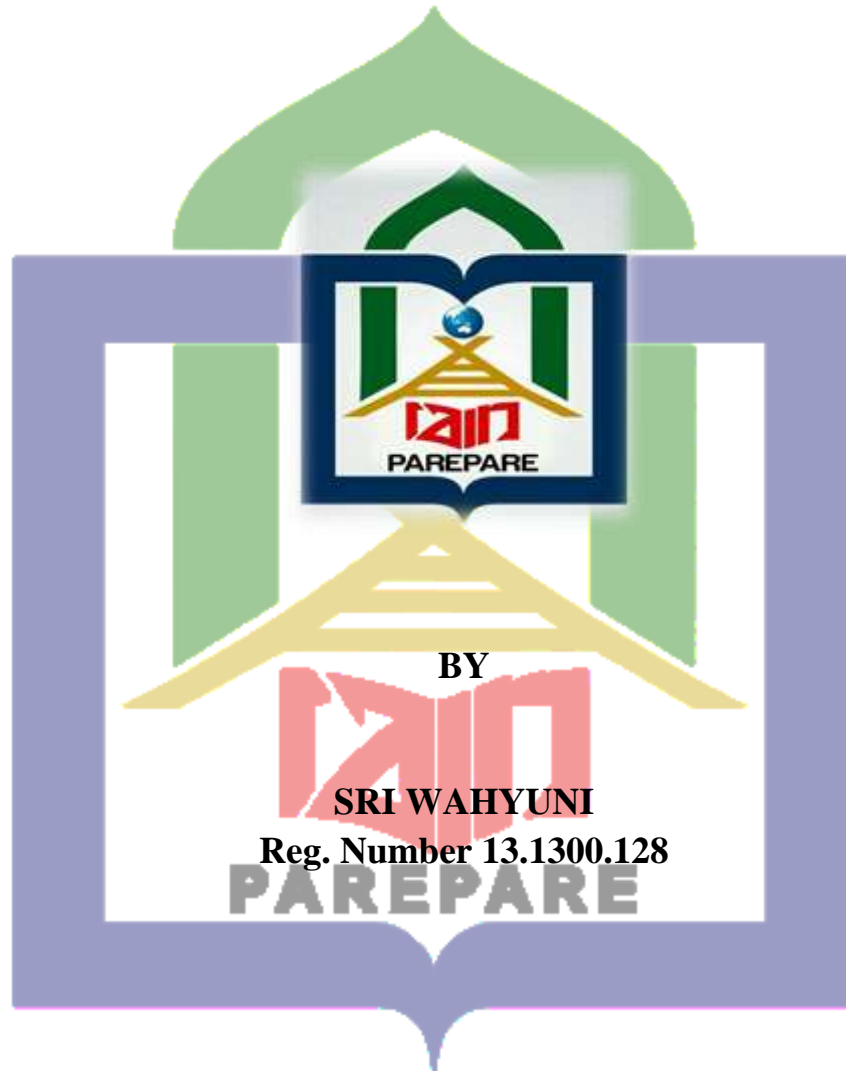**Skripsi**

THE USE OF ANIMATION VIDEO IN CONTEXTUAL TEACHING TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SMPN 1 WATANG PULU

BY

SRI WAHYUNI
Reg. Number 13.1300.128

ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE
2019

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BY

SRI WAHYUNI
Reg. Number 13.1300.128

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

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TARBIYAH FACULTY
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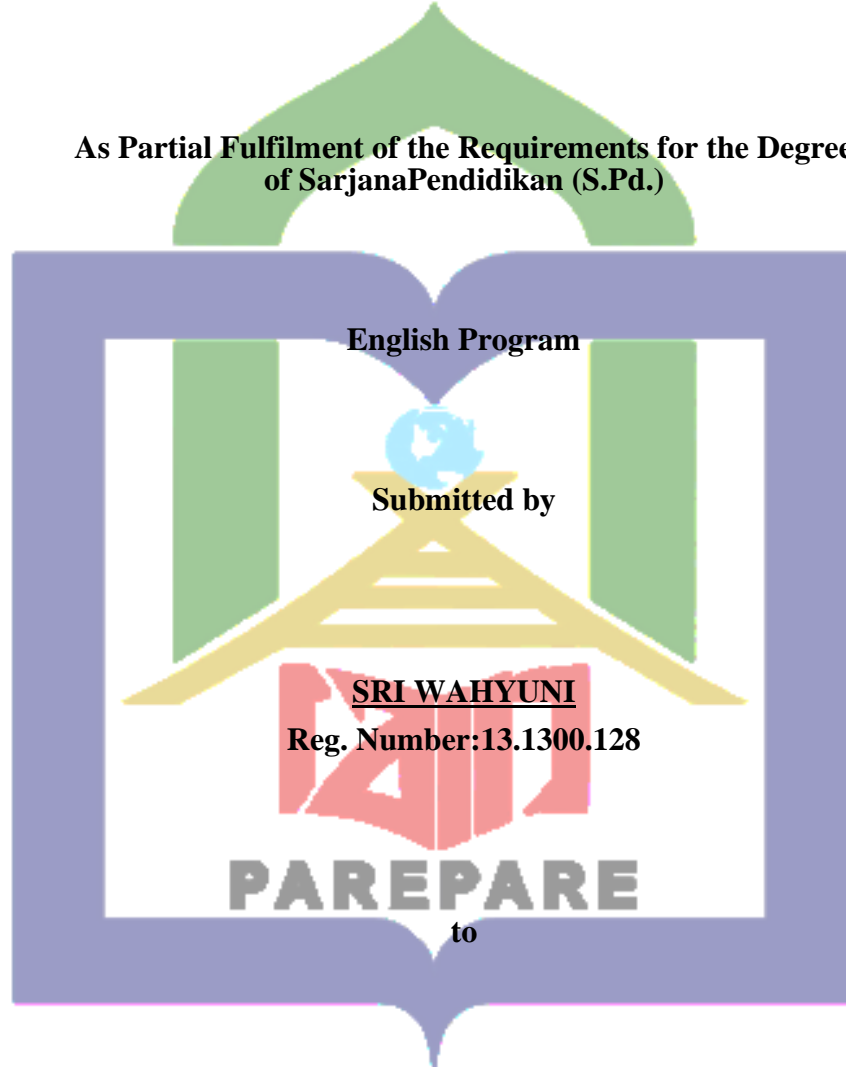
ENGLISH PROGRAM
TARBIYAH FACULTY
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iv

SKRIPSI

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May the Almighty Allah swt. always blesses us now and forever, Aamiin.

Parepare, 20 October 2018
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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Title of Skripsi	:	The Use of Animation Video in Contextual Teaching to Improve Students' Vocabulary Mastery at SMPN 1 Watang Pulu

State that this skripsi is her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been got would be postponed.

Parepare, 20 October 2018

The Researcher,

SRI WAHYUNI
Reg. Number: 13.1300.128

ABSTRACT

Sri Wahyuni. *The Use of Animaton Video in Contextual Teaching to Improve Students' Vocabulary Mastery at SMPN 1 Watang Pulu.* (Supervised by Saepudin and Mujahidah).

The objective of this research was to know whether or not by using Animation Video improve the students' vocabulary, after the writer applied Animation Video in teaching vocabulary at the eighth grade of SMPN 1 Watang Pulu. The subject of this research is class X.F Junior High School (SMPN 1 Watang Pulu), which consists of 29 students.

The design in this research was pre-experimental. The researcher used test to instrument. It was conducted in eighth grade students of SMPN 1 Watang Pulu in population 174 students. The sample was VIII.f and total numbers of the sample were 29 students as the sample of this research.

The result of the research was found that there is a significant difference between the pre-test and post-test. The pre-test mean score is 1.21 (very poor) and Post-Test score is 5.12 (good). The degree freedom significance 5% was 1.711. it was higher than the result of the significance difference of the post-test that was 4.21 > 1.711. Thus, it can be concluded that mastery of student vocabulary is significantly better after getting treatment. So, the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, it is proven that animation videos in contextual teaching can improve students' vocabulary mastery. It could be concluded that teaching with animation video in contextual teaching gave the positive influence toward students' vocabulary mastery.

Keywords: Animation Video, Contextual Teaching, Vocabulary Mastery.

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CHAPTER I
INTRODUCTION

1.1 Background

English language as the international language becomes an important language for the school. The teacher teaches the English language from the Elementary school until the university. It is hoped for the students to have a good quality when they are going to look for a job. Having a good ability in English language can help them to reach their achievement.

According to Lehr and his colleagues, vocabulary is more complex than this definition suggests. First, words come not only in oral forms including those words that can be recognized and used in listening and speaking but also in print forms to be recognized and used in reading and writing. Second, word knowledge also comes in two forms: receptive and productive. Receptive vocabulary is words that can be recognized in reading and listening. Productive vocabulary refers to words that can be used in speaking and writing[1]. So, vocabulary building is one of the most important aspect of learning a foreign language, because all language skills are dependent upon vocabulary learning strategies becomes a most.

Vocabulary learning constitutes basic and important part foreign language learning. Without vocabulary building, it is difficult to study grammar, speaking, listening writing etc. However, it is not an easy task to memorize a large amount of vocabulary. It is relatively difficult to learn new words, to keep words in mind and to

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[1] Lehr et. al, "The Effects of Semantic Mapping on Vocabulary Memorizing"(http://www.m3xn.com/jornals/ed-new-reid366456bfcf.pdf (Maret 07th, 2018), p.03)

recall them when needed. Vocabulary is central to language and of critical importance to typical language learners. Without a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and writing forms. It is means that students in junior high school have to mastery English vocabulary and its grammatical rules to make communicate to other people.[2]

Learning vocabulary is very important and becomes a must for every learner to make students English work well. It shows that English has a special place in the teaching of the foreign language at school especially senior high school. Based on the observation it is not easy to students to learn vocabulary, most of them are not interested in learning vocabulary and they do not also give their full attention in the task and without that attracting and interesting the process of teaching vocabulary can't run well.

Numerous of media can be applied in teaching vocabulary. However, it is a must for teachers to be careful about in choosing them, so that the process of teaching and learning vocabulary will succeed with the satisfactory result.

One of the media of teaching English vocabulary is using animation video. Animation videos are suitable for students at SMPN 1 Watang Pulu, they can lower their anxiety to get involved and participate in the learning activities. The important thing is that animation video is an appropriate media for SMPN 1 Watang Pulu students' characteristic and need. They like watching animation video. Their world is still full of enjoyable activities.

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[2]Wawan Hardiansyah, "Teaching Vocabulary Using Animation Video for VII Grade First Semester of Junior High School" (Unpublished Skripsi of Fakultas Keguruan dan Ilmu Pendidikan: Mataram, 2015), p.01.

The teacher should give students some media learning in order to them enjoyable, easy, and memorable about the material especially in vocabulary skill. The researcher try to apply this media to make students more interesting to learn english and give motivation to improve their vocabulary mastery. The researcher will introduce the media to students of SMPN 1 Watang Pulu by conducting a research in title "The Use of Animation Video in Contextual Teaching to Improve Students' Vocabulary Mastery at SMPN 1 Watang Pulu".

1.2 Problem Statement

Based on the background above, the researcher formulates the problem statement as follow:

Is the use of animation video in contextual teaching able to improve student's vocabulary mastery of SMPN 1 Watang Pulu?

1.3 Objectives of the Research

The objective of the research is to describe whether the use of animation video in contextual teaching is able to improve students vocabulary mastery of SMPN 1 Watang Pulu.

1.4 Significance of the Research

The significance of the research are:

1.4.1 The teacher can implement the finding of the study in selecting teaching and learning technique in the class. It is hoped to give new variation and new innovative for teachers to teach vocabulary in properly.

1.4.2 The students will be motivated and interested to study English. So through animation video the learning process in vocabulary will be enjoyable and the students will not get bored. They will be able to improve their ability in vocabulary mastery.

1.2.2 This research is also expect to give benefit as reference for the researchers who want to run research relate to this one.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Previous Related Research Findings

In this part, the researcher presents some researcher had concluded to this study in the following:

Rasheed in his title, "The Effect of Using Animation in Teaching English Vocabulary for 3rd Graders in Gaza Governmental Schools" found that main result is that the animation are highly effective in developing the students' levels of vocabulary in the experimental group compared to control groups' results.[3]

Dofir in his research title "Using the Contextual Teaching and Learning for Students' Vocabulary Improvement" found that the students participated well in the teaching and learning process. They took part in every activity that was learned in the class although there were some students played and chatted with his/her friend when the teaching and learning was running. But all of the activities run well. The better participation from the students was also indicated by their willingness in asking and answering questions in learning vocabularies.[4]

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 the vocabularies; (b) most students were able to pronounce words correctly; (c)

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[3] Rasheed,"The Effect of Using Animation in Teaching English Vocabulary for 3rd Graders in Gaza Governmental Schools" (Thesis of Al-Azhar University: Gaza, 2013), p.81

[4] Dofir, "Using the Contextual Teaching and Learning for Students' Vocabulary Improvement"(An Action Research on the Eight Grade Students of Mts TARBIYATUSSIBYAN Sungai Kunyit – Mempawah, 2017), p.91

students could grasp the meaning well; and (d) students could recognize vocabularies. In line with the result, the writer suggests that animation video is one of the effective techniques in presentations as to increase the students' enthusiasm and their achievement in learning vocabulary. This result hopefully will motivate teachers to use animation video in teaching vocabulary to young learners.[5]

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. Different with Dofir's research, the researcher will use a media to improve students' vocabulary mastery. It could be more interesting and enjoyable for students. In line with Ika Devi, she uses animation video as a teaching media, the researcher also uses animation video as a teaching media but the different is the researcher applies in contextual teaching and learning. In this research the research erappliesa media to improve the students' vocabulary mastery by using animation video in contextual teaching.

2.2 Some Pertinent Ideas

2.2.1 Definition of Contextual Teaching and Learning

Contextual teaching and learning is one of the appropriate methods in teaching English for students. In a contextual learning environment, students discover meaningful relationships between school environment and daily activity of practical applications in a real world context.

There were some definitions of Contextual Teaching and Learning. Contextual teaching and learning is defined as a conception of teaching and learning

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[5] Ika Devi, "Animation Video to Improve Student's Vocabulary Mastery"(Thesis of Sebelas Maret University: Surakarta, 2012), p.1

that helps teachers relate subject matter content to real world situations. Departemen

Pendidikan Nasional states :

> Pendekatan Kontekstual (Contextual Teaching and Learning (CTL)) merupakan konsep belajar yang membantu guru mengaitkan antara materi yang diajarkannya dengan situasi dunia nyata siswa dan mendorong siswa membuat hubungan antara pengetahuan yang dimilikinya dengan penerapannya dalam kehidupan mereka sebagai anggota keluarga dan masyarakat. Proses pembelajaran berlangsung alamiah dalam bentuk kegiatan siswa bekerja dan mengalami, bukan transfer pengetahuan dari guru kesiswa.[6]

Berns and Erickson further explain contextual teaching and learning as an innovative instructional process that helps students connect the content they are learning to the life contexts in which that content could be used.[7] Problem-solving, self-regulated learning, teaching anchored in students' diverse life-contexts, learning from each other and together, authentic assessment, and the use of a variety of context such as home, community, and work sites, have been identified as practices of contextual teaching and learning. Teachers are completely responsible for developing the appropriate materials for their classes, in which they have to adjust materials according to the conditions of the schools, their students‟ abilities, and the students‟ socio-cultural conditions they carry with them into the classroom.

Integrative motivation refers to how much students desire to study English for the mere pleasure or enjoyment of learning the language. However, this type of motivation is not necessarily supported by Indonesian teachers' readiness to teach English, the availability of interesting and appropriate instructional materials, or the

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[6] Departemen Pendidikan Nasional,*Pembelajaran Kontekstual dan Penerapannya dalam KTSP.* (Jakarta: Pustaka Press, 2006), p.03

[7] Berns and Erickson, *Contextual and Learning for Education System Concept and Method*. (Sydney: Brown and Bencmark Publisher, 1990), p.14-15

application of a learning development model that is relevant to the students" learning needs[8].

From the definitions above, it can be concluded that Contextual Teaching and Learning (CTL) is a method of teaching and learning that 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, school environments, and workers, etc.

Contextual teaching and learning also consists of some components that mush be conduce as the part of its application. There are seven components of contextual teaching and learning that are useful to gain success in applying it :

2.2.1.1   Contructivism

From the history of contextual teaching and learning, constructivism is a theory that emphasizes the way how the students construct their own knowledge. It has five steps of learning. They are activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge, and reflecting knowledge.

2.2.1.2   Inquiry

The principle shows how learning is conducted by including the process of discovery that needs critical thinking. In this case, knowledge as the part of learning does not get by considering a number of facts but also from stimulating learning that allows the students to find their own material in the real context.

2.2.1.3   Questioning

Questioning is one of the parts in teaching learning process. The students' ask something because they want to know something that they do not know. They are

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[8]Hornby. *Vocabulary and Language Education* (New York: Cambridge University Press), p.112

curious to get the answer of their problem. That's why they ask to the teacher or others.

Contextual Teaching and learning is conducted in group because its purpose is wants the the students to have sharing and discussing section without the intimacy of others. The other purpose is the students can help the others who need their help in positive way.

2.2.1.4   Learning Community

The concept of learning community suggests learning outcomes are obtained from the collaboration of others. Learning outcomes are obtained from "sharing" between friends, between groups, and between those who know if there is two-way communication, two groups or more are involved in the communication of mutual learning.

2.2.1.5   Modeling

Modeling is derived form the word "model". Model means example. The component of modeling means the teacher gives example to the students if they find difficulties in real way. For example the English teacher gives the example to pronounce certain words.

2.2.1.6   Reflection

Reflection is the ways of thinking about what the students have learned and thinking about what they have done in the past. In this case, the teacher can do about the information that acquired in the action.

2.2.1.7   Authentic Assessment

It is important to have assessment for the teacher in order to check whether the students have learned the material or not. The assessment is done in authentic from

in order to reduce the students do copy paste to the other friends' work. According to Ketter and Arnold, authentic assessment as a means of documenting content mastery. Assessment is authentic when we direct examine student performance on worthy intellectual task.[9]

2.2.2 The Mastery of English Vocabulary

One way to learn a foreign language is through vocabulary. Vocabulary as one of the language skills to be mastery by students who are learning a language. Because it is often difficult to learn vocabulary for the students, the teacher should be able to guide and create an interesting way to teach vocabulary. This is not an easy task for teachers. It is very necessary that a good teacher does not just teach his/her students, but he/she must do more that to teach successfully.

As a good facilitator and mentor, the teacher must be able to make student learning easy and fun. The teachers should increase his/her knowledge of the ways or techniques of how to teach vocabulary in order to provide a pleasant atmosphere for the students.

In order to master English vocabulary, the teacher should give pay attention for several things. They are the definition of vocabulary, kinds of vocabulary, and the mastery of English vocabulary.[10]

2.2.2.1 Definition of English Vocabulary

When learning a language, learners will be introduced to the components of that language, such as structure, spelling, pronunciation, and vocabulary. Vocabulary

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[9]Dina Novita Wijayanti, "Contextual Teaching and Learning". (http://mydreamarea.wordpress.com/2013/01/06/contextual-teaching-and-learning(06 Januari 2013)

[10]Johnson, D.D, *Vocabulary in the Elementery, and Middle School* (Boston, MA: Allyn and Bacon, 2001), p.14

as one of the language components is much needed in order to master a language. There are some definitions of English vocabulary. Murcia and Olshtain in McCartny, 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.[11]

Hornby defines vocabulary as a total number of words which make up a language with definition or translations.[12] From the definitions, it can be concluded that vocabulary is a list of words express a wide range of meaning.

Vocabulary, which constitutes the knowledge of meaning, plays a significant role in supporting the mastery of language skills namely listening, speaking, reading and writing. The more vocabulary the learners have, the easier for them to improve their skills. In writing, for example, by having many vocabularies, it will be easier for the students to improve their English skills. They can express their ideas, opinion, and feeling cohesively. Thus, they can construct readable written text.

One of the requirements to communicate well in a foreign language, students should have an adequate number of words. According to Celca-Murcia there are two kinds of vocabulary[13], as follow:

2.2.1.1.1 Productive versus Receptive Vocabulary

Productive vocabulary is the lexical terms which the students can remember and use appropriately in speaking and writing. Receptive vocabulary in the lexical items which the students are familiar and understand when they meet them in the context of reading and listening materials.

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[11]Murcia Elite Olstain-Mariane Celce, *Discours and Language Teaching* (United Kingdom: Cambridge University Press,2000), p.73

[12]Hornby, *Oxford Avence Learner's Dictionary* (London: Oxford University Press,19974), p.959

[13]Murcia Elite Olstain-Marine Celce, *Discours and Context in Language Teaching*. (United Kingdom: Cambridge University Press, 2000), p.76

Productive vocabulary is used to speaking and writing, the stage of teaching and learning must end with vocabulary practice, where the students get an opportunity to try to use the vocabulary in context. Different from productive vocabulary, receptive vocabulary is only presented until the students' know the meaning to understand the context of reading or listening.

2.2.1.1.2   Content Words versus Function Words

Content words and function words are a useful one in analyzing vocabulary. Content words are those vocabulary items that have interpretable meaning and easy to accept new words. For example: nouns, verbs, adjectives, and some adverbs.

Function words are those vocabulary items that must to close words classes. Function words are the words that have interpretable meaning after combining with content words. For example: pronouns, auxiliary verbs, prepositions, determiners, and many adverbs. Function words should be taught as part of grammar and content words as part of vocabulary.

2.2.2.2 Teaching English Vocabulary

According to Penny Ur teaching vocabulary is teaching the number of words to the children that they need to know the new words for children of ten there should be know some points that need to be taught in teaching vocabulary[14], there are:

2.2.2.2.1   Pronunciation and Spelling

The learners have to know what a word sounds like (it is pronunciation) and what it looks like (spelling). In teaching, we need to make sure that both these aspect are accurately presented and learned for the students, the pronunciation

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[14]Penny Ur, *Cours in Language Teaching: Practis of Theory* (Chambrige,1996), p.60-62

and spelling are both stimuli. The initial stimulus here is picture and pictures are obviously a versatile resource for introducing new words, where real life and a picture often does the job and saves much laborious explanation.

2.2.2.2.2   Aspect meaning: meaning relationship

How the meaning of one item relates to the meaning of others canals be useful in teaching. So, those can be used in teaching vocabulary and also to clarify meaning of a new item, or for practice or test materials of vocabulary.

2.2.2.3 Concept of Effective Vocabulary Learning

The knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in reading and listening comprehension, speaking and writing fluency. To communicate effectively students need to know a large number of word meanings. Vocabulary helps students with language production. The more words a student knows the more precisely that student can express the exact meaning he/she wants to.[15]

According Hunt and Beglar in Richard and Renandya, discuss three approaches to vocabulary teaching and learning: Incidental learning (i.e., learning vocabulary as by product of doing other thing such as reading or listening), Explicit instruction, Independent strategy development.[16] A major source of incidental learning is extensive reading, which Hunt and Beglar recommended as a regular out of class activity. Explicit instruction depends on identifying specific vocabulary acquisition target for learners. Information is now available on what such target

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[15] Lanisia Helena Fortes, *How to Teach Vocabulary Effectively: An Analisys of the Cours Book Eyes and Spies* (Praia, 2007), p.12

[16] Jamaris, *"Vocabulary Mastery and Learning Strategy"*. (http://staidapayakumbuh.ac.id/vocabulary-mastery-and-learnimg-strategy/(07 January 2014)

should for learners at different proficiency levels. For example, a target of 4500 word is identifying in the Cambridge English Lexicon, a core vocabulary for secondary school learners in EFL context. An additional 3000 to 5000 word is suggested for learners continuing to tertiary education studies. These words may have to be taught directly. Hunt and Beglar discuss a technique that can be employed for this purpose. In addition, learners need to be taught strategies for inferring words from context as well as those which can help learners retain the meaning of words they have encountered. Hunt and Beglar recommend a combination of all three approaches indirect, direct and strategy training as the basis for vocabulary program.

2.2.2.4 Types of Vocabulary

A vocabulary means both a list of words and the range of words known by any one person. There are four main types of vocabulary:

2.2.2.4.1   Reading Vocabulary : a learned person's reading vocabulary is all the words he or she can identify when reading.

2.2.2.4.2   Writing Vocabulary : words are used in various forms of writing from essays to Twitter feeds. A writer will have his own preference as to which synonyms to use from the entire word list.

2.2.2.4.3   Listening Vocabulary : a person's listening vocabulary is all the words he or she can recognize when listening to speech or communication.

2.2.2.4.4   Speaking Vocabulary : a person's speaking vocabulary is all the words he or she uses in communication.[17]

2.2.2.5 Kind of Vocabulary

Jo Ann Aeborsold and Mary Lee Field Classified Vocabulary into two terms there are:

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[17] https://english.tutorvista.com/vocabulary.html

2.2.2.5.1   Active Vocabulary

Refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

2.2.2.5.2   Passive Vocabulary

Refers to a language items that can be recognizes and understood in the context of reading or listening and also called as receptive Vocabulary.[18]Passive Vocabulary or comprehension consists of the words comprehended by the people, when they read and listen.

From the explaining above, we know that every experts in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas. It means that vocabulary is of two kinds function and content words.

2.2.3   Animation Video as a Media of Teaching English

Carefulness in selecting of media to be applied in the process of teaching and learning is needed in order to reach the satisfactory result of it. One of the media of teaching English vocabulary is using animation video. Animation video is chosen as a media of teaching English vocabulary in this study. The explanation about teaching English vocabulary using "animation video" as a media as follows:

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[18] Jo Ann Aeborsold and Mary lee Field, *From Reader to Reading Teacher* (New York: Cambridge University Pres,1977), p.139

2.2.3.1 Definition of Media of Teaching

Media in a process of teaching is not a new thing for the teacher. Most of the teachers use media to help them give particular information to the students. For the teachers of junior high school, the use of media is very important. Before we talk more about media; we have to know what media is.

Media come from the word medium. It means all of them and the channel used to inform of message. In the field of education media can be called as instrument, method and technique used to communicate and influence effectively between the teacher and the students in the teaching and learning process in the school[19]. According to Arsyad cited in Mardlyatun says that teaching media are means used to convey the aching message.[20]

Another definition of teaching media is conveyed by national education association by Arsyad who says that media are form of communication either printed or audio visual and the tools.[21]

In this study, researcher use animation video as media of Teaching English Vocabulary. In teaching vocabulary, teachers should not give it separately, word by word. It will only make the students know the meaning of the words and they still find difficulties in applying the word into sentences or paragraph.

2.2.3.2 Kinds of Media of Teaching

From some scientists. We found that they used difference definition of media. The definitions of teaching media consist of several kinds[22], such as:

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[19]Hamalik Oemar, *Pengajaran Unit: Sudy Kurikulum dan Metodologi* (Bandung:Alumni 1982), p.101

[20]Mardlyatun, *Children Songs Media Teaching English Pronoun Citation* (Semarang: UNES, 2007), p.56

[21]Azar Arsyad, *Media Pembelajaran* (Jakarta: PT Radja Grafindo Persada, 2006), p.5

2.2.3.2.1   Supplementary materials including reading materials: book, comic, newspaper, magazine, bulletin, folder, pamphlet.

2.2.3.2.2   Audio visual media:

Non-projector media; blackboard/whiteboard, diagram, graphic, poster, cartoon, comic, picture.

Three dimension media; model/natural thing like diorama, doll, mask, map, globe, school museum.

Electronic media; slides, filmstrip, film, record, radio, television, computer.

2.2.3.4.2.1 Society source: people, industry, history, area, custom, politic.

2.2.3.2.4   Material collection: chemist, seed, and leaves.

2.2.3.2.5   Gesture: all action by the teacher in the class like moving hands, foot, body, and facial expression.

In addition, Suparno defines kinds of teaching media that can be used in the process of teaching and learning process into four types[23], they are:

Non-projector visual media: the viewing media that cannot be projector object to other surface, for example: flash card, pictures, etc.

Projector-visual media: the viewing media that can be projected of the object of transparency to other surface example OHP (Over Head Projector).

Audio media: the teaching media that delivers message by sound, for example: tape, recorder, etc

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[22] Hamalik Oemar, "Pengajaan Yunit: Study Kurikulum dan Methodology"(Bandung: Alumni 1982), p.120

[23]Soeparno, Media Pembelajaran Bahasa (Yogyakarta: PT Intan Parawira,1988), p.50

Audio-visual media: the teaching media which delivers message through sound and also its picture or action can be seen with its sound. For example: TV, VCD, etc.

2.2.3.3 The Definition of Animation Video

In this study, animation video is chosen as a media of teaching English vocabulary. Animation video is a video or film made by photographing a series of cartoon drawings to give the illusion of movement when projected in rapid sequence[24]. However some people find it difficult to differentiate between animation and cartoon. The researcher fount of some definitions both of them:

2.2.3.3.1   The Cartoon

Cartoon derived from Italian language, "cartoon" it is the meaning "thick paper". Initially, cartoon refers to the sense of drawing plans, the fine arts cartoon or sketch a rough picture early in the large canvas wall decorations or on the architectural buildings such as mosaic, glass and fresco[25].

2.2.3.3.2 The Animation

Animation (animation) is derived from the Latin word that carries he meaning "turned on". In other words, the animation refers to the act or process of making something that looks alive. On whole, the animation may be defined as the process moves turn on or give an idea to make it look something static and dynamic[26]

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[24]http://www.thefreedictionary.com/cartoon).

[25]Marianto Indarto, *Tehnik Seni Gambar dan Lukisan* (Bandung: Merdeka, 2001), p.30

[26]Ranang A,S. *Design Gravis, Animasi dan Kartun* (Jakarta: indext jaya, 2009), p.19

Therefore, animation video is a film made by photographing a series of cartoon drawing to give the illusion of movement when projected in rapid sequence[27]. According to Hornby animation video is like film made by photographing a series of drawing or drawing dealing with current (est. political) events in an amusing or satirical way[28]. Meanwhile, Longman dictionary animation video is a humor drawing, often dealing in an amusing (satirical) way with something of interest in the news or a cinema film made by photographing a set of drawings[29].

2.2.3.4 Concept of Using Video As a Learning Medium

Video provides a means of interactive instruction and is a very flexible medium. Having the ability to stop, start and rewind is absolutely invaluable. It provides the option to stop each video and challenge students to predict the outcome of a demonstration, and elaborate on, or debate a point of historical reference. You also have the option to rewind a section of the video to review a segment to ensure that children understand a key concept. You can ensure to add further interactivity by copying activities, conducting discussions or repeating demonstrations and experiments in the your classroom.

According to Cheppy Riyana, to produce learning videos that are able to increase motivation and effectiveness of its use, the development of learning videos must pay attention to the characteristics and criteria. Learning video characteristics are:

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[27]http://www.thefreedictionary.com/animation)

[28] Hornby, A.S,*Oxford Advance Learner's Dictionary* (London: Oxford University Press,1974), p.129

[29]Longman. *Dictionary of Contemporary English: the Living Dictionary* (England:Longman 2003), p.68

2.2.3.4.1 Clarity of Message

With video media students can understand the learning message more meaningfully and information can be received in its entirety so that information will automatically be stored in long-term memory and retention.

2.2.3.4.2 Stand Alone

The videos developed do not depend on other teaching materials or do not have to be used together with teaching materials.

2.2.3.4.3 User Friendly

Video media uses language that is simple, easy to understand, and uses common language. Presentation of information that appears to be helpful and friendly with its usage, including ease of use in responding, accessing as desired.

2.2.3.4.4 Content Representation

Material must be truly representative, such as simulation or demonstration material. Basically, both social and scientific learning materials can be made into video media.

2.2.3.4.5 Visual of Media

The material is packaged in your own way, there are available in it text, animation, sound, and video according to the demands of the material. Material used is applicative, process able, difficult to reach dangerous if directly practiced, has a high degree of accuracy.

2.2.3.4.6 Using High Resulotion Quality

Shown in the form of graphic video media made with high-resolution digital engineering technology but support for every computer speech system.

2.2.3.4.7   Can be Use Classically or Individually

Learning videos can be used by students individually, not only in school settings, but also at home. Can also be used classically with a maximum number of students 50 people can be guided by the teacher or simply listen to the narrative description of the narrator that is available in the program.[30]

2.2.3.5 Teaching English Vocabulary Using Animation Video in Contextual Teaching

In this research, teaching and learning using 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.[31] 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.

The steps of teaching English vocabulay using animation video. In this study, animation video is chosen as a media of teaching English vocabulary. Researcheruse 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:

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[30]Deni Arisandi, "Manfaat Menggunakan Video Sebagai Media Pembelajaran". (http://arisandi.com/manfaat-menggunakan-video-sebagai-media-pembelajaran/(20 April 2013)

[31] Ika Devi, "Animation Video to Improve Student's Vocabulary Mastery"(Thesis of Sebelas Maret University: Surakarta, 2012), p.2

2.2.3.5.1   Pre Activity

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

2.2.3.5.2   Whilst Activity

2.2.3.5.2.1 Warming Up learning

2.2.3.5.2.1.1   The students do observation according to their group exercise.

2.2.3.5.2.1.2   The teacher shows the animation video.

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

2.2.3.5.2.2 Process in Learning

2.2.3.5.2.2.1   Each group discusses to their member the result of what they have found out of vocabularies based on the animation video.

2.2.3.5.2.2.2   They memorize the vocabularies that they have found out with their members.

2.2.3.5.2.2.3   One of member in a group come forward in front of the class to present the vocabularies that they have found their group.

2.2.3.5.2.3 Closing of Teaching and Learning

2.2.3.5.2.3.1   The teacher indicates one of the member of group to write the vocabularies with its word classification according to their observation before.

2.2.3.5.2.1.2   The students and the teacher correct of vocabularies with its word classification in the whiteboard. Is it true or not?

2.2.3.5.3   Post Activity

The 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.

2.3 **The Conceptual Framework**

A framework or outline of the contents the draft that is developed from a predetermined topic. Ideas contains in the framework are basically the explanation or the idea of subordinate topic.

<div style="text-align:center">

The students of SMPN 1 Watang Pulu

⬇

Teaching English Vocabulary Using Animation

⬇

1. Pre Activity   2. Whilst Activity   3. Post Activity

⬇

Students' Improvement in Vocabulary Mastery

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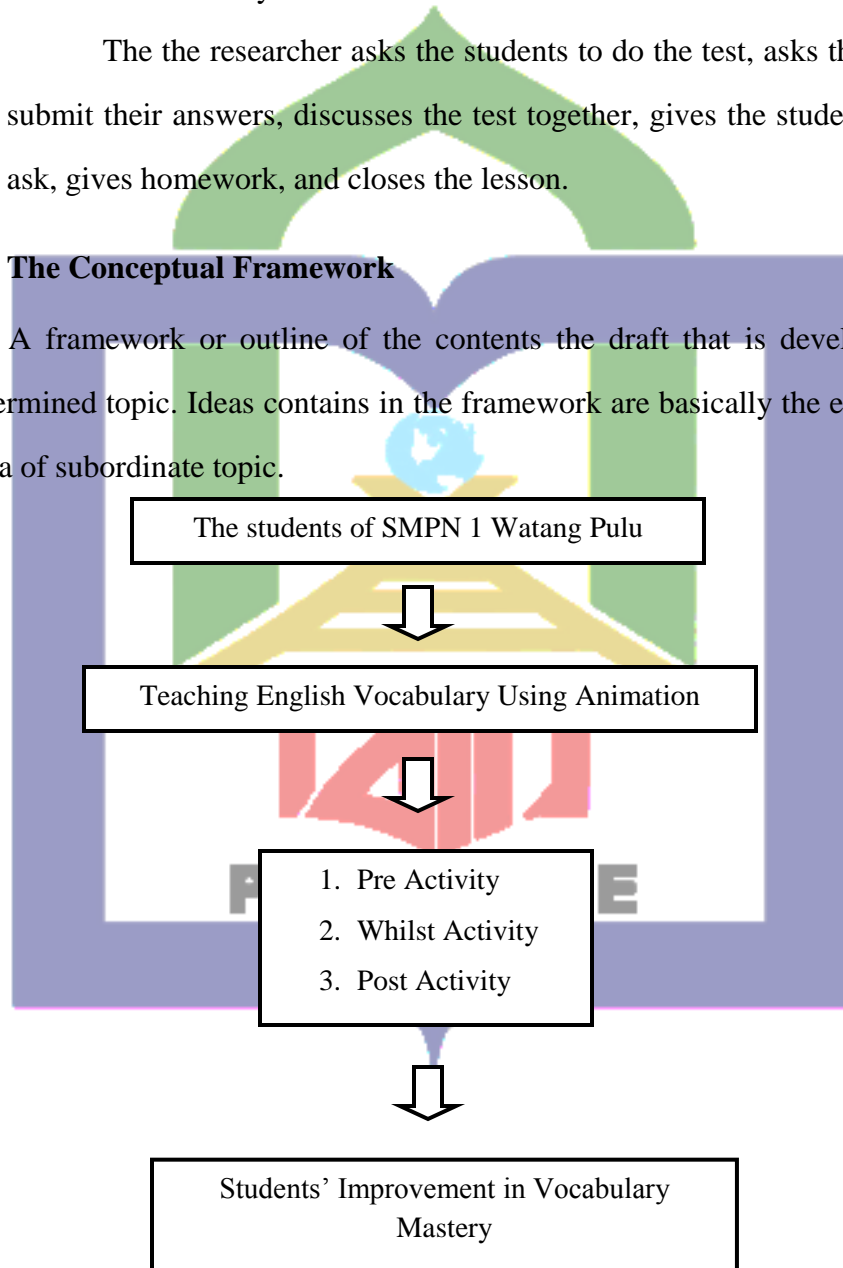
2.4   Hypothesis

To examine, if there was any significant difference between the independent variable (X) and dependent variable (Y), the hypothesis testing was done by the statistic hypothesis as follows:

H_1 = There is no significant difference between the vocabulary mastery of seventh graders student of SMPN1 Watang Pulu before and after being taught by using animation video.

H_2 = There is any significant difference between the vocabulary mastery of seventh graders students of SMPN1 Watang Pulu before and after being taught by using Animation Video.

2.5   Variables of the Research

In this research, there are two kinds of variable namely dependent variable and independent variable. Independent variable is the use of animation video as a media of teaching English and dependent variable is the mastery of English vocabulary at SMPN 1 Watang Pulu.

2.5.1   Animation video is a video or film made by photographing a series of cartoon drawings to give the illusion of movement when projected in rapid sequence.

2.1.2.1   Vocabulary mastery is a list of words with their meaning when heard or seen even throught not produced by the individual himself to communicate with other.[32] Vocabulary is the colective words. In the general, differentiate

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[32] Good. L. R, *Dictionary of Education* (New York: Mebrown Tall Book Co. 1959), p.642

between word and vocabulary that vocabulary is the set of the all words which are undrestood by the person or all of the word that are likely to be used by the person to construct new sentences; otherwise word is a single unit of language. Words may be in nine parts of the speech: article, adjective, adverb, interjection, conjuction, verb, pronoun, and preposition.[33]

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[33] Dewi Ferdiyani, "A Comprative Study of Students Vocabulary Achievement Using Silent Way at the SMP" (Skripsi of STAIN Parepare, 2015), p.05

CHAPTER III
METHODOLOGY OF RESEARCH

3.1   Design of the Research

This research was an pre-experimental research. Pre-experimental research with the purposed of examining the cause and the effect after the treatment would be done to ward pre-experimental group. The research design aims to gave the responsibility for setting the next steps to made the result more accurate and objective.

The experiment research used one group pre-test, post-test design, because it does in one group only without other control group. So, that this experiment was called pre-experimental design (simple experiment). There are three stages in one-group pre-test, treatment and post-test design. The formula of this research:

$$\boxed{\textbf{O1} \qquad\qquad \textbf{X} \qquad\qquad \textbf{O2}}$$

Where : O1: Pretest

X: Treatment

O2: Posttest[34]

3.2 Location and Duration of The Research

The location of the research would be taken place in SMPN 1 Watang Pulu to the tenth-grade students on academic 2018/2019.

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[34]Sugiyono, *Metode Penelitian Pendidikan* (Bandung: ALFABETA, 2015), p. 111.

3.3 Population and Sample

Population and sample were important elements in the research. "Population is total member of research respondent"[35]. Population was the entire aggregation of items from which sample can be drawn, a branch of applied mathematics concerned with the collection and interpretation of quantitative data and the used of probability theory to estimate population parameters.[36]

In this case, the population was all of the seventh grade students of SMPN 1 Watang Pulu.

After determining the population, researchers obtain the sample, which was obviously important step in conducting a research. Researcher used a sample research to represents the population. Arikunto says that a sample was a part of population, which is investigated[37].

The researcher would used cluster random sampling technique to choosed the research sample. The researcher would taken one class of them randomly without paying attention on their ability.

3.4 Instrument of The Research

Research instrument was a device used by the researcher while collecting the data to make her work easier and to get better result, complete and systematic in order to make the data easy to process.

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[35]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (rev VI) (Jakarta: Rineka Cipta,2006), p.130

[36] Fuchan A, *Pengantar Penelitian dalam Pendidikan*. (Yogyakarta:Pustaka Pelajar, 2004),p.29

[37] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*(Jakarta:Rinekacipta,1998),p.117

Researcher would used fill in the blank test and multiple choice test as a research instrument. According to Brown test is a method to measuring a person's ability, knowledge, or performance in a given domain[38].

Arikunto categorized of two types of instruments, test and non-test. He also explained that test was a series of questions or exercises used to measure skills, knowledge, intelligences, abilities, or talents possessed by individual or group. While non-test includes giving questionnaire, interview, observation, rating skill, and documentation[39].

However, before the test items were being tested to the students, the writer must measure their validity to get the accurate data. What is meant by validity was the accuracy stage of an instrument to test the things in a certain group[40]. It means that the test item must be appropriate to the material that had been taught to the students. To measure the test validity, the content of the test matched with the curriculum provided i.e. text books material that was used this school and based on the teacher. In this case, the instrument was validated by the teacher.

3.5 Procedure of Collecting Data

In collecting the data, the researcher will collect the data with the following procedures:

3.5.1 Asking permission to the headmaster of SMPN 1 Watang Pulu to do the experiment that would take 2 weeks.

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[38]Brown, H. Douglas, *the Aching by an Interactive Approach to Language Methodology* (New York:Addition Wesley Longman Inc, 2001), p.3

[39]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (rev VI) (Jakarta: Rineka Cipta, 2006), p.150

[40]Muhamad Ali, *Penelitian Kependidikan Prosedur dan Strategi* (Bandung: Angkasa, 1984), p.101

3.5.2   Giving pre-test to explore the data of vocabulary mastery of students before being taught using animation video.

3.5.3   Teaching vocabulary using animation video to explore the response of the students when they were taught using animation video. It takes4 meetings. The researcher gove different animation video each meeting. After giving treatment, the researcher ask them to find the difficult word then the researher explain it. After that, the researcher ask them to make some group and practice it in front of the classroom.

3.5.4   Giving post-test to find out the data result of the vocabulary mastery after being taught by using animation video.

3.6   Technique of Data Analysis

The technique be used to describe of each research variable by showed descriptive statistics analysis:

3.5.1 Scoring the Students by using the formula.

$$Score = \frac{Correct\ answer}{Total\ number\ of\ item} \times 100$$

3.5.2 Classifying the score of the students' vocabulary

Classify the score of the students' vocabularies by the following classification.

Score	Category
80 – 100	Excellent
66 – 79	Good

56 – 65	Sufficient
40 – 55	Low
> 40	Poor

3.5.3 To calculate the rate percentage of the learner score used the following formula:

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

Where: P   =   Percentage

F   =   Frequency

N   =   Total number of sample

3.5.4 The formula of the mean score as follow:

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

Where: X   =   Mean Score

$\sum x$ =   The sum of the all score

N   =   Total Number of Sample

3.5.5 To calculate standard deviation by using the following formula:

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

Where: SD   =   Standard Deviation

$\sum$x   =   The Sum all square

N   =   The total number of students

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

3.5.6 Finding significant difference between the mean score of the pretest and post test by calculating the value of the test using the following formula:

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

Where: T   =   Test of significance

D   =   Mean score

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

N   =   Test of significant.
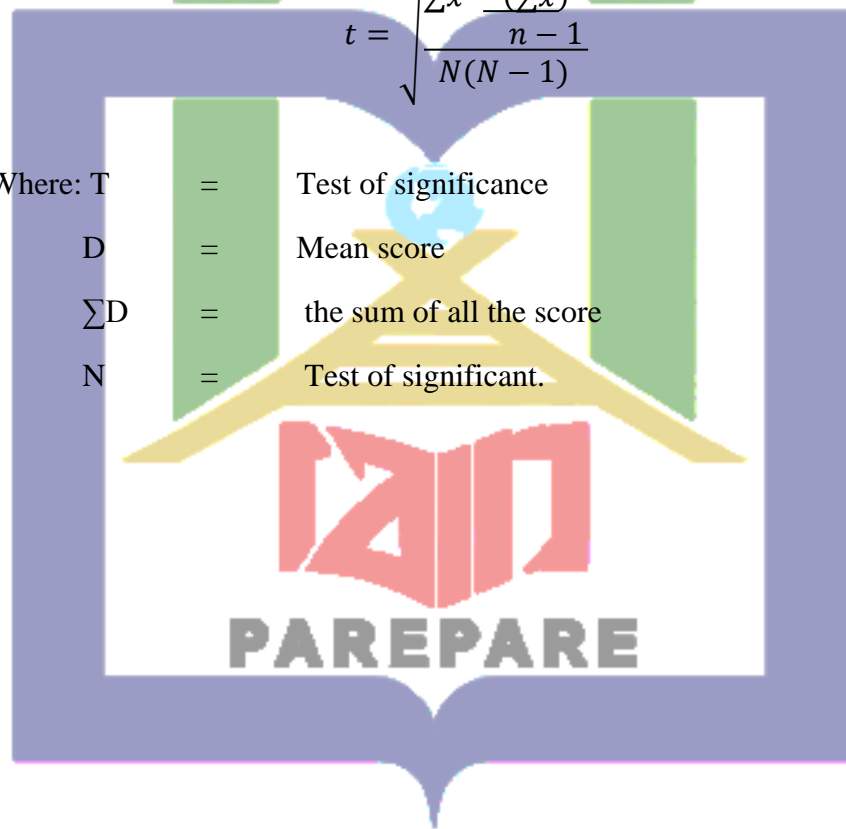
CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consisted of two sections; they are findings of the research and discussions of the findings. The writers analyzed the data that is obtained through the result of pre-test and the result of post-test.

4.1 Research Findings

4.1.1 Data Description

To know the results of the students pre-test and post-test, the writer makes the table of students score such as follows:

Table 4.1 The result of students' pre-test

In this table the writers gave the students the first test before treatrment to know the students' knowledge and the writers found that the result of pre-test was bad as saw the score below:

No.	Name of Student's	Correct Answer	score
1	Ahmad Fadil	14	56
2	Astriana	3	12
3	Devina Ayu Yunita	12	48
4	Fahrul Sakti Hidayat	13	52
5	Farhan Agus. S	11	44
6	Fikrank	11	44
7	Firman	6	24
8	Hasra Fariya Jamal	6	24
9	Huzain Hamzah	8	32
10	I Darni	11	44
11	Ibnu Mas'ud Nasir	3	12
12	Ikhsan Kurniawan	9	36
13	Jetli	5	20
14	Junita	11	44
15	Kurniawan	5	20
16	Leonita	7	28

17	Mawar	10	40
18	Muh. Fajriansyah	6	24
19	Muh. Husain	6	24
20	Muh. Khairul Nisam	10	40
21	Putriana	13	52
22	Rahmawati. S	8	32
23	Randy Rahayu	8	32
24	Risma Rahim	5	20
25	Sinta	10	40
26	Samsul	3	12
27	Sherly. S	10	40
28	Syamsuryani	4	16
29	Ujiandira	8	32
	TOTAL	**236**	**944**

After knowing the student's score in pre-test based on scoring rubric of animation video, the following table are student's score to find out mean score.

Table 4.2 The students' Score in Pre-test

No.	Name of Student's	Pre-test of the Student's (X₁)			
		Ideal Score	Value (X)	X²	Classification
1	Ahmad Fadil	100	56	3136	Sufficient
2	Astriana	100	12	144	Poor
3	Devina Ayu Yunita	100	48	2304	Low
4	Fahrul Sakti Hidayat	100	52	2704	Low
5	Farhan Agus. S	100	44	1936	Low
6	Fikrank	100	44	1936	Low
7	Firman	100	24	576	Poor
8	Hasra Fariya Jamal	100	24	576	Poor
9	Huzain Hamzah	100	32	1024	Poor
10	I Darni	100	44	1936	Low
11	Ibnu Mas'ud Nasir	100	12	144	Poor
12	Ikhsan Kurniawan	100	36	1296	Poor
13	Jetli	100	20	400	Poor
14	Junita	100	44	1936	Low
15	Kurniawan	100	20	400	Poor
16	Leonita	100	28	784	Poor
17	Mawar	100	40	1600	Low
18	Muh. Fajriansyah	100	24	576	Poor
19	Muh. Husain	100	24	576	Poor

20	Muh. Khairul Nisam	100	40	1600	Low
21	Putriana	100	52	2704	Low
22	Rahmawati. S	100	32	1024	Poor
23	Randy Rahayu	100	32	1024	Poor
24	Risma Rahim	100	20	400	Poor
25	Sinta	100	40	1600	Low
26	Samsul	100	12	144	Poor
27	Sherly. S	100	40	1600	Low
28	Syamsuryani	100	16	257	Poor
29	Ujiandira	100	32	1024	Poor
TOTAL			**944**	**35,361**	

Based on the table above, the writer calculated the total of the results, and seeking the mean score of pre-test with formula:

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

$$x = \frac{35,361}{29}$$

$$x = 1.21$$

The mean score of pre-test was 1.21, it can be concluded that the students ability in mastery vocabulary before the treatment was very poor.

Meanwhile, the students' score in post-test would be presented in the following table:

Table 4.3 The result of students' post-test

In this table the writers gave the students test again after treatrment to know that there was effective and improvement and the writers found that the result of post-test was effective as saw the score below:

No	Name of Student's	Correct Answer	score
1	Ahmad Fadil	23	92
2	Astriana	11	44

3	Devina Ayu Yunita	21	81
4	Fahrul Sakti Hidayat	24	96
5	Farhan Agus. S	15	60
6	Fikrank	20	80
7	Firman	19	76
8	Hasra Fariya Jamal	14	56
9	Huzain Hamzah	19	76
10	I Darni	16	64
11	Ibnu Mas'ud Nasir	12	48
12	Ikhsan Kurniawan	21	81
13	Jetli	14	56
14	Junita	18	72
15	Kurniawan	13	52
16	Leonita	15	60
17	Mawar	17	68
18	Muh. Fajriansyah	14	56
19	Muh. Husain	18	72
20	Muh. Khairul Nisam	18	72
21	Putriana	23	92
22	Rahmawati. S	18	72
23	Randy Rahayu	17	68
24	Risma Rahim	17	68
25	Sinta	21	84
26	Samsul	15	60
27	Sherly. S	20	80
28	Syamsuryani	16	64
29	Ujiandira	19	76
TOTAL		**508**	**2026**

Table 4.3 is students' score in post-test based on scoring rubric of animation video. The following table are students' score to find out the mean score and the standard deviation.

Table 4.4 The sudents' Score in Post-test

No	Name of Student's	Post-test of the Student's (X_1)			
		Ideal Score	Value (X)	X^2	Classification
1	Ahmad Fadil	100	92	8464	Excellent
2	Astriana	100	44	1936	Low
3	Devina Ayu Yunita	100	81	6561	Excellent

4	Fahrul Sakti Hidayat	100	96	9216	Excellent
5	Farhan Agus. S	100	60	3600	Sufficient
6	Fikrank	100	80	6400	Excellent
7	Firman	100	76	5776	Good
8	Hasra Fariya Jamal	100	56	3136	Sufficient
9	Huzain Hamzah	100	76	5776	Good
10	I Darni	100	64	4096	Good
11	Ibnu Mas'ud Nasir	100	48	4624	Low
12	Ikhsan Kurniawan	100	81	6561	Excellent
13	Jetli	100	56	3136	Sufficient
14	Junita	100	72	5184	Good
15	Kurniawan	100	52	2704	Low
16	Leonita	100	60	3600	Sufficient
17	Mawar	100	68	4624	Good
18	Muh. Fajriansyah	100	56	3136	Sufficient
19	Muh. Husain	100	72	5184	Good
20	Muh. Khairul Nisam	100	72	5184	Good
21	Putriana	100	92	8464	Excellent
22	Rahmawati. S	100	72	5184	Good
23	Randy Rahayu	100	68	4624	Good
24	Risma Rahim	100	68	4624	Good
25	Sinta	100	84	7056	Excellent
26	Samsul	100	60	3600	Sufficient
27	Sherly. S	100	80	6400	Excellent
28	Syamsuryani	100	64	4096	Sufficient
29	Ujiandira	100	76	5776	Good
	TOTAL		**2026**	**148,722**	

Based on the table above, the writer calculated the total of the results, and seeking the mean score of pre-test with formula:

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

$$x = \frac{148,722}{29}$$

$$x = 5.12$$

The mean score of post-test was 5.12, it can be concluded that the students ability in mastery vocabulary after the treatment by using animation video was good.

The percentage of the pre-test classification also shows that the different percentage of pre-test and post-test results, the writer makes the table of the percentage classification of pre-test as follows:

Table 4.5 The Percentage of Pre-test Classification

In this table shows that only classification fair and very poor has percentage and the writers found that the low of the students' knowledge before treatment.

Classifation	Score	Frequency	Percentage
Excellent	80-100	-	-
Good	66-79	-	-
Sufficient	56-65	1	1%
Low	40-55	11	32%
Poor	> 40	17	67%

The table shows that none of students got excellent. 1 (1%) students' got Sufficient and 11 (32%) students' got fair classification, as well as 17 (67%) students got poor classification. It means that the students mastery of vocabulary still low.

The following is the table of the percentage classification of post-test:

Table 4.6 The Percentage of Post-test Classification

In this table shows that there was significan between pecentage classification of pre-test and post-test. In this table there was no percentage of very poor and only 10% got fair, so the writers found that there was improvement

Classifation	Score	Frequency	Percentage
Excellent	80-100	8	20%
Good	66-79	11	69%
Sufficient	56-65	7	10%
Low	40-55	3	1%
Poor	> 40	-	-

The table shows that none of students got poor classification. 8 (20%) students got excellent classification and 11 (69%) students got good and 3 (1%) students got low classification. It means that the students mastery of vocabulary after treatment by using animation video was improved significantly.

Based on the data on the table 4.2 and 4.4 the writers also calculated the standard deviation of pre-test and post-test, the results can be seen as follows:

<div align="center">

PRE-TEST   **POST-TEST**

</div>

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

$$SD = \sqrt{\frac{35.361 - \frac{(35.361)^2}{29-1}}{29-1}} \qquad SD = \sqrt{\frac{148722 - \frac{(148722)^2}{29-1}}{29-1}}$$

$$SD = \sqrt{\frac{35.361 - \frac{1250}{28}}{28}} \qquad SD = \sqrt{\frac{148722 - \frac{22118}{28}}{28}}$$

$$SD = \sqrt{\frac{35.361 - 4464}{28}} \qquad SD = \sqrt{\frac{148722 - 7899}{28}}$$

$$SD = \sqrt{\frac{30897}{28}}$$

$$SD = \sqrt{\frac{140823}{28}}$$

$$SD = \sqrt{1103,4}$$

$$SD = \sqrt{5029,4}$$

$$SD = 33.21$$

$$SD = 80$$

According to the data above, the standard deviation of pre-test was 33.21, it is lower than the standard deviation of the post-test 80 So the writer concluded that the animation video was effectifly could improve the students ability in the vocabulary mastering that given to them during the treatment process.

To make sure, the writer also calculated the significant defference of the mean score of post-test. It can be seen as follows:

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

$$t = \sqrt{\frac{5.12}{\frac{148722 - \frac{148722^2}{29-1}}{29(29-1)}}}$$

$$t = \sqrt{\frac{5.12}{\frac{148722 - \frac{22118}{28}}{29\,(28)}}}$$

$$t = \sqrt{\frac{5.12}{\frac{148722 - 7899}{812}}}$$

$$5.12$$

$$t = \sqrt{148722 - 972}$$

$$t = \frac{5.12}{\sqrt{147,7}}$$

$$t = \frac{5.12}{12,15}$$

$$t = 4.21$$

According to the data above, the significant difference of post-test was 4.21 and then the writer seeking for the degree of freedom for 29 sample by using the following formula:

df = (N-1)

= 29-1

= 28

The degree freedom for 28 at significance 5% was 1.711. it can be concluded that the significance difference was higher than the degree freedom 4.21 > 1.711. It means that the hypothesis of the research is accepted, or there is significant difference between the result of improving students' vocabulary by using animation video at the eighth grade of SMPN 1 Watang Pulu.

4.2 Discussion

4.2.1 The Improvement of Students' Vocabulary Mastery

From the result of analyzing, the writer found that the using of animation video to improve students' vocabulary could improve the ability at the eighth grade of SMPN 1 Watang Pulu in mastering the new vocabularies that given to them. The standard of vocabulary mastery on one day is fifteen vocabulary, so determining the use of video

animation in context teaching to improve students' vocabulary mastery is that students are able to memorize fifteen vocabulary in each meeting. Before the treatment, the pre-test result showed that most of the students or 17 from 29 students got poor classification so it means there are 54% of the students had very low ability in mastering the new vocabularies that had been given to them and 13 students of the sample that got fair classification so it means that there are 36% of the sample had low ability in mastering the new vocabularies. None of the sample were good or excellent in mastering the new vocabularies. Those result showed that the students really need helpful and those were their real initial ability.

Meanwhile, the mean score data of pre-test also showed that the mean score of students was 1.21. It means that the average ability at the eighth grade of SMPN 1 Watang Pulu in mastering vocabulary before the treatment was very low. Based on the students' pre-test papers. The students at the eighth grade of SMPN 1 Watang Pulu had difficult to answer this kind of test. Most of the students had many of correct answers in multiple choices, this kind of test inside the pre-test was easy for the students. They knew the meaning and directly could choose the right answer of 4 possible answers which has been prepared under of each question.

The data above had the same line with the results of observations found by researchers before conducting this study. The researchers found that students in eighth grade of SMPN 1 Watang Pulu had difficulty memorizing vocabulary, they lacked vocabulary that made students difficult for English subjects. So that, the researchers thought that animated videos would help students to learn by enjoying and increasing students' vocabulary. And hope students in the eighth grade can easily accept English lessons.

During the treatment, the writers used the animation video for four meetings, the students were feeling very interest to the activities inside this method. in the first meeting they still confiused and curious about what they will do during the english class and the writers explain and guide them step by step so in second meeting they have known the process and showed nice expressions. Somehow the video inside the material paper also gave them an unique moment in guessing the indonesian word of each video because the researcher just prepared the cartoon video and not the real.

The students still had difficulties in pronouncing the vocabularies which makes them confused interpreting the word into English but the researcher still helped them by giving them a way to pronounce the word one by one and in some terms of material, some of them did not know the real object such as the word "consultant" they knew its meaning "konsultant" but they really did not know its activities of job, they were confiused and here the researcher also gave them simple explanantion about it which can make students understand.

In every meeting of treatment, the students enjoyed when they watched animation video in the class and they did not make a lot of noise. They were very calm when the researcher show animation video. In their group they were also very compact and had a good cooperation. Students also actively answer questions that were given by researchers. This is the main objective of animation video to make the students feel the maximum of comfortable and enjoyable.

In last 2 meetings, the students could memorize more than half of the vocabularies that given to them. it seen by the simple test that the writers gave to them in the last session by asking all of the vocabularies one by one and they might mention their meanings one by one. The students at the eighth grade of SMPN 1

Watang Pulu had improved ability in memorizing because the happiness feeling that appeared during the learning process by using animation video as De Porter assumed that human brain could process great quantities of material if given the right condition for learning in a state of relaxation and claimed that most students use only 5 to 10 percent of their mental capacity.

In the class, the using of animation video also shown that such as building up good relationship between researcher and students without native language translation, and peripheral learning let students learn unconsciously. After the treatment, the post-test result showed that most of the students or 22 from 29 students got good classification so it means there are 90% of the students had good ability in mastering the new vocabularies that had been given to them and 11 students of the sample that got low classification so it means that there are 10% of the sample had low ability in mastering the new vocabularies. None of the sample were poor in mastering the new vocabularies. Those result showed that the students at the eighth grade of SMPN 1 Watang Pulu really had significant improvement.

Moreover, the mean score data of post-test also showed that the mean score of students was 5,12. It means that the average ability of the seventh grade students at the eighth grade of SMPN 1 Watang Pulu in mastering vocabulary before the treatment was good. Thus, it could be concluded that mastery of student vocabulary is significantly better after getting treatment. Therefore, it is proven that animation videos in contextual teaching can improve students' vocabulary mastery. It could be concluded that teaching with animation video in contextual teaching gave the positive influence toward students' vocabulary mastery.

Based on the students' post-test papers. The same thing with the pre-test, the students had difficult to answer this kind of test. The writers asked to them why they still had difficulties in answering and they answered that they forgot the meaning of vocabulary, so the students answered using a count. It shows if students in class viii.f were very lacking in vocabulary mastery. So that, they get a low score. But, students at the class viii.f experienced an increase and had more of many correct answers in multiple choices and its shown the increasing in the post-test result is higher than pre-test.

Finally, the degree freedom significance 5% was 1.711. it was higher than the result of the significance difference of the post-test that was $4.21 > 1.711$. It means that the hypothesis of the research is accepted. The writer concluded that the improving students' vocabulary by using animation video at the eighth grade of SMPN 1 watang Pulu was effective. So that mastery of student vocabulary was significantly better after getting treatment. Therefore, it was proven that animation videos in contextual teaching could improve students' vocabulary mastery. It could be concluded that teaching with animation video in contextual teaching gave the positive influence toward students' vocabulary mastery.

4.2.2 The ways of Animation Video in Contextual Teaching to Improving the Students' Vocabulary Mastery

To find out how animation video in contextual teaching was able to improve the students' vocabulary mastery, the researcher got some pieces of information from the students' activities in learning process. In applying animation video in contextual teaching the researcher used seven components as part of the application of contextual teaching that was useful for getting success in applying it: Contructivism,

Inquiry, Questioning , Learning Community, Modeling, Reflection, Authentic Assessment.

There were four meetings for doing this research. Two meeting for doing the test and two meetings for doing the treatment to prove that is animation video in contextual teaching can improve the students' vocabulary mastery. at the first meeting, the researcher appointed several students to translate the words mentioned by the researcher. It aimed to know the students' ability in vocabulary mastery before got the treatment. So that researchers know how well or lack of vocabulary mastery of students' eight grade SMPN 1 Watang Pulu.

In the second meeting, the researcher started to convey what materials that would be learned by the students and explain the concept of animation video in contextual teaching, she began class presentation. The author shows the video animation and provides direction for students to hear and write the vocabulary spoken to the video animation. Students must be able to listen and get some vocabulary and interpret it into Indonesian. Then students are expected to memorize so that students can apply to daily conversations to hear classmates.

In the third meeting, the researcher divided the students into several group discussions, and instructed each group to listen to the animation video, then write the vocabulary that the students got from the video animation and discuss with their group friends. Each group will classify the vocabulary they have written. Then some students from the group will go up to write the vocabulary they have discussed. And one more student from the group will rise to present the vocabulary and then another student will translate into Indo-Indonesian. After that, researchers and other students examined the vocabulary on the white board to be examined along with the word

classification. After that, the researcher immediately explained and corrected the wrong vocabulary on the white board. At the last meeting, the researcher gave a post-test. Students answer multiple choice questions. It aims to find out whether this treatment has an impact or not.

During the implementation of animation video running, generally the atmosphere of the class in learning process was better than the previous meeting. It could be seen from the result of observation that students who were able to focus and to pay attention on the teacher explanation when they followed the writing lesson, they enjoyed doing exercise. Then, most of them were enthusiastic to listening and writing of the vocabulary that their hear of the animation video. Related to the researcher's performance, she looked masters the situation of the class and material she gave. She checked the students' work by walking to their table and giving comments. Then, her voice more loudly, it could be seen students could understand easily because the researcher's explanation was not so low. Besides, she gave to the students a game as warming the atmosphere of the class up in learning. Automatically, it led a good feedback from students' response in conveying their ideas and students were helped by the teacher to comprehend of the got vocabulary.

It's can be compared from the first meeting and the next meeting, students at the beginning of the meeting show difficult expressions in English lessons. And make researchers quite worried, but after walking until several meetings researchers could understand what is happening to the mentality of students in the front class viii.f. Students learning interest is in the effectiveness of an educator, especially for eighth grade students in junior high school. Their learning difficulties greatly affect their

mentally and pleasure. So, if a student's first impression is bad on the subject can make them not like the lesson for a long time.

Of the results of the study, the researchers can see the good interest of students in English lessons when students are given a video animation medium for learning English specifically on memorization. That means, students love to learn English only they are a little bored because English lessons are considered difficult to learn because of the lack of teacher creativity in providing methods or media that can increase students' interest in learning. The student only find it difficult to understand English lessons because it is indeed lack of memorization of student vocabulary, which is very important in language learning. After applying the video animation media, researchers looked at the seriousness of students learning and memorizing the vocabulary they had discussed with their group friends.

From the first meeting to the last meeting, students have been able to translate the words the researchers asked. Especially the vocabulary in the class. mastery of student vocabulary is getting better and students have mastered at least ten vocabulary at each meeting. And it shows good results from the first meeting before treatment. Based on the results of the evaluation of researchers, it can be assumed that the application of animated videos in contextual teaching to improve mastery of student vocabulary in accordance with the author's planning discussed earlier. In this case, every action is planned as well as possible. So, writing activities can be done well.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The last of this research, the writers would like to give a conclusion as stated below:

The research of data analysis showed that there is a significant difference between the pre-test and post-test. The pre-test mean score is 1.21 **(Poor)** and Post-Test score is 5.12 **(Good)**.

The degree freedom significance 5% was 1,711. it was higher than the result of the significance difference of the post-test that was 4,21 > 1,711. It means that the hypothesis of the research is accepted. So that improving students' vocabulary by using animation video at the eighth grade of SMPN 1 Watang Pulu was effective.

5.2 Suggestion

To increase the English quality of students, the researcher further proposed some suggestions as follows:

a. For the English teacher

  1. The English teacher generally should be able to apply some activities in teaching English which are suitable with students' condition and using new topics to improve the students interest in learning vocabulary, so that the students are not bored.

  2. The English teacher should give high motivation to the students in learning English, so that they can improve their vocabulary mastery.

b. For the students, they do not less motivation in learning English and always practice to memorize and repeat their vocabularie so that they could use them in their daily activities.

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Appendix 1. Students' Score of Pre-test

NO	Name of Student's	Correct Answer	score
1	Ahmad Fadil	14	56
2	Astriana	3	12
3	Devina Ayu Yunita	12	48
4	Fahrul Sakti Hidayat	13	52
5	Farhan Agus. S	11	44
6	Fikrank	11	44
7	Firman	6	24
8	Hasra Fariya Jamal	6	24
9	Huzain Hamzah	8	32
10	I Darni	11	44
11	Ibnu Mas'ud Nasir	3	12
12	Ikhsan Kurniawan	9	36
13	Jetli	5	20
14	Junita	11	44
15	Kurniawan	5	20
16	Leonita	7	28
17	Mawar	10	40
18	Muh. Fajriansyah	6	24
19	Muh. Husain	6	24
20	Muh. Khairul Nisam	10	40
21	Putriana	13	52
22	Rahmawati. S	8	32
23	Randy Rahayu	8	32
24	Risma Rahim	5	20
25	Sinta	10	40
26	Samsul	3	12
27	Sherly. S	10	40
28	Syamsuryani	4	16
29	Ujiandira	8	32
TOTAL		**236**	**944**

No	Name of Student's	Pre-test of the Student's (X_1)			
		Ideal Score	Value (X)	X^2	Classification
1	Ahmad Fadil	100	56	3136	Sufficient
2	Astriana	100	12	144	Poor
3	Devina Ayu Yunita	100	48	2304	Low
4	Fahrul Sakti Hidayat	100	52	2704	Low
5	Farhan Agus. S	100	44	1936	Low
6	Fikrank	100	44	1936	Low
7	Firman	100	24	576	Poor
8	Hasra Fariya Jamal	100	24	576	Poor
9	Huzain Hamzah	100	32	1024	Poor
10	I Darni	100	44	1936	Low
11	Ibnu Mas'ud Nasir	100	12	144	Poor
12	Ikhsan Kurniawan	100	36	1296	Poor
13	Jetli	100	20	400	Poor
14	Junita	100	44	1936	Low
15	Kurniawan	100	20	400	Poor
16	Leonita	100	28	784	Poor
17	Mawar	100	40	1600	Low
18	Muh. Fajriansyah	100	24	576	Poor
19	Muh. Husain	100	24	576	Poor
20	Muh. Khairul Nisam	100	40	1600	Low
21	Putriana	100	52	2704	Low
22	Rahmawati. S	100	32	1024	Poor
23	Randy Rahayu	100	32	1024	Poor
24	Risma Rahim	100	20	400	Poor
25	Sinta	100	40	1600	Low
26	Samsul	100	12	144	Poor
27	Sherly. S	100	40	1600	Low
28	Syamsuryani	100	16	257	Poor
29	Ujiandira	100	32	1024	Poor
	TOTAL		**944**	**35,361**	

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

$$x = \frac{35,361}{29}$$

x = 1.21

PRE-TEST

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

$$SD = \sqrt{\frac{35.361 - \frac{(35.361)^2}{29-1}}{29-1}}$$

$$SD = \sqrt{\frac{35.361 - \frac{1250}{28}}{28}}$$

$$SD = \sqrt{\frac{35.361 - 4464}{28}}$$

$$SD = \sqrt{\frac{30897}{28}}$$

$$SD = \sqrt{1103,4}$$

$$SD = 33.21$$
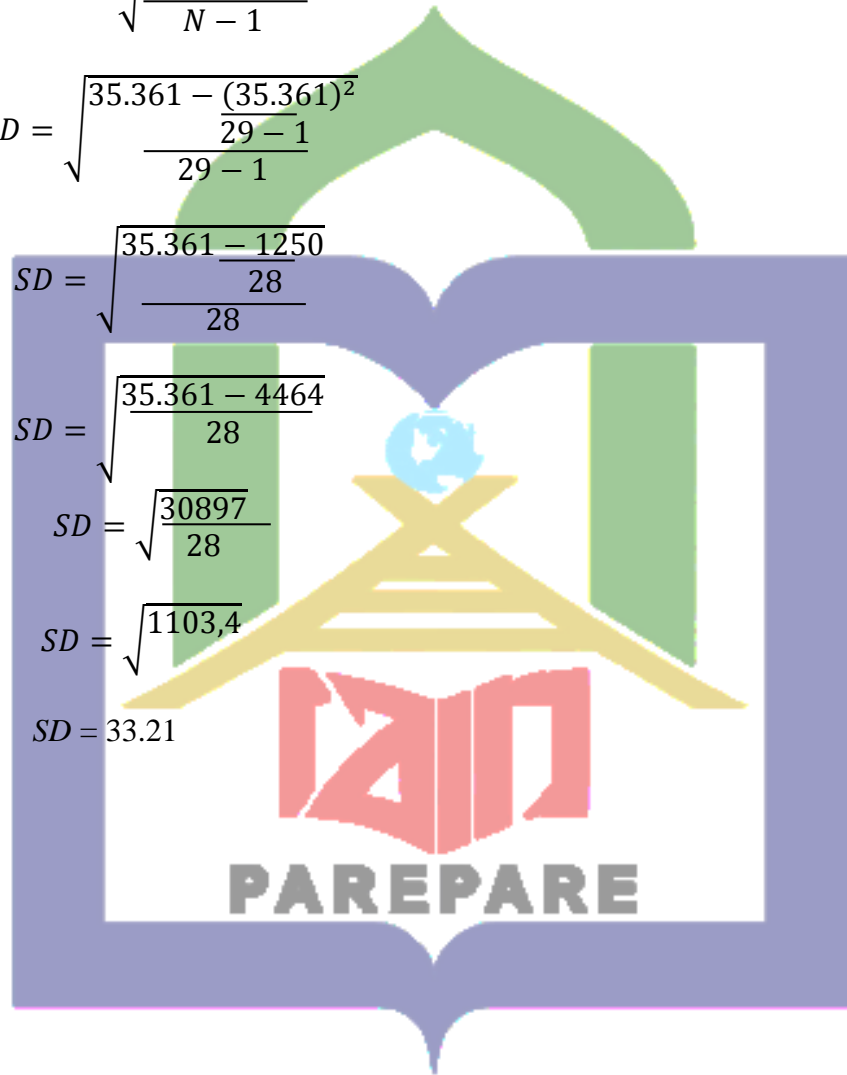
Appendix 2. Students' Score of Post-test

NO	Name of Student's	Correct Answer	score
1	Ahmad Fadil	23	92
2	Astriana	11	44
3	Devina Ayu Yunita	21	81
4	Fahrul Sakti Hidayat	24	96
5	Farhan Agus. S	15	60
6	Fikrank	20	80
7	Firman	19	76
8	Hasra Fariya Jamal	14	56
9	Huzain Hamzah	19	76
10	I Darni	16	64
11	Ibnu Mas'ud Nasir	12	48
12	Ikhsan Kurniawan	21	81
13	Jetli	14	56
14	Junita	18	72
15	Kurniawan	13	52
16	Leonita	15	60
17	Mawar	17	68
18	Muh. Fajriansyah	14	56
19	Muh. Husain	18	72
20	Muh. Khairul Nisam	18	72
21	Putriana	23	92
22	Rahmawati. S	18	72
23	Randy Rahayu	17	68
24	Risma Rahim	17	68
25	Sinta	21	84
26	Samsul	15	60
27	Sherly. S	20	80
28	Syamsuryani	16	64
29	Ujiandira	19	76
TOTAL		**508**	**2026**

No	Name of Student's	Post-test of the Student's (X1)			
		Ideal Score	Value (X)	X²	Classification
1	Ahmad Fadil	100	92	8464	Excellent
2	Astriana	100	44	1936	Low
3	Devina Ayu Yunita	100	81	6561	Excellent
4	Fahrul Sakti Hidayat	100	96	9216	Excellent
5	Farhan Agus. S	100	60	3600	Sufficient
6	Fikrank	100	80	6400	Excellent
7	Firman	100	76	5776	Good
8	Hasra Fariya Jamal	100	56	3136	Sufficient
9	Huzain Hamzah	100	76	5776	Good
10	I Darni	100	64	4096	Good
11	Ibnu Mas'ud Nasir	100	48	4624	Low
12	Ikhsan Kurniawan	100	81	6561	Excellent
13	Jetli	100	56	3136	Sufficient
14	Junita	100	72	5184	Good
15	Kurniawan	100	52	2704	Low
16	Leonita	100	60	3600	Sufficient
17	Mawar	100	68	4624	Good
18	Muh. Fajriansyah	100	56	3136	Sufficient
19	Muh. Husain	100	72	5184	Good
20	Muh. Khairul Nisam	100	72	5184	Good
21	Putriana	100	92	8464	Excellent
22	Rahmawati. S	100	72	5184	Good
23	Randy Rahayu	100	68	4624	Good
24	Risma Rahim	100	68	4624	Good
25	Sinta	100	84	7056	Excellent
26	Samsul	100	60	3600	Sufficient
27	Sherly. S	100	80	6400	Excellent
28	Syamsuryani	100	64	4096	Sufficient
29	Ujiandira	100	76	5776	Good
TOTAL			**2026**	**148,722**	

