

The Use of Animated Videos in Teaching Vocabulary for Young Learners

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Abstrak - Bahasa Inggris memiliki peran penting dalam korespondensi di seluruh dunia, sehingga menjadi bahasa global yang dipahami oleh semua bangsa di dunia. Oleh karena itu, penting untuk mengajarkan bahasa Inggris sejak usia dini. Salah satu hal yang perlu diperhatikan guru dalam mengajar anak usia dini adalah media pembelajaran. Video animasi sendiri merupakan salah satu media pembelajaran yang dapat diterapkan sebagai media pembelajaran bagi pelajar muda. Dalam penelitian ini, peneliti ingin menganalisis pengaruh media pembelajaran menggunakan video animasi dalam pengajaran bahasa Inggris untuk siswa muda, terutama penguasaan kosakata. Dari perhitungan dengan menggunakan SPSS 16.0 diperoleh data berdasarkan statistik deskriptif yaitu rata-rata pretest 53,750 dan rata-rata posttest 73,375. Hal ini menunjukkan adanya peningkatan nilai rata-rata dari pretest ke posttest. Selain itu, nilai pretest menunjukkan nilai minimal 45 siswa dan nilai maksimal 72,5 siswa. dan mengalami peningkatan nilai posttest yaitu nilai minimal siswa 65,0 dan nilai maksimal siswa 87,5. Pengujian hipotesis dengan menggunakan uji sampel berpasangan menunjukkan bahwa nilai signifikansi lebih rendah dari tingkat signifikansi ($0,000 < 0,05$). Dengan demikian, dapat disimpulkan bahwa ada perbedaan yang signifikan pada penguasaan kosakata siswa sebelum dan sesudah diajar menggunakan video animasi.

Kata Kunci : Video Animasi, Mengajar Pembelajaran Muda, Penguasaan Kosakata

Abstract - English has an important role in correspondence around the world so that it becomes a global language that is understood by all nations in the world. Therefore, it is important to teach English from an early age. One of the things that teachers need to pay attention to in teaching early childhood is learning media. Animated video itself is one of the learning media that can be applied as a learning medium for young learners. In this study, the researcher wanted to analyze the effect of learning media using animated videos in teaching English to young students, especially vocabulary mastery. From the calculation using SPSS 16.0, data were obtained based on descriptive statistics, namely, the average pretest was 53.750 and the posttest average was 73.375. This indicates an increase in the average value from the pretest to the posttest. In addition, the pretest score shows a minimum score of 45 students and a maximum score of 72.5 students. and experienced an increase in the posttest score, namely the student's minimum score of 65.0 and the maximum student's score of 87.5. The hypothesis testing using paired sample test showed that the significance value is lower than the level of significance ($0.000 < 0.05$). Thus, it can be concluded that there is a significant difference in students' vocabulary mastery before and after being taught using animated videos.

Keywords: Animated Videos, Teaching Young Learners, Vocabulary Mastery

INTRODUCTION

English assumes a significant part in worldwide correspondence since a global language is perceived by all nations in the world, so laying out an English norm for schools and showing English as an essential capacity of students is vital. Schools and educators assume a part in acquainting and showing English to understudies, beginning all along, specifically primary school understudies as a reason for understudies to have qualified English abilities. There are two primary motivations to begin from the get-go in English, the worth of English for schooling and work and the advantages of learning English early. What's more, in light of the 2013 Educational

curriculum, learning English at the grade school level has two fundamental goals. The first is creating correspondence ability, which implies learning English in grade schools means assisting understudies with utilizing English to speak with their companions and helping understudies simpler to learn and grasp English as a fundamental subject at a higher level. The second is making understudies mindful of the significance of English to increment seriousness in the global world. According to (Harmer, 1983), the presentation of English as the objective language at the start of the understudies' underlying idea will make the understudies' ace language quicker and better. In a new review of



english for young learners (EYL) educators from 55 nations all over the world.

There are many statements about the meaning of young learners. Than Teaching English to Young Learners is guiding and facilitating Young Learners ages 9-15 years old, for their activities in learning, knowing, understanding, and comprehending ideas, attitudes values, skills, and information about English using tricks and strategies which will be used in changing and redefining their thought forward their daily surrounding situation as the learners of a foreign language. In the context of language learning, it is assumed that children learn foreign languages more effectively under certain conditions.

One of the things that teachers need to pay attention to in teaching early childhood students is learning media. Animated video itself is one of the learning media that can be applied as a learning medium for early childhood students. This is because animated videos are interesting, efficient, and fast learning media accepted by students. According to (Cecep Kustandi, 2013: 64), one of the advantages of using video media in learning is that videos can complement the basic experiences of students when students discuss, read, practice, and encourage or increase student motivation and instill attitudes and other affective aspects.

In learning English for young students, there are four basic language skills that students must master (speaking, reading, listening, and writing). Vocabulary cannot be separated from the four skills in language, reading, writing, listening, and speaking (Hornby, 1984). The term vocabulary (vocabulary) is an assortment of a few words that are joined, so they have importance or significance. Vocabulary can't be isolated from the four abilities in language, perusing, composing, tuning in, and speaking (Hornby, 1984). Besides, it was said by (Charles D. Fries, 1945) that vocabulary is a fundamental part of learning an unknown dialect, where understudies are expected to dominate in exactly the same words in order to permit the expansion in the understudy's vocabulary. Accordingly one might say that understudies' dominance of escalated vocabulary will positively make it more straightforward for understudies to talk fluidly, particularly in English.

Vocabulary is the stock of words which are at disposal of the speaker or writer. The term of vocabulary may refer to all words in the whole language, as the words or phrases used in particular varieties such as dialect, register, and terminology. According to (Spencer, 1992) Vocabulary mastery can be defined as a number of vocabulary (*words*) in a language which contains information about its meaning, form, and usage in the context of communication. It is the basic knowledge that

students should master first before mastering English. In learning vocabulary at least there are basic things that need to be learned, namely Parts of speech. Parts of speech are classifications of words according to their role and function in the structure of language. There are 8 categories that include parts of speech such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunction, and interjection.

Based on the above background, the researcher wants to analyze the effect of learning media using animated video in teaching English to young learners, especially vocabulary mastery. The researcher is interested in conducting research entitled *The Effectiveness of Using Animated Videos on Teaching Vocabulary for Young Learners at Elementary School Private (SDN) 02 Sawo*.

This research was conducted to investigate the effectiveness of animated videos in learning English. Participants are limited to fifth grade at SDN 02 Sawo. SDN 02 Sawo is an elementary school located in Sawo village, Campurdarat sub-district. SDN 02 Sawo has a total of 11 teachers, consisting of 6 grade 4 subject teachers and 1 principal. At SDN 02 Sawo is included in an elementary school that has few students with a total number of 60 students consisting of an average class of 10 students. In this way, the researcher utilizes a purposive sampling method where the purposive sampling strategy is the specialist decides the testing by deciding extraordinary qualