (Y).

- a. Independent Variable is the use of animation video in teaching vocabulary mastery.
- b. Dependent Variable is the students' vocabulary mastery on the eight grade students of SMP Islam Al Irsyad Tellu Limpoe (Kab. Sidenreng Rappang)

2. Operational definition of Research Variables

In this section, the researcher was explained operational definition of variable that had been mention above in the

¹⁹ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: ALFABETA,2015).p.111.

variable of the research.

- a. Ganges states that animation video is moving text and pictures or simply interesting transitions between visual tableaux which can be an effective attention grabber, that lays the necessary foundation for learning. The use of Animation Video can contribute to vocabulary master. vocabulary teaching using animated videos as a learning media.
- b. Improving students' vocabulary is the condition in which the students are able to produce a skill in improving their understanding of vocabularies through animation video.

D. Population and Sample of the Research

A. Population

The population of this research is the eighth grade students of SMP Islam Al Irsyas Tellu Limpoe Kabupaten Sidenreng Rappang. Based on the research observation there are one classes of the eighth grade students there. They are class. VII. This is the table of the number of the eighth grade students there: **Table 1.4: The total of the eighth grade students of SMP Islam Al-Irsyad Tellu Limpoe Kabupaten Sidenreng Rappang.**

No	Class	Total
1	VII A	23
2	VII B	22

(Source : Administration of SMP Islam Al Irsyad Tellu Limpoe (kab.sidrap))

B. Sample of the Research

The sampling technique used in this research was random sampling technique that one class of the eighth grade students of SMP Islam Al Irsyad Tellu Limpoe. The total number of sample this research is 23 students

E. Instrument of the Research

In this research, the instrument used vocabulary test. The test was applied in pre-test and post-test. The test was used to obtain the main data is needed in this research. The pre-test used check the students' interest in learning vocabulary by using animation video before giving treatment and the post-test used to found out students' interest in learning vocabulary by using animation video after giving treatment. The test consist of 30 items (twenty items of multiple choice and ten items of completing sentence). It is intend to find out the students achievement before and after the treatment. The pre-test used check the students'.

F. Procedure of Collecting Data

The data was collected from the students. The procedures were sequenced chronologically in the following steps:

1. Pre- test

The researcher gave pre-test before a treatment. The test was to know the students' prior knowledge on reading. The student would have to answer 30 questions, which was consist 20 items of multiple choice and 10 items of completing sentence tests. The researcher was collected and then analyzed student's assignment.

2. Post-test

After doing the treatment, the researcher gave to posttest; this was the last meeting. The researcher was given posttest the measure the student's mastery in vocabulary after they are taught by using animation video. The students would have to answer 30 questions forms which were consist of 20 items of multiple choice and 10 items completing sentence tests. The researcher was collected and then analyzed student's assignment.

G. Treatment

Treatment was given after the pre-test. The researcher gave treatment in some steps or sessions as follows:

1. The first meeting

- a) Give motivation to the students before teaching the material
- b) Give introduction to the student about material how to improve vocabulary
- c) The students do observation according to their group
- d) The teacher shows the animation video
- e) Each member of the group is finding out the vocabularies that they have known based on the animation video
- f) Each group discusses to their member the result of what they have found out of vocabularies based on the animation video.

- g) They memorize the vocabularies that they have found out with their members.
- h) Close the meeting and give chance to the students to ask about unclear material.

2. The second meeting

- a) Give motivation to the students before teaching the material
- b) Instruct the students' to join their group in the previous meeting
- c) One of member in a group come forward in front of the class to present the vocabularies that they have found their group.
- d) The teacher indicates one of the member of group to write the vocabularies with its word classification according to their observation before.
- e) The students and the teacher correct of vocabularies with its word classification in the whiteboard. Is it true or not?
- f) Close the meeting and give chance to the students to ask about unclear material

3. The third meeting

- a) Give motivation to the students before teaching the material
- b) In this meeting, the researcher giving stimulus to the students again

- c) The teacher shows the animation video
- d) Then researcher asked students to pay attention to the animated video that was playing while remembering all the vocabulary that had been obtained in the previous meeting
- e) The research ask to students to write the word in their book and ordered to them to memorize that.
- f) The research explain to the students if tomorrow is times to test and hope the students study in their home.
- g) Close the meeting and give chance to the students to ask about unclear material.

H. Technique of Data Analysis

To analysis data collecting of the text and find out students score, the researcher used following formula. Some formulas were applied in this research to process the data as follows: calculating students' score:

1. To calculate the students' score, the researcher used the formula in the following:

$$NA = \frac{SKOR\ PEROLEHAN}{SKOR\ MAKSIMAL} \times 100$$

2. Classifying the students score into ten classification as follows:

Table 3.3 The Classification Students Level

Score	Predicate	Categories
1 – 100		
80-100	A	Very good
66-79	B	Good
56-65	C	Enough
40-55	D	Less
30-39	E	Bad

3. The formula of score percentage was presented as follows:

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

Where :

P = Percentage

F = Item of Frequency

N = Total number of respondent

4. To calculate the mean score, the researcher applied formula as follows:

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

Where:

X = Mean Score

$\sum x$ =
Total
of raw
Score

N =
Number
of
Student

20

5. The researcher was determined the standard derivation, the researcher applied the formula:

$$SD = \frac{\sqrt{SS}}{N} \quad \text{where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

²⁰ Arikunto. Suharsimi, *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, 2013

Where:

SD = the standard derivation

SS = the square root of the sum of squares

$\sum X$ = the sum of square

N = the total number of student²¹

6. Calculating the value of t- test to find out the differences of mean score between the pre-test and post- test by using formula as follows:

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

Where:

t = test of significant

D = the means score of difference (X1-X2)

²¹ Gay M.A, *Educational Research Competencies for Analysis and Applications*, (United States of America: Perason Merril,2006), p.321.

$\sum D$ = the sum of the total score

$\sum D^2$ = the square of the sum score of difference

N = The total sample²²



²² Gay, L.R. *Educational Research*, New York: Charles Meril Publishing. Co,A. Bell and Howell Company. 1987. p.331

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, namely the finding of the research and the discussion of the research. The finding of the research cover the description of the result of data collected through test. In the discussion part, it deals with the explanation about the findings.

1. Findings

The findings were obtained through the translating test and completing the empty vocabulary in a sentence at the eighth grade students of SMP Islam Al-Irsyad Tellu Limpoe in Academic 2022. The researcher applied all of procedures that had been showed in the last chapter. In addition, the researcher gave to the students' both pre-test and post-test. A pre-test was given before treatment to know the students' vocabulary mastery, while post-test was given after treatment through animation video and the result of the post-test of this research can answer the question of this research that aims to find out through animation video can be able to improving vocabulary mastery at the eighth grade of SMP Islam Al-Irsyad Tellu Limpoe (Kab. Sidenreng Rappang).

1. The Students Score in Pre-test

The pre-test had done before implementation PORPE method. It was conducted on Wednesday 19th, 2022. The students' was given the pre-test. The researcher found out the research of the students pre-test based

on the scoring of resulted in the information as shown in the following table:

Table. 4.1 the Students score in Pre-test

N O	Students	Pre-Test of the Students (X_1)		X^2	CLF
		Max	Score		
		Score	X_1		
1.	A.Ikrima Nur Afiah	100	50	2500	Less
2.	Ainunnisah	100	70	4900	Good
3.	Aslindah	100	65	4225	Enough
4.	Fatinah Mitra	100	50	2500	Less
5.	Hasmirandah	100	45	2025	Less
6.	Khairunnisah	100	50	2500	Less
7.	Mutiara Sri Sudarman	100	50	2500	Less
8.	Nur Aisyah	100	45	2025	Less
9.	Nur Aziza	100	70	4900	Good
10.	Nur Halisa K.	100	65	4225	Enough
11.	Nur Miftahul Jannah	100	70	4900	Good

12.	Nurul Husnah	100	65	4225	Enough
13.	Raya Annisa	100	65	4225	Enough
14.	Retno Pinasty Nur Syafitri	100	70	4900	Good
15.	Rifayanti Almaqfira	100	60	3600	Enough
16.	Riska Nanda	100	50	2500	Less
17.	Sumiati	100	40	1600	Less
18.	Zainab	100	65	4225	Enough
19.	Zalsa Bila	100	45	2025	Less
20.	Nur Isnaini Putri	100	65	4225	Enough
21.	Mirnah Aulia Sudarmin	100	70	4900	Good
22.	Jusmiani	100	65	4225	Enough
23.	Iffah Aspahania	100	40	1600	Less
Total			$\sum X = 1330$	$\sum X^2 = 79450$	

(Data source: the students Score in Pre-test)

Firstly, the researcher calculated the mean score of the pre-test:

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

$$X = \frac{1330}{23}$$

$$X = 57,82$$

So the mean score (X1) for the pre-test is 57,82.

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 57,82. From that analyzing. It could be seen that almost of the students comprehension in vocabulary was still low because most of students gained less score.

Secondly, the researcher calculated the standard derivation of the pre-test:

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

$$SD = \frac{\sqrt{79450 - (1330)^2}}{23 - 1}$$

$$SD = \frac{\sqrt{79450 - 1768900}}{22}$$

$$SD = \frac{\sqrt{79450 - 80,40}}{22}$$

$$SD = \frac{\sqrt{79,36}}{22}$$

$$SD = \sqrt{3,60}$$

$$SD = 1,89$$

So, the result of the standard deviation of the pre-test is 1,89

After determining the mean score (X_1) of pre-test was 57,82 and standard deviation (SD) of the pre-test was 1,89 it could be seen that improving students vocabulary mastery were in low category.

Table 4.2 The frequency and rate percentage of the students' vocabulary of Pre- Test.

Classification	Score	Predicate	Pre-test	
			Frequency	Percentage (%)
Very Good	80-100	A	0	0
Good	66-79	B	5	21,74%

Enough	56-65	C	8	34,79%
Less	40-55	D	10	43,47%
Bad	30-39	E	0	0
Total			23	100%

(Data source: the Rate Percentage of the Frequency of the Pre-test)

The table above indicated that rate percentage of the pre-test shows that before giving the treatment of animation video. No one students got very good score, five (21,74%) students got good score. There were eighth (34,79%) students got enough score, ten (43,47%) students got less score and no one students got bad score.

Based on the table from 23 students, 10 students got less category have followed English source for documentary level. So they did not recognize a few meaning words in the vocabulary test. But no one got a very good score. Its mean that the students' reading still poor.

3. The Students Score in Post-test

Table. 4.3 the Students score in Post-test

N		Pre-Test of the Students		
----------	--	---------------------------------	--	--

O	Students	(X ₁)		X ²	CLF
		Max Score	Score X ₁		
1.	A.Ikrima Nur Afiah	100	75	5625	Good
2.	Ainunnisah	100	80	6400	Very Good
3.	Aslindah	100	75	5625	Good
4.	Fatinah Mitra	100	80	6400	Very Good
5.	Hasmirandah	100	70	4900	Good
6.	Khairunnisah	100	70	4900	Good
7.	Mutiara Sri Sudarman	100	85	7225	Very Good
8.	Nur Aisyah	100	75	5625	Good
9.	Nur Aziza	100	85	7225	Very Good
10.	Nur Halisa K.	100	90	8100	Very Good

11.	Nur Miftahul Jannah	100	75	5625	Good
12.	Nurul Husnah	100	100	10000	Very Good
13.	Raya Annisa	100	100	10000	Very Good
14.	Retno PinastyNur Syafitri	100	75	5625	Enough
15.	Rifayanti Almaqfira	100	85	7225	Good
16.	Riska Nanda	100	80	6400	Good
17.	Sumiati	100	100	10000	Very Good
18.	Zainab	100	80	6400	Enough
19.	Zalsa Bila	100	70	4900	Good
20.	Nur Isnaini Putri	100	75	5625	Good
21.	Mirnah Aulia Sudarmin	100	80	6400	Very Good
22.	Jusmiani	100	75	5625	Good
23.	Iffah Aspahania	100	75	5625	Good

Total			$\Sigma X =$ 1855	$\Sigma X^2 =$ 15147	
				5	

(Data source: the students score in Post-test)

The first to get the mean score of the post-test, used formula:

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

$$X = \frac{1855}{23}$$

$$X = 80,65$$

Based on the result of the post-test, the data showed that the mean score of the post-test was 80,65. From that analyzing. It could be seen that almost of the 23 student vocabulary mastery was very good and good score categories.

Second, to get the standard deviation of the post-test, used formula:

$$SD = \frac{\Sigma X^2 - \frac{(\Sigma X)^2}{n}}{N - 1}$$

$$SD = \frac{151475 - \frac{(1855)^2}{23-1}}{23-1}$$

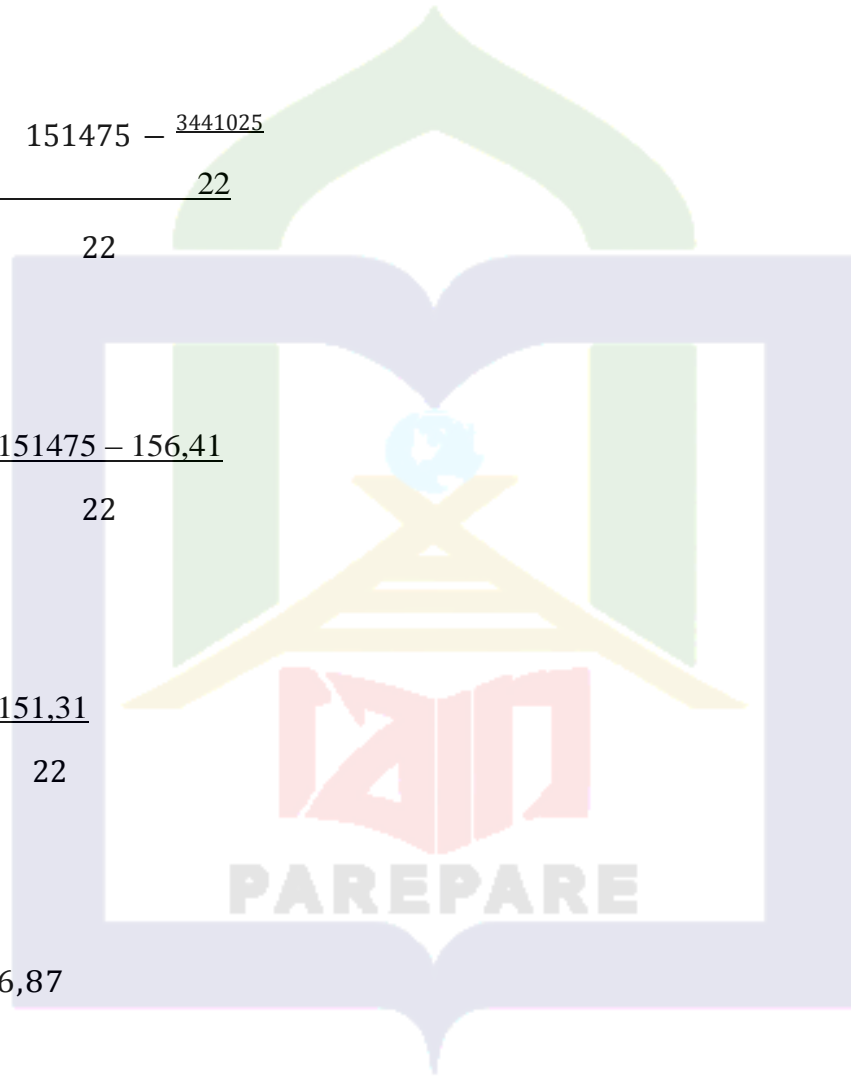
$$SD = \frac{151475 - \frac{3441025}{22}}{22}$$

$$SD = \frac{151475 - 156,41}{22}$$

$$SD = \frac{151,31}{22}$$

$$SD = 6,87$$

$$SD = 2,62$$



So, the standard deviation of the post-test is 2,62.

After determining the mean score (X_1) of post-test was 80,65 and standard deviation (SD) of the post-test was 2,62. It could be seen that improving students reading comprehension were in a very good category.

3. The result of the pre-test and post-test were presented in the following: Table. 4.4 The Mean Score and Standard Deviation of the pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	1330	1,89
Post-test	1855	2,62

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

Table 4.5. The frequency and rate percentage of the students vocabulary of Post-Test

Classification	Score	Predicate	Pre-test	
			Frequency	Percentage (%)

Very Good	80-100	A	12	(52,18%)
Good	66-79	B	11	(47,82%)
Enough	56-65	C		
Less	40-55	D		
Bad	30-39	E		
Total			23	100%

(Data source: *the Rate Percentage of the Frequency of the Post-test*)

The table above shows that after giving the treatment animation video, the students vocabulary score could be classified as good by the result of post-test. There were 12 (52,18%) out of 23 students' classified into very good score, 11 (47,82%) classified into good score and no one students' classified into less and bad score. So that the researcher was able to conclude that the students got a change in the study of English if given animation video.

3. The T-test value

Table 4.6 The worksheet of calculated of the score pre-test and post-test of vocabulary mastery

NO	Pre-test	Post-test	(D)	D ²
1.	50	75	25	625
2.	70	80	10	100

3.	65	75	10	100
4.	50	80	30	900
5.	45	70	25	625
6.	50	70	20	400
7.	50	85	35	1225
8.	45	75	30	900
9.	70	85	15	225
10.	65	90	25	625
11.	70	75	5	25
12.	65	100	20	400
13.	65	100	35	1225
14.	70	75	5	25
15.	60	85	25	625
16.	50	80	30	900
17.	40	100	60	3600
18.	65	80	0	0
19.	45	70	25	625

20.	65	75	10	100
21.	70	80	10	100
22.	65	75	10	100
23.	40	75	35	1225
24.	Total		525	15725

(Data source: the of the Calculation of the Score on Pre-test and Post-test on the Improving Students reading comprehension through PORPE method)

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

$$D = \frac{525}{23}$$

$$D = 22,82$$

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

$$t = \frac{22,82}{\sqrt{\frac{15725 - (525)^2}{23-1}}}$$

$$22.82$$

$$t = \frac{15725 - (52)^2}{5^2}$$

$$\sqrt{\frac{23-1}{23(22-1)}}$$

$$t = \frac{22.82}{15725 - \frac{275625}{22}}$$

$$\frac{483}{\sqrt{22}}$$

$$t = \frac{22.82}{\sqrt{15725 - 12.52}}$$

$$\frac{483}{\sqrt{15725 - 12.52}}$$

$$t = \frac{22.82}{\sqrt{15.712}}$$

$$\frac{483}{\sqrt{15.712}}$$

$$t = \frac{22.82}{\sqrt{32,53}}$$

$$t = \frac{22.82}{5,65}$$

$$t = 4,03$$

In order to know whether the means score of the pre-test and the means score of the post-test is significantly different, the research used a T-test. The result of the T-test is $t = 4,03$. To find out the degree of freedom (df) the research use following formula:

$$df = N - 1$$

$$df = 23 - 1$$

$$df = 22$$

For the level of significance ($p = 0,05$) and $df = 22$ then the value of the table = 1,717 Thus the value of T-test greater than the variable ($4,03 > 1,717$) it meant that there is significant difference in vocabulary mastery after doing treatment by animation video in students' vocabulary mastery at the eighth grade students of SMP Islam Al-Irsyad Tellu Limpoe (Kab. Sidenreng Rappang)

6. Hypothesis testing

The hypothesis was tested by using t-Test statistical analysis. The result as follow:

If t-Test value was greater than the t-Table value for the level of significance

0.05 with a degree of freedom 22, thus the alternative Hypothesis would be

accepted. The data analysis result is the t-Test value (4,03) was greater than the t-Table value (1,717). So the Alternative hypothesis is accepted. By this result, it is concluded that there was significant difference between the students' vocabulary mastery that was through animation video.

DISCUSSION

1. The Improvement of Students Vocabulary Mastery using Animation

Video

The research aimed at investigating the improvement of students' vocabulary mastery of the pre-test and post-test for the eighth grade of SMP Islam Al-Irsyad Tellu Limpoe (Kab. Sidenreng Rappang). The researcher calculated the mean score students' vocabulary mastery was indicated from two tests namely pre-test and post- test. The mean score in pre-test before treatment was 57,82 and the mean score of post-test was 80,65 after treatment.

By looking at the test finding, from the data provided in classification table based on the vocabulary mastery, clearly to see that five (21,74%) students got good score, eighth (34,79%) got enough score, ten (43,47%) students got less score. While in the post-test twelve (52,18%) students got very good score, eleven (47,82%) students got good score category, and no one students got a less and bad score category. From the result the researcher concluded that the students' vocabulary mastery from enough to very good classification.

To find out the statically alternative hypothesis received between null hypothesis (H_0) and alternative hypothesis (H_1), the researcher applied t-test formula at the level significant with the level significant (α) 5% and $df = 23$, and the value of the t-table is 1,717 while the value of t-test is 4,03 it can be concluded that the t-test is higher than t-table ($4,03 > 1,717$). Thus, it means that the students' vocabulary mastery was significantly better after gattng the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

Furthermore, by animation video, the students mostly participated actively in each activity. They also had more effort by asking the vocabularies they did not know in English especially in cartoon movie at on animation video. By, the students saw very interested in the process of learning because the students get more vocabulary in cartoon movie and this learning made class becoming more alive.

According to Ika Devi in the previous chapter found that animation video can improve student's vocabulary mastery. This is seen from the indicator after the animated video is applied. Students' find it easier to collect vocabulary, are more enthusiastic, and enjoy the class more. Therefore, it is important to use animation videos to improve student's vocabulary.

Based on the findings above, it is related to the research question of this study. The researcher concludes that there is an increase in the use of the animation video both in terms of remembering students' vocabulary and in terms of the convenience of receiving learning using animation video at eighth grade students of SMP Islam Al-Irsyad Tellu Limpoe Kabupaten Sidenreng

Rappang.

2. The Ways to Implement of Animation Video to Improvement the Students' Vocabulary Mastery.

In connection with the finding in every meeting on treatment, the researcher concluded that the students enjoyed the class and they feel easier to get vocabulary. They could be memorizing well because they enjoyed watching the animation video. The animation video had an impact in improving the students' vocabulary mastery. As a fact, using animation video in teaching vocabulary mastery. It can be seen from the significant improvement of students' score from comparison between pre-test and post-test. It meant that, the treatment was successful in improving students' vocabulary mastery.

There were three meetings for doing the treatment of this research with main material (cartoon movie), and animation video as a method in teaching process. At the first, before getting the treatment. The step of this test was the researcher started

to do the brainstorming to take the students' attention and made the students interested to do the next instruction. After that, the researcher gave a test.

In the first meeting on Wednesday, January 19th, 2022, the first researcher gave motivation to the students about the easy way to study English. After that, the researcher introduced the material or one of the ways that can be used to improve vocabulary mastery using animation video. Then, the researcher asked the students to do observations according to their groups, and the

researcher showed ‘Ballerina Movie’, asked the students that each member of the group is finding out the vocabularies that they have known based on the animation video, then researcher gave chance the students to memorized the vocabulary which they have founded. Give question that they did not understand about the vocabulary. The students were very enthusiastic in learning vocabulary through animation video. It was because the teacher never used animation video in teaching vocabulary so the students be interested. On Wednesday, January 26th, 2022 was the second meeting, in the second meeting the researcher give motivation to the students before teaching the material. After that, researcher Instruct the students’ to join their group in the previous meeting, then one of member in a group come forward in front of the class to present the vocabularies that they have found their group and write on the whiteboard some vocabulary that they have found before, after that the students and the researcher correct of vocabularies with its word classification in the whiteboard. Is it true or not?. The last Close the meeting and give chance to the students to ask about unclear material.

Third meeting on Friday, February 04th, 2022, the researcher gave a stimulus again to the students before showed the animation video to the students’. It purposed to know that students had progress in vocabulary mastery or not. researcher asked students to pay attention to the animated video that was played while remembering all the vocabulary that had been obtained in the previous meeting, Next, tell students to write down each vocabulary found in the animation video that has been watched in the student's notebook. In this meeting the researcher explained to the students if tomorrow is times to test

and hope the students study in their home. Close the meeting and give chance to the students to ask about unclear material.

In the last, the researcher gave post-test on Sunday, February 7th, 2022. before that, the researcher did brainstorming first to take the students' focusing and their attention. The students answered the question based on their knowledge after treatment. In this, the researcher did not give back the students' paper again. It purpose to know whether this treatment had interested or not.

From the first meeting until the last meeting, the implementation of animation video changed classroom situation in class and learning process. The students were more activated and they enjoyed in class, the students' more active to ask about the lesson what they did not understand. Students' behavior changed and more enthusiasm and they enjoy in class, able to use vocabulary that was given by the researcher, so the students were more active to ask about the lesson what they did not understood. In addition not only students' active in the classroom the researcher also must walked to the students. So, needs a lot of energy to use the animation video for distributing the point. But overall is well for used.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about improving vocabulary mastery of the students' using animation video at SMP Islam Al-Irsyad Tellu Limpoe Kabupaten Sidenreng Rappang.

A. Conclusions

Based on the result of data analysis and the discussion of the result in previous chapter. The finding of the result showed the positive impact in the students' vocabulary ability and class situation. This study is categorized pre-experimental research design, It concluded that after giving treatment there was improvement of vocabulary mastery after applied the animation video.

The researcher can take a conclusion animation video gives effect to improve the students' vocabulary mastery. before the animation video applied, the students to be difficult to memorized the vocabulary and also the teacher seemed to be difficult to make all of the students contribute in the class. after the animation video applied the students easy to memorized and understood the vocabulary especially on ballerina movie and can improve the students vocabulary mastery.

Therefore, it can be concluded some benefits of animation video; in the classroom, the students was improvement, and engages the students during each phase of the learning process was the students become enjoy and study well.

B. Suggestions

Based on the result of data analysis and conclusions of this research, the researcher also gives some suggestions for some elements related to this research,

those are:

1. English teacher should prepare a new method in teaching vocabulary. It can make the students feel fun in learning process but they are still focus so the material. They also should create an interesting activity in lesson plan because it is the important point of teaching and learning process. And also the researcher suggests them to apply the animation video in teaching vocabulary.

1. Vocabulary mastery using animation video can make students are able to said anything can more get their interest to get much information, so can improve their vocabulary mastery.
2. For the students they should help their teacher to applying a new method or media, they also should be serious and pay attention to their teacher in learning process.
3. For the other researcher, they should find a new method, way or strategy to apply their research that better than some researcher before.

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APPENDICES

PAREPARE

df	One-Tailed Test						
	0,25	0,10	0,05	0,025	0,01	0,005	0,001
	Two-Tailed Test						
	0,50	0,20	0,10	0,05	0,02	0,01	0,002
1	1,000000	3,077684	6,313752	12,706205	31,820516	63,656741	318,308839
2	0,816497	1,885618	2,919986	4,302653	6,964557	9,924843	22,327125
3	0,764892	1,637744	2,353363	3,182446	4,540703	5,840909	10,214532
4	0,740697	1,533206	2,131847	2,776445	3,746947	4,604095	7,173182
5	0,726687	1,475884	2,015048	2,570582	3,364930	4,032143	5,893430
6	0,717558	1,439756	1,943180	2,446912	3,142668	3,707428	5,207626
7	0,711142	1,414924	1,894579	2,364624	2,997952	3,499483	4,785290
8	0,706387	1,396815	1,859548	2,306004	2,896459	3,355387	4,500791
9	0,702722	1,383029	1,833113	2,262157	2,821438	3,249836	4,296806
10	0,699812	1,372184	1,812461	2,228139	2,763769	3,169273	4,143700
11	0,697445	1,363430	1,795885	2,200985	2,718079	3,105807	4,024701
12	0,695483	1,356217	1,782288	2,178813	2,680998	3,054540	3,929633
13	0,693829	1,350171	1,770933	2,160369	2,650309	3,012276	3,851982
14	0,692417	1,345030	1,761310	2,144787	2,624494	2,976843	3,787390
15	0,691197	1,340606	1,753050	2,131450	2,602480	2,946713	3,732834
16	0,690132	1,336757	1,745884	2,119905	2,583487	2,920782	3,686155
17	0,689195	1,333379	1,739607	2,109816	2,566934	2,898231	3,645767
18	0,688364	1,330391	1,734064	2,100922	2,552380	2,878440	3,610485
19	0,687621	1,327728	1,729133	2,093024	2,539483	2,860935	3,579400
20	0,686954	1,325341	1,724718	2,085963	2,527977	2,845340	3,551808
21	0,686352	1,323188	1,720743	2,079614	2,517648	2,831360	3,527154
22	0,685805	1,321237	1,717144	2,073873	2,508325	2,818756	3,504992
23	0,685306	1,319460	1,713872	2,068658	2,499867	2,807336	3,484964
24	0,684850	1,317836	1,710882	2,063899	2,492159	2,796940	3,466777
25	0,684430	1,316345	1,708141	2,059539	2,485107	2,787436	3,450189
26	0,684043	1,314972	1,705618	2,055529	2,478630	2,778715	3,434997
27	0,683685	1,313703	1,703288	2,051831	2,472660	2,770683	3,421034
28	0,683353	1,312527	1,701131	2,048407	2,467140	2,763262	3,408155
29	0,683044	1,311434	1,699127	2,045230	2,462021	2,756386	3,396240
30	0,682756	1,310415	1,697261	2,042272	2,457262	2,749996	3,385185
31	0,682486	1,309464	1,695519	2,039513	2,452824	2,744042	3,374899
32	0,682234	1,308573	1,693889	2,036933	2,448678	2,738481	3,365306
33	0,681997	1,307737	1,692360	2,034515	2,444794	2,733277	3,356337
34	0,681774	1,306952	1,690924	2,032245	2,441150	2,728394	3,347934
35	0,681564	1,306212	1,689572	2,030108	2,437723	2,723806	3,340045
36	0,681366	1,305514	1,688298	2,028094	2,434494	2,719485	3,332624
37	0,681178	1,304854	1,687094	2,026192	2,431447	2,715409	3,325631
38	0,681001	1,304230	1,685954	2,024394	2,428568	2,711558	3,319030
39	0,680833	1,303639	1,684875	2,022691	2,425841	2,707913	3,312788
40	0,680673	1,303077	1,683851	2,021075	2,423257	2,704459	3,306878

PRE-TEST

Name :

Reg Number :

Class :

I. Translate the word in column A to the column B into English!

NO	COLUMN A	COLUMN B
1.	PATHETIC	
2.	EMERGENCY	
3.	STUPID	
4.	DOWN	
5.	OPEN	
6.	LEARN	
7.	TRAIN	
8.	LORD	
9.	LOOKING AT ME	
10.	IN	
11.	KILL	
12.	STATUE	

13.	CONFIDENTIAL	
14.	GETTING	
15.	ENTER	
16.	NEED	
17.	TRAIN	
18.	LORD	
19.	LOOKING	
20.	IN	
21.	KILL	
22.	LITTLE RATS	
23.	OPPORTUNITY	
24.	TALENTED	
25.	BALLERINA	
26.	FAMOUS	
27.	APPROPRIATE	
28.	LITTLE GIRL	

29.	PROFESSION	
30.	AFRAID	

- I. Look at the blank text bellow and complete the sentence with words!

comeback doing explain lies lose
 fly trap answer dream tell bes
 training brushed caught worry

1. Victor: good morning sunshine

Felicia : when was the last time you (.....) your teeth?

2. Fellicia : shut up we can get (.....!) don't be loud.

3. Fellicia : where is the dance school now?

Victor: ummm,, I don't know

Felicia : don't (.....), we are a team!

4. Victor : meet me at this bridge tomorrow.

Felice : victor, (.....). don't go, please.

5. Madame : what are you (.....) here?

Felice : I can (... ..)

6. Felice : I'm so sorry

Maddame : I don't like (.....), I can (.....) my job because of you.

7. "Look at the bird, he (...) in the sky. "no one can (...)him."

8. Maddame : and then you will be ready when you can

(...) the question,why are you dancing?

Fellicia : I have answered it! , that is my (.....).

9. Felicia : (.....) victor that he is (.....) friend ever

10. Le Haut : why did you go, afraid of being humiliated?

Fellicia : looks like you need more (.....), you are not ready for this.

PAREPARE

POST-TEST

Name :

Reg Number :

Class :

I. Translate the word in column A to the column B into English!

NO	COLUMN A	COLUMN B
1.	WARMING UP	
2.	CRAZY	
3.	MOVEMENT	
4.	OPPORTUNITY	
5.	APPROPRIATE	
6.	LITTLE GIRL	
7.	PROFESSION	
8.	AFRAID	
9.	HORSE	
10.	ORPHANAGE	
11.	GET UP	

12.	WAGES	
13.	DISCOVER	
14.	SOMETHING	
15.	NOW	
16.	SUPPORT	
17.	MUST	
18.	HONEST	
19.	FUTURE	
20.	LEAVE	
21.	PATHETIC	
22.	EMERGENCY	
23.	STUPID	
24.	DOWN	
25.	DORMITORY	
26.	HURT	
27.	TEACHER	

28.	FAIL	
29.	OPPONENT	
30.	PERFECT	

- I. Look at the blank text bellow and complete the sentence with words!

answer dream bes trainin
 brushed caught worry
 doing lie lose tra

- Victor: good morning sunshine
 Felicia : when was the last time you (.....) your teeth?
- Fellicia : shut up we can get (... ..!) don't be loud.
- Fellicia : where is the dance school now?
 Victor: ummm,, I don't know
 Felicia : don't (.....), we are a team!
- Victor : meet me at this bridge tomorrow.
 Felice : victor, (.....). don't go, please.

5. Madame : what are you (.....) here?

Felice : I can (... ..)

6. Felice : I'm so sorry

Maddame : I don't like (.....), I can (.....) my job because of you.

7. "Look at the bird, he (...) in the sky. "no one can (...)him."

8. Maddame : and then you will be ready when you can (...)

the question, why are you dancing?

Fellicia : I have answered it! , that is my (.....).

9. Felicia : (.....) victor that he is (.....) friend ever

10. Le Haut : why did you go, afraid of being humiliated?

Fellicia : looks like you need more (.....), you are not ready for this.

PAREPARE

PRE-TEST

Name : Rifayanti Almagfir
 Reg Number :
 Class : IX.A

$$\frac{24}{40} \times 100 = 60\%$$

I. Translate the word in column A to the column B into English!

NO	COLUMN A	COLUMN B	
1.	PATHETIC	Pembukuan	X
2.	EMERGENCY	Darurat	✓
3.	STUPID	bodoh	✓
4.	DOWN	turun	✓
5.	OPEN	buka	✓
6.	LEARN	belajar / Pelajaran	✓
7.	TRAIN	Kereta	✓
8.	LORD	Tuan	✓
9.	LOOKING AT ME	Melihat ke aku	✓
10.	IN	di	✓
11.	KILL	Bunuh	✓
12.	STATUE	Patung	✓
13.	CONFIDENTIAL	Bringer	X
14.	GETTING	Mendapatkan	✓
15.	ENTER	Kemasuki	✓

16.	NEED	Bisa	X
17.	TRAIN	Keret	✓
18.	LORD	Raja	✓
19.	LOOKING	Melihat	✓
20.	IN	di	✓
21.	KILL		✗
22.	LITTLE RATS	Gadis kecil	X
23.	OPPORTUNITY	Bayar	X
24.	TALENTED	Berbakat	X
25.	BALLERINA	Ballerina / Pelembri ballet	✓
26.	FAMOUS	Berkemaran	X
27.	APPROPRIATE	Sesuai	✓
28.	LITTLE GIRL	Gadis kecil	✓
29.	PROFESSION	Profesi	✓
30.	AFRAID	Takut	X

II. Look at the blank text below and complete the sentence with words!

comeback doing explain lies lose
 fly trap answer dream tell best
 training brushed caught worry

1. Victor: good morning sunshine

Felicia : when was the last time you (^{brushing}.....) your teeth? ^X

^X Felicia : shut up we can get (^{Worry}.....!) don't be loud.

3. Felicia : where is the dance school now?

^X Victor: ummm,, I don't know

Felicia : don't (^{combine}.....), we are a team!

^X 4. Victor : meet me at this bridge tomorrow.

Felice : victor, (^{feel}.....). don't go, please.

5. Madame : what are you (^{doing}.....) here?

Felice : I can (^{Forget}.....)

6. Felice : I'm so sorry

Maddame : I don't like (^{use}.....), I can (^{lose}.....) my job because of you.

7. "Look at the bird, he (^{fly}.....) in the sky. "no one can (^{see}.....)him."

8. Maddame : and then you will be ready when you can (^{answer}.....) the question, why are you dancing?

Felicia : I have answered it! , that is my (^{Dream}.....).

9. Felicia : (^{tell}.....) victor that he is (^{best}.....) friend ever

^X 10. Le Haut : why did you go, afraid of being humiliated?

Felicia : looks like you need more (^{brused}.....), you are not ready for this.

PRE-TEST

Name

: Riska Nanda

Reg Number

:

Class

: 10.A

$$\frac{22}{46} \times 100 = 50 //$$

I. Translate the word in column A to the column B into English!

NO	COLUMN A	COLUMN B
1.	PATHETIC	Resah
2.	EMERGENCY	Berada Berada
3.	STUPID	Bodoh
4.	DOWN	Turun
5.	OPEN	Buka
6.	LEARN	Belajar
7.	TRAIN	Batu
8.	LORD	Pangeran
9.	LOOKING AT ME	Melihat saya
10.	IN	di
11.	KILL	Bunuh
12.	STATUE	Juara
13.	CONFIDENTIAL	Rahasia
14.	GETTING	Menentukan
15.	ENTER	Memasuki

16.	NEED	Membutuhkan	✓
17.	TRAIN	Kereta	✓
18.	LORD	Pangeran	X
19.	LOOKING	Melihat	✓
20.	IN	Di	✓
21.	KILL	membunuh	✓
22.	LITTLE RATS	Tikus kecil	✓
23.	OPPORTUNITY	Kelebihan	X
24.	TALENTED	Bakat	✓
25.	BALLERINA	Penari Balet	✓
26.	FAMOUS	Bunyi	X
27.	APPROPRIATE	Berguna	X
28.	LITTLE GIRL	gadis kecil	✓
29.	PROFESSION	Profesi	✓
30.	AFRAID	Takut	✓

II. Look at the blank text below and complete the sentence with words!

comeback doing explain lies lose
 fly trap answer dream tell best
 training brushed caught worry

1. Victor: good morning sunshine ✓

Felicia : when was the last time you (^{Brushed}.....) your teeth?

2. Felicia : shut up we can get (^{explain}.....) don't be loud. ✗

3. Felicia : where is the dance school now?

Victor: ummm,, I don't know ✗

Felicia : don't (^{Lies}.....), we are a team!

4. Victor : meet me at this bridge tomorrow.

Felice : victor, (^{lose}.....). don't go, please. ✗

5. Madame : what are you (^{answer}.....) here?

Felice : I can (^{my}.....) ✗

6. Felice : I'm so sorry

Maddame : I don't like (^{best}.....), I can (^{Tell}.....) my job because of you.

7. "Look at the bird, he (...) in the sky. "no one can (...)him."

8. Maddame : and then you will be ready when you can (.....) the question, why are you dancing? ✗

Felicia : I have answered it! , that is my (^{extra caught}.....).

9. Felicia : (^{doing}.....) victor that he is (^{Tell}.....) friend ever ✗

10. Le Haut : why did you go, afraid of being humiliated? ✓

Felicia : looks like you need more (^{training}.....), you are not ready for this.

PRE-TEST

Name : *Jusmiyani*
 Reg Number :
 Class : *IX . A*

$$\frac{26}{40} \times 100 = 65 //$$

I. Translate the word in column A to the column B into English!

NO	COLUMN A	COLUMN B
1.	PATHETIC	<i>Mempedihkan</i>
2.	EMERGENCY	<i>Gagal</i>
3.	STUPID	<i>Bodoh</i>
4.	DOWN	<i>Turun</i>
5.	OPEN	<i>Buka</i>
6.	LEARN	<i>Mencerna</i>
7.	TRAIN	<i>Batu</i>
8.	LORD	<i>Tuan</i>
9.	LOOKING AT ME	<i>Melihat ke aku</i>
10.	IN	<i>di</i>
11.	KILL	<i>Membumah</i>
12.	STATUE	<i>Status</i>
13.	CONFIDENTIAL	<i>Hyaman</i>
14.	GETTING	<i>Mengirim</i>
15.	ENTER	<i>Keluar</i>

PRE-TEST

Name : Riska Nanda
 Reg Number :
 Class : K.A

$$\frac{22}{46} \times 100 = 50 //$$

I. Translate the word in column A to the column B into English!

NO	COLUMN A	COLUMN B
1.	PATHETIC	Resah
2.	EMERGENCY	Berada Berada
3.	STUPID	Bodoh
4.	DOWN	Turun
5.	OPEN	Buka
6.	LEARN	Belajar
7.	TRAIN	Batu
8.	LORD	Pangeran
9.	LOOKING AT ME	melihat saya
10.	IN	di
11.	KILL	Bunuh
12.	STATUE	Juara
13.	CONFIDENTIAL	B Rahasia
14.	GETTING	Menentukan
15.	ENTER	memasuki

16.	NEED	Membutuhkan	✓
17.	TRAIN	Kereta	✓
18.	LORD	Pangeran	✗
19.	LOOKING	Melihat	✓
20.	IN	Di	✓
21.	KILL	membunuh	✓
22.	LITTLE RATS	Tikus kecil	✓
23.	OPPORTUNITY	kelebihan	✗
24.	TALENTED	Bakat	✓
25.	BALLERINA	Penari Balet	✓
26.	FAMOUS	Bunyi	✗
27.	APPROPRIATE	Berguna	✗
28.	LITTLE GIRL	gadis kecil	✓
29.	PROFESSION	profesi	✓
30.	AFRAID	Takut	✓

II. Look at the blank text below and complete the sentence with words!

comeback doing explain lies lose
 fly trap answer dream tell best
 training brushed caught worry

1. Victor: good morning sunshine ✓

Felicia : when was the last time you (^{brushed}.....) your teeth?