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

$$x = \frac{148{,}722}{29}$$

$x = 5.12$

POST-TEST

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

$$SD = \sqrt{\frac{148722 - \frac{(148722)^2}{29-1}}{29-1}}$$

$$SD = \sqrt{\frac{148722 - 22118}{28}}$$

$$SD = \sqrt{\frac{148722 - 7899}{28}}$$

$$SD = \sqrt{\frac{140823}{28}}$$

$$SD = \sqrt{5029,4}$$

$$SD = 80$$
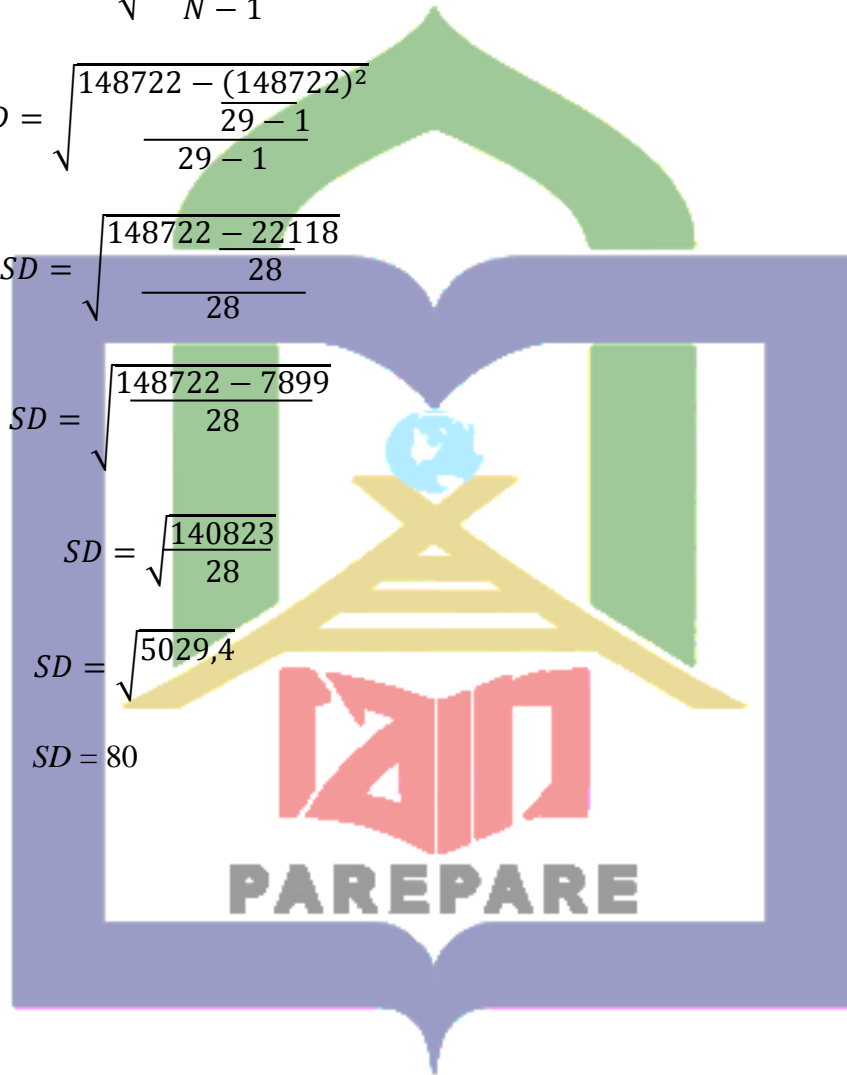
Appendix 3. Instrument of the Pre-test

Instrument of the Pre-test

Fill the blanks with suitable words (Number 1-10) !

Trip to Parepare

Desi and her (1) .... club had a (2) .... to Parepare for a National Junior Basketball match. The match (3) .... from Monday to Wednesday. They went to Jakarta on Sunday morning by (4) .... They stayed at a (5) .... after they (6) .... in Parepare. Desi and her team (7) .... in semi final match. They didn't get any (8) .... from all the matches, but they felt (9) .... Desi and her (10) .... went home town on Thursday morning.

1. a. english   c. scout
   b. basketball   d. football

2. a. trip   c. competition
   b. bussiness   d. fight

3. a. finished   c. ended
   b. started   d. entered

4. a. teacher   c. club
   b. money   d. bus

5. a. train station   c. hotel
   b. post office   d. hospital

6. a. attended   c. moved
   b. arrived   d. lived

7. a. stood   c. loved

    b. slept   d. Lost

8. a. ticket   c. uniform

    b. drink   d. prize

9. a. happy   c. curious

    b. fear   d. sad

10. a. brother and sister   c. club

    b. prize   d. car

Choose the correct answer from the option a,b,c, or d (number 11-25) !

11. Lina .... the match in Olympic Games. She is so sad

    a. won   c. jumped

    b. lost   d. celebrated

12. I went to dentist yesterday because my .... were in pain

    a. hands   c. teeth

    b. fingers   d. ears

13. A : Can you help me?

    B : Yes, of course. What can i do for you?

    A : Please, ... this bag to my room

    B : Yes, Sir

    a. bring   c. give

    b. help   d. Has

14. This exercise was too .... for me. I got score 100

    a. difficult   c. expensive

    b. easy   d. High

15. Diana's barbie is broken. Diana is very .... now

    a. confuse   c. happy

    b. sad   d. Charm

16. The teacher's duty is to .... the students in the school

    a. teach   c. make

    b. play   d. work

17. Luna is celebrating her birthday. Now Luna feels ....

    a. angry   c. easy

    b. dusty   d. happy

18. Mia : Adi, your shoes are so fit in your .... You look georgeus

    Adi : Thank you

    a. finger   c. hand

    b. lip   d. feet

19. The clown is so .... .He makes all kids laugh and happy

    a. funny   c. noisy

    b. quiet   d. disgusting

20. I am so hungry. So, I .... a meal

    a. prepare   c. kick

    b. walk   d. wear

21. Rina : I want to wear my white gown to Amanda's party. What do you think?

    Lisa : I think the red one is better

    Rina : Ok. I will .... the red gown

    a. wrap   c. wear

    b. go   d. give

22. The carpet is .... .I want to clean it.

    a. large   c. dirty

    b. shiny   d. Soft

23. A : When did you get up in this morning ?

    B : ....

    a. I got up at 5.00   c. I was sleepy

    b. I had my breakfast   d. I went to school
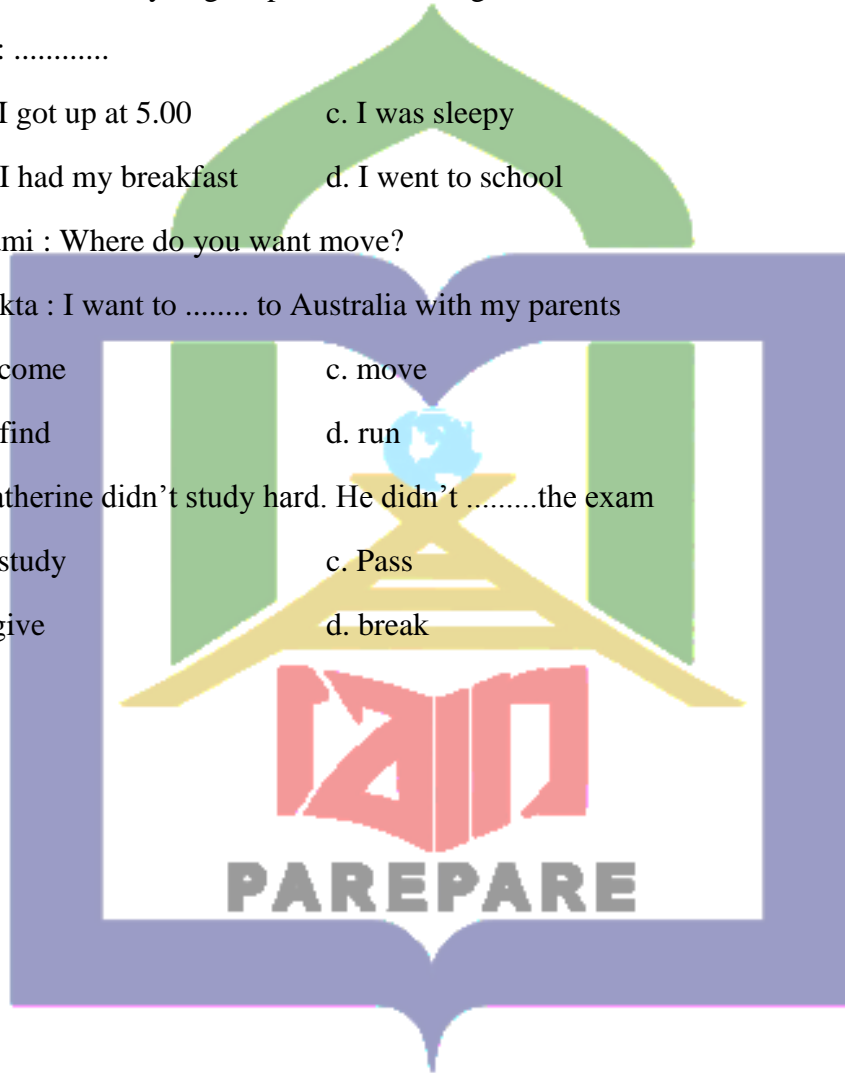
24. Tami : Where do you want move?

    Dikta : I want to .... to Australia with my parents

    a. come   c. move

    b. find   d. run

25. Katherine didn't study hard. He didn't ....the exam

    a. study   c. Pass

    b. give   d. break

Appendix 4. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMP Negeri 1 Watang Pulu

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII (Tujuh) / 2

Standar Kompetensi : 4. Mendengarkan

    Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan llingkungan terdekat

Kompetensi Dasar : 4.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak turur : meminta dan memberi pendapat dan menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal

Aspek/Skill   : Mendengarkan

Alokasi Waktu   : 4 x 40 menit (2 x Pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Siswa dapat memahami ungkapan-ungkapan meminta & memberi pendapat.

- Siswa dapat menghafal dan mengerti kosa kata yang ada di dalam animasi video.

- Siswa mampu mengembangkan vocabulary menjadi sebuah kalimat.

-

➢ **Karakter siswa yang diharapkan :**

1. **Integrity** (Bersikap jujur, tulus, dan memnyeluruh)

2. **Failure leads to succes** (Tidak takut akan kegagalan karna kegagalan awal kesuksesan)

3. **Speak with good pupose** (Berbicara dengan pengertian positif, dan bertanggung jawab untuk komunikasi yang jujur dan lurus)

4. **Commitment**(Memenuhi janji dan kewajiban)

5. **Ownership**(Bertanggung jawab atas setiap tindakan)

6. **Flexibility** (Bersikap terbuka terhadap perubahan dan pendekatan yang diberikan oleh guru)

7. **Balance** (Menjaga keselarasan pikiran, tubuh, dan jiwa)

2. **Materi Pembelajaran**

Watch Animation Video of the materal
A.   Is something wrong?
B.   Can you swim?
C.   Nice swimsuit
D.   Which animal do you like best?

3. **Metode Pembelajaran:** Animation Video

4. **Langkah-Langkah Kegiatan**

A.Kegiatan Pendahuluan

Apersepsi :

- Siswa menjawab salam dari guru dengan antusias, hormat, serta santun.

- Siswa di cek kehadirannya oleh guru (nilai yang ditanamkan: tekun dan rajin).

- Tanya jawab mengenai ungkapan ungkapan atau kosa kata sederhana yang sering digunakan pada aktivitas sehari hari kemudian menerjemahkan kedalam bahasa inggeris.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa.

B. Kegiatan Inti

Dalam kegiatan inti:

- Siswa melakukan observasi berdasarkan tugas kelompok masing masing.
- Guru memperlihatkan video animasi.
- Masing masing anggota kelompok menemukan vocabulary yang mereka tau berdasarkan video animasi.
- Masing masing kelompok mendiskusikan hasil pekerjaan mereka dengan anggota kelompoknya .
- Guru memberikan waktu untuk menguasai/menghafal vocabulary yang telah mereka diskusikan.
- Guru menunjuk salah satu anggota kelompok untuk menyebutkan/menghafal vocabulary yang telah mereka temukan pada animasi vidio.
- Guru menulis semua kosa kata yang di sebutkan dari masing masing kelompok di papan tulis.
- Guru menunjuk setiap anggota kelompok untuk mengkategorikan klasifikasi kata menurut observasi setiap kelompok di papan tulis.
- Siswa dan guru memerikasa klasifikasi kosa kata secara bersama sama.

- Siswa yang telah mampu menyeleseikan tugasnya dengan baik, menerima umpan balik positif dan mengutamakan bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan peserta didik.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber dan Media Pembelajaran

- White board and marker.
- *Speaker,* media untuk memperdengarkan percakapan dalam vidio animasi agar suara lebih jelas.
- Gambar/vidio yang relevan.