2. Felicia : shut up we can get (^{explicit}.....) don't be loud. ✗

3. Felicia : where is the dance school now?

Victor: ummm,, I don't know ✗

Felicia : don't (^{lies}.....), we are a team!

4. Victor : meet me at this bridge tomorrow.

Felice : victor, (^{lose}.....). don't go, please. ✗

5. Madame : what are you (^{answer}.....) here?

Felice : I can (^{fly}.....) ✗

6. Felice : I'm so sorry ✗

Maddame : I don't like (^{best}.....), I can (^{Tell}.....) my job because of you.

7. "Look at the bird, he (...) in the sky. "no one can (...)him." ✗

8. Maddame : and then you will be ready when you can (.....) the question, why are you dancing? ✗

Felicia : I have answered it! , that is my (^{catch}.....). ✗

9. Felicia : (^{doing}.....) victor that he is (^{Tell}.....) friend ever ✗

10. Le Haut : why did you go, afraid of being humiliated? ✓

Felicia : looks like you need more (^{training}.....), you are not ready for this.

PRE-TEST

Name : Jusniarni
 Reg Number :
 Class : IX . A

$$\frac{26}{40} \times 100 = 65\%$$

I. Translate the word in column A to the column B into English!

NO	COLUMN A	COLUMN B
1.	PATHETIC	Memedihkan
2.	EMERGENCY	Gagal
3.	STUPID	Kaduk
4.	DOWN	Turun
5.	OPEN	Buka
6.	LEARN	Mencima
7.	TRAIN	Bahu
8.	LORD	Tuan
9.	LOOKING AT ME	Melihat ke aku
10.	IN	di
11.	KILL	Membumuh
12.	STATUE	Status
13.	CONFIDENTIAL	Nyaman
14.	GETTING	Menginim
15.	ENTER	Keluar

16.	NEED	Membutuhkan
17.	TRAIN	Demam
18.	LORD	Tuan
19.	LOOKING	Melihat
20.	IN	Di
21.	KILL	Memusnahkan
22.	LITTLE RATS	Akuis kecil
23.	OPPORTUNITY	Bebas
24.	TALENTED	Berbakat
25.	BALLERINA	Pemua
26.	FAMOUS	Memiliki
27.	APPROPRIATE	Sesuai
28.	LITTLE GIRL	Cantik kecil
29.	PROFESSION	Profesi
30.	AFRAID	Takut

II. Look at the blank text below and complete the sentence with words!

comeback doing explain lies lose
 fly trap answer dream tell best
 training brushed caught worry

1. Victor: good morning sunshine

Felicia : when was the last time you (^{brushed}) your teeth?

2. Felicia : shut up we can get (^{caught}) don't be loud.

3. Felicia : where is the dance school now?

Victor: ummm,, I don't know

Felicia : don't (^{worry}), we are a team!

4. Victor : meet me at this bridge tomorrow.

Felice : victor, (^{comeback}) don't go, please.

5. Madame : what are you (^{doing}) here?

Felice : I can (^{explain})

6. Felice : I'm so sorry

Maddame : I don't like (^{answer}), I can (.....) my job because of you.

7. "Look at the bird, he (^{flies}) in the sky. "no one can (^{beat}) him."

8. Maddame : and then you will be ready when you can (^{lies}) the question, why are you dancing?

Fellicia : I have answered it! , that is my (^{logic}).

9. Felicia : (^{fly}) victor that he is (^{trap}) friend ever

10. Le Haut : why did you go, afraid of being humiliated?

Fellicia : looks like you need more (^{training}), you are not ready for this.

POST-TEST

Name : Raya Annisa
 Reg Number :
 Class : IX. A

$$\frac{90}{90} \times 100 = 100$$

I. Translate the word in column A to the column B into English!

NO	COLUMN A	COLUMN B
1.	WARMING UP	Pemanasan ✓
2.	CRAZY	Gila ✓
3.	MOVEMENT	Pergerakan ✓
4.	OPPORTUNITY	Peluang ✓
5.	APPROPRIATE	Sesuai ✓
6.	LITTLE GIRL	gadis kecil ✓
7.	PROFESSION	profesi ✓
8.	AFRAID	Takut ✓
9.	HORSE	Kuda ✓
10.	ORPHANAGE	Panti Asuhan ✓
11.	GET UP	Bangun ✓
12.	WAGES	upah ✓
13.	DISCOVER	Menemukan ✓
14.	SOMETHING	sesuatu ✓
15.	NOW	Sekarang ✓

16.	SUPPORT	Mendukung	✓
17.	MUST	Harus	✓
18.	HONEST	Jujur	✓
19.	FUTURE	Masa depan	✓
20.	LEAVE	meninggalkan	✓
21.	PATHETIC	mengedihkan	✓
22.	EMERGENCY	Darurat	✓
23.	STUPID	Bodoh	✓
24.	DOWN	Turun	✓
25.	DORMITORY	Asrama	✓
26.	HURT	Tertuka	✓
27.	TEACHER	guru	✓
28.	FAIL	gagal	✓
29.	OPPONENT	Lawan	✓
30.	PERFECT	sempurna	✓

PAREPARE

II. Look at the blank text bellow and complete the sentence with words!

answer dream tell best training
brushed caught worry comeback
doing explain lies lose fly trap

1. Victor: good morning sunshine

Felicia : when was the last time you (^{brushed}.....) your teeth? ✓

2. Fellicia : shut up we can get (^{caught}.....) don't be loud. ✓

3. Fellicia : where is the dance school now? ✓

Victor: ummm,, I don't know

Felicia : don't (^{worry}.....), we are a team!

4. Victor : meet me at this bridge tomorrow. ✓

Felice : victor, (^{comeback}.....) don't go, please.

5. Madame : what are you (^{doing}.....)here? ✓

Felice : I can (^{explain}.....)

6. Felice : I'm so sorry ✓

Maddame : I don't like (^{lies}.....), I can (^{lose}.....) my job because of you.

7. "Look at the bird, he (^{fly}...) in the sky. "no one can (^{trap}...)him." ✓

8. Maddame : and then you will be ready when you can (^{answer}.....) the question, why are you dancing?

Fellicia : I have answered it! , that is my ^{dream} (.....).

9. Felicia : (^{tell}.....) victor that he is (^{bat}.....) friend ever ✓

10. Le Haut : why did you go, afraid of being humiliated? ✓

Fellicia : looks like you need more (^{training}.....), you are not ready for this. ✓



POST-TEST

Name : Riska Ananda
 Reg Number :
 Class : IX. A

$$\frac{32}{40} \times 100 = 80.$$

I. Translate the word in column A to the column B into English!

NO	COLUMN A	COLUMN B
1.	WARMING UP	Pemanasan ✓
2.	CRAZY	Gila ✓
3.	MOVEMENT	Pergerakan ✓
4.	OPPORTUNITY	Kesan ✗
5.	APPROPRIATE	Sesuai ✓
6.	LITTLE GIRL	Budis kecil ✓
7.	PROFESSION	Profesi ✓
8.	AFRAID	Takut ✓
9.	HORSE	Kuda ✓
10.	ORPHANAGE	Panti Asuhan ✓
11.	GET UP	Bangun pagi ✓
12.	WAGES	Upah / gaji ✓
13.	DISCOVER	menemukan ✓
14.	SOMETHING	sesuatu ✓
15.	NOW	Sekarang ✓

16.	SUPPORT	Dukung	✓
17.	MUST	Harus	✓
18.	HONEST	Jujur	✓
19.	FUTURE	Masa Depan	✓
20.	LEAVE	Meninggalkan	✓
21.	PATHETIC	Menjijiskan	X
22.	EMERGENCY	Darurat	✓
23.	STUPID	Bodoh	✓
24.	DOWN	turun	✓
25.	DORMITORY	Asrama	✓
26.	HURT	Sakit / Aduka	✓
27.	TEACHER	Guru	✓
28.	FAIL	Gagal	✓
29.	OPPONENT	lawan / Salingan	✓
30.	PERFECT	Sempurna	✓

PAREPARE

II. Look at the blank text bellow and complete the sentence with words!

answer dream tell best training
brushed caught worry comeback
doing explain lies lose fly trap

1. Victor: good morning sunshine

Felicia : when was the last time you (^{brushed}.....) your teeth? ✓

2. Fellicia : shut up we can get (^{caught}.....) don't be loud. ✓

3. Fellicia : where is the dance school now?

Victor: ummm,,, I don't know

Felicia : don't (^{worry}.....), we are a team! ✓

4. Victor : meet me at this bridge tomorrow.

Felice : victor, (^{comeback}.....). don't go, please. ✓

5. Madame : what are you (^{doing}.....) here? ✓

Felice : I can (^{explain}.....)

6. Felice : I'm so sorry

Maddame : I don't like (^{lies}.....), I can (^{lose}.....) my job because of you. ✓

7. "Look at the bird, he (^{fly}...) in the sky. "no one can (^{trap}...)him." ✓

8. Maddame : and then you will be ready when you can (^{Done}.....) the question, why are you

dancing?

Fellicia : I have answered it! , that is my ^{answer} (.....).

9. Felicia : (.....) victor that he is ^{Best} friend ever ✓

10. Le Haut : why did you go, afraid of being humiliated?

Fellicia : looks like you need more ^{Training} (.....), you are not ready for this. ✓





PAREPARE




KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Ahmad Dahlan No. 08 Sidenreng Parepare 91132 ☎ 0431 21307 Fax 34834
 PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: mail@iainparepare.ac.id

Nomor : B.131/n.39.5.1/PP.00.9/01/2022
 Lampiran : 1 Bundel Proposal Penelitian
 Hal : Permohonan Rekomendasi Izin Penelitian

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

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Miftahul Khaera
 Tempat/Tgl. Lahir : Teppo, 19 November 19999
 NIM : 17.1300.045
 Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
 Semester : IX (Sembilan)
 Alamat : Jl. Poros Soppeng Dusun 1, Teppo, Kec. Tellu Limpo'e,
 Kab. Sidenreng Rappang

Bermaksud akan mengadakan penelitian di wilayah Kab. Sidrap dalam rangka penyusunan skripsi yang berjudul **"Improvi'ng Student's Vocabulary Mastery By Using Animation Video At The Eight Grade Of SMP Islam Al Irsyad Tellu Limpoe (Kab. Sidenreng Rappang)"**. Pelaksanaan penelitian ini direncanakan pada bulan Januari sampai bulan Februari Tahun 2022.

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

Wassalamu Alaikum Wr. Wb.

Parepare, 11 Januari 2022
 Wakil Dekan I,

 Mun. Darlan Thalib



Tembusan :
 1 Rektor IAIN Parepare
 2 Dekan Fakultas Tarbiyah



PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG
 PROVINSI SULAWESI SELATAN

Telepon (0421) - 3590005 Email : ptsp_sidrap@yahoo.co.id Kode Pos : 91611

IZIN PENELITIAN

Nomor : 30/IP/DPMTSP/1/2022

- DASAR
1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
 2. Surat Permohonan **MIFTAHUL KHAERA** Tanggal **17-01-2022**
 3. Berita Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis **INSTITUT AGAMA ISLAM NEGERI PAREPARE** Nomor **B.131/In.39.5.1/PP.00.9/01/2022** Tanggal **11-01-2022**

MENGIZINKAN

KEPADA
 NAMA : **MIFTAHUL KHAERA**
 ALAMAT : **JL. POROS SOPPENG DUSUN I, DESA TEPPU, KEC. TELLU LIMPOE**
 UNTUK : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

NAMA LEMBAGA / UNIVERSITAS : **INSTITUT AGAMA ISLAM NEGERI PAREPARE**
 JUDUL PENELITIAN : **IMPROVING STUDENT'S VOCABULARY MASTERY BY USING ANIMATION VIDEO AT THE EIGHT GRADE OF SMP ISLAM AL IRSYAD TELLU LIMPOE**

LOKASI PENELITIAN : **SMP ISLAM AL-IRSYAD TELLU LIMPOE**

JENIS PENELITIAN : **KUANTITATIF**
 LAMA PENELITIAN : **17 Januari 2022 s.d 19 Pebruari 2022**

Izin Penelitian berlaku selama penelitian berlangsung

Dikeluarkan di : Pangkajene Sidenreng
 Pada Tanggal : 17-01-2022



Biaya : Rp. 0.00

Tembusan :

- REKTOR IAIN PAREPARE
- SMP ISLAM AL-IRSYAD TELLU LIMPOE
- PERTINGGAL

CURRICULUM VITAE



Miftahul Khaera, the writer was born on November 19th 1999 in Sidrap, South Sulawesi. She is the third child from five children in her family, her father's name is Basir. and her mother's name is Hj. Suri. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her educational background, she began her study on 2006 at SDN 3 Massepe and graduated on 2011. While at the same year she study at SMPN 2 Tellu Limpoe and finish on 2014, then continue her study at SMAN 1 Tellu Limpoe and graduated on 2017, then on 2018 continue her study at Tarbiyah Faculty of IAIN Parepare and complete her study with the title "Improving Students' Vocabulary Mastery by Using Animation Video at The Eighth Grade of SMP Islam Al-Irsyad Tellu Limpoe Kabupaten Sidenreng Rappang.