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Merespon ungkapan-ungkapan :	Tes lisan	Merespon ungkapan	*Respond to the following expressions orally.*
1. Meminta dan memberi pendapat			*1. A: What do you think?*
			B: .Not ....
2.Menyatakan suka dan tidak suka	Tes Lisan	Merespon ungkapan	*2. A: What do you like to drink?*
3.Meminta klarifikasi			*B: ....*
4. Merespon secara interpersonal			

- Rubrik Penilaian

Uraian	Skor
Jawaban benar	2
Jawaban kurang tepat	1
Jawaban salah	0

Mengetahui,

Researcher

SRI WAHYUNI
13.1300.128
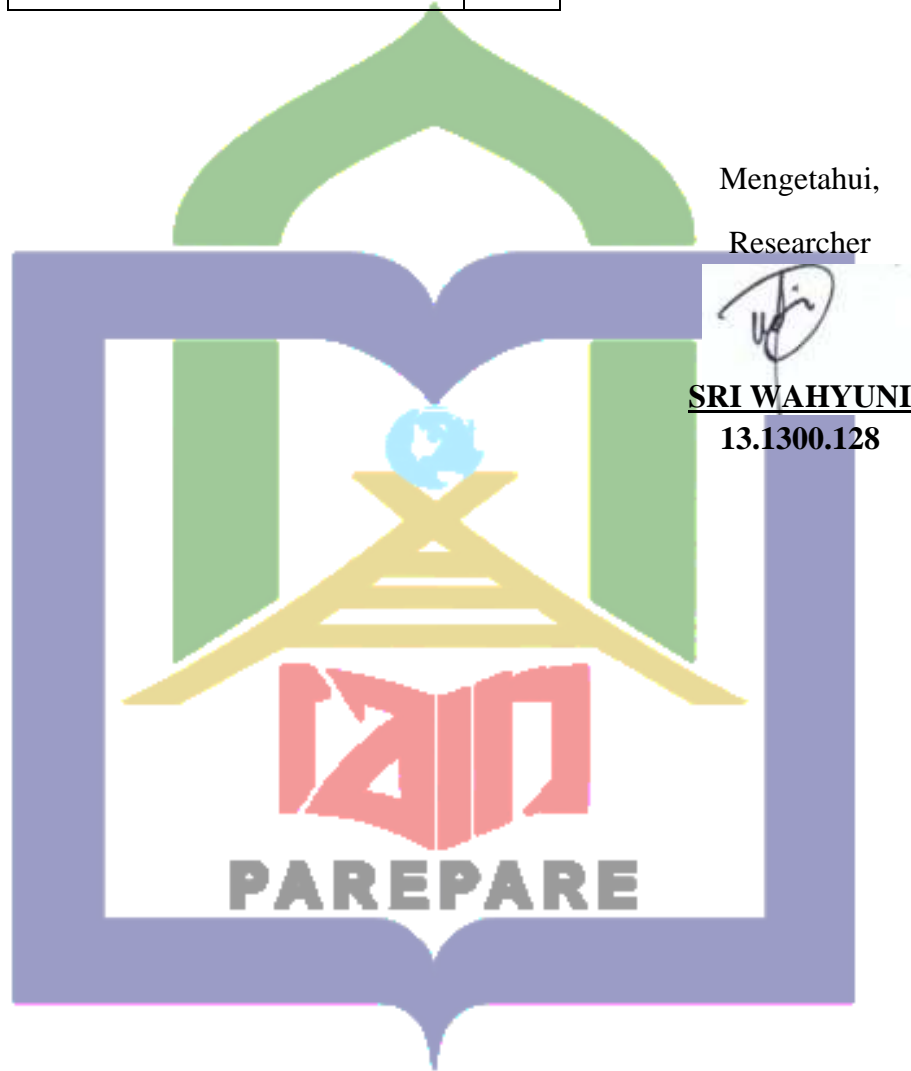
Appendix 5. Instrument of the Post-test

Instrument of the Post-test

1. Indah .... the match in National Olimpiade. She is very happy.

    a. jumped   c. celebrated

    b. lost   d. won

2. My sister went to dentist two days ago because her ...... were in pain

    a. teeth   c. hands

    b. ears   d. fingers

3. A : Can you lend me a hand?

    B : Yes, of course. What can I help you?

    A : Please, ... these books to my office

    B : Yes sure, Sir

    a. put   c. bring

    b. give   d. read

4. The exam was too .... for her. She got score 100

    a. easy   c. difficult

    b. expensive   d. High

5. Angel's doll is broken. Angel is very .... now

    a. charm   c. sad

    b. happy   d. confused

6. The students' duty is to .... in the school

    a. teach   c. play

    b. work   d. study

7. Bimo is celebrating his birthday. Now Bimo feels ....

a. happy   c. angry

b. easy   d. hungry

8. Nita : Edi, your new shoes are so fit in your .... You look charming and cool

 Edi : Thank you Nita

 a. body   c. finger

 b. feet   d. hand

9. The clown in my friend's birthday is so .... He makes all children laugh and

 happy

 a. angry   c. funny

 b. noisy   d. quiet

10. The baby is so hungry. So, I .... a meal for him

 a. prepare   c. throw

 b. wear   d. kick

11. Lisa : I will wear my white and pink dress to Natalia's party. What do you think?

 Nita : In my opinion, the blue one is better

 Lisa : Really? Okay I will .... the blue dress

 a. go   c. hang

 b. lose   d. wear

12. The room looks .... I want to clean it soon today.

 a. dirty   c. shiny

 b. tidy   d. rough

13. Bimo : When did you get up last morning?

 Aldi : ....

 a. I had breakfast with my family

b. I got up at 5 a.m.

c. I went to bed

d. I was sleepy

14. Taria : Dani, where do you want to move?

Dani : I want to .... to Europe with my parents and siblings

a. walk   c. run

b. come   d. move

15. Agus did not study hard, so he did not .... the exam

a. study   c. break

b. pass   d. go

16. The gardener that works at my house .... the grass in my garden every

Monday and Thursday

a. throws   c. cuts

b. plants   d. goes

17. My friend cannot hear anything since his .... are sick

a. cheeks   c. eyes

b. nose   d. ears

18. Sugar is .... , but honey is sweeter than sugar

a. sweet   c. sour

b. salty   d. smooth

19. Dhoni is a .... He teaches Biology in our class. Every student loves him.

a. ugly teacher   c. emotional teacher

b. kind teacher   d. arrogant teacher

20. Intan : Do you have a .... ?

Shopkeeper : Yes, we do. The book rack is right there.

a. football shoes c. red apples

b. persian cat   d. drawing book

21. My aunt is a nurse. She works in Harapan Bunda Cinta Hospital. She .... the patients there.

a. sees   c. ignores

b. thinks   d. helps

22. Tonny : Pizza and spicy fried chicken are my favourites

Hani : Yes, I like them too. These pizza and spicy fried chicken are vey ....

a. salty   c. delicious

b. sour   d. bitter

23. Something that you can find in your kitchen is a ....

a. pillow   c. television

b. stove   d. sofa

24. My grandmother is a tailor. She makes ....

a. books   c. chairs

b. foods   d. clothes

25. Our father and grandfather always read .... every morning in living room and drink coffe.

a. newspaper   c. computer

b. radio   d. television

Appendix 6. Documtations.

DOCUMTATIONS

(Picture of class viii.f) Memorize a vocabulary

(Picture of class viii.f).Proses learning vocabulary mastery

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21.307 ☎
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 226 /In.39/PP.00.9/10/2018
Lampiran : -
H a l : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. SIDENRENG RAPPANG
Cq. Badan Kesatuan Bangsa dan Politik
di
KAB. SIDENRENG RAPPANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE :

Nama : SRI WAHYUNI
Tempat/Tgl. Lahir : ULUALE , 20 Nopember 1994
NIM : 13.1300.128
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : XI (Sebelas)
Alamat : DESA BOLA EPPAE, KEC. WATANG PULU, KAB. SIDENRENG RAPPANG

Bermaksud akan mengadakan penelitian di wilayah *KAB. SIDENRENG RAPPANG* dalam rangka penyusunan skripsi yang berjudul :

"THE USE OF ANIMATION VIDEO IN CONTEXTUAL TEACHING TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SMPN 1 WATANG PULU"

Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih.

01 Oktober 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

PEMERINTAH KABUPATEN SIDENRENG RAPPANG
BADAN KESATUAN BANGSA DAN POLITIK
Alamat : Jl. Harapan Baru (Kompleks SKPD) Arawa Kode Pos 91661

REKOMENDASI
No.800/ 650/ KesbangPol/2018

a. Dasar : 1. Peraturan Menteri Dalam Negeri Nomor 41 Tahun 2010 tentang Organisasi dan Tata Kerja Kementerian Dalam Negeri (Berita Negara Republik Indonesia Tahun 2010, Nomor 316), sebagaimana telah di ubah dengan Peraturan Menteri Dalam Negeri Nomor 14 Tahun 2014 tentang Perubahan atas Peraturan Menteri Dalam Negeri Nomor 41 Tahun 2010 tentang Organisasi dan Tata Kerja Kementerian Dalam Negeri (Berita Negara Republik Indonesia Tahun 2011 Nomor 168).

2. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan atas Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.

b. Menimbang : Surat Rektor IAIN Parepare, Nomor.B2362/In.39/PP.00.9/10/2018, Tanggal 1 Oktober 2018, perihal Permohonan Rekomendasi.

Setelah membaca maksud dan tujuan kegiatan yang tercantum dalam proyek proposal, maka pada prinsipnya Pemerintah Kabupaten Sidenreng Rappang tidak keberatan memberikan rekomendasi kepada :

Nama Peneliti : **SRI WAHYUNI**
Pekerjaan : Mahasiswa
Alamat : Uluale, Kec. Watang Pulu
Untuk : 1. Melakukan Penelitian dengan judul " The Use Of Animation Video In Contextual Teaching to Improve Students Vocabulary Mastery at SMPN 1 Watang Pulu "
2. Tempat : SMPN 1 Watang Pulu
3. Lama Penelitian : ± 1 (satu) Bulan
4. Bidang Penelitian : Bahasa Inggris
5. Status/Metode : Kuantitatif

Demikian rekomendasi ini dibuat untuk digunakan seperlunya.

Pangkajene Sidenreng, 3 Oktober 2018
Plt. Kepala Badan Kesbang dan Politik,

Drs. H. ANDI BAHARUDDIN, M. Adm. Pemb
Pangkat : Pembina
N i p : 19670505 200212 1 006

Tembusan Kepada Yth:
1. Bupati Sidenreng Rappang (sebagai laporan) di Pangkajene Sidenreng
2. Ka. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kab.Sidrap
3. Ka. Dinas Pendidikan dan Kebudayaan Kab. Sidrap
4. Ka. SMPN 1 Watang Pulu
5. Mahasiswa yang bersangkutan
6. Pertinggal.-

PEMERINTAH KABUPATEN SIDENRENG RAPPANG

DINAS PENDIDIKAN DAN KEBUDAYAAN

SMP NEGERI 1 WATANG PULU

Alamat : Jl. Andi Pakkanna No.5 Uluale Kec.Wat.Pulu Kab. Sidrap Telp. (0421) 3581 711

Email : smpn1watangpulu@yahoo.com Website : http://smpn1watangpulu.net/web/ Kode Pos: 91661

NSS : 201195040006.P NPSN : 40305478

SURAT KETERANGAN PENELITIAN :
Nomor : 015 / 890 / SMP. 1 / 2018

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Watang Pulu Kabupaten Sidenreng Rappang menerangkan bahwa :

Nama	:	SRI WAHYUNI
NIM	:	131300128
PROGRAM STUDI	:	PENDIDIKAN BAHASA INGGRIS
FAKULTAS	:	TARBIYAH
JUDUL	:	THE USE OF ANIMATION VIDEO IN CONTEXTUAL TEACHING TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SMPN 1 WATANG PULU
ALAMAT	:	BOLA EPPAE KEL. ULUALE, KEC. WATANG PULU KABUPATEN SIDENRENG RAPPANG

Benar telah melaksanakan Penelitian di SMP Negeri 1 Watang Pulu Kabupaten Sidenreng Rappang dalam rangka menyelasaikan *Studi S1* pada **Institut Agama Islam Negeri Parepare.-**

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.-

Uluale, 20 Oktober 2018

Kepala Sekolah

Drs. H. HAERUDDIN, M.Si

Pangkat : Pembina Tk.I. IV/b

NIP. 19600408 198111 1 003

CURRICULUM VITAE

SRI WAHYUNI H. The writers was born on november 2nd, 1995 at Sidrap, Kec. Watang Pulu. She is the First child in his family. She has one brother and one sister. His father's name is Hasan and his mother's name is Faisah. His educational background, she began her study 2001 in SDN 1 Arawa, Kecamatan Watang Pulu (Sidrap) and graduated on 2007, at the same year she registered at SMPN 1 Watang Pulu, Kec. Watang Pulu, and graduated in 2010, at the same year she registered in SMAN 1 Watang Pulu, Kec. Watang Pulu, and graduated in 2013 she registered at State Islamic Institute (IAIN) Parepare at English Education Program and finished his study by title of skripsi "The Use of Animation Video in Contextual Teaching to Improve Students' Vocabulary Mastery at the Eighth Grade of SMPN 1 Watang Pulu".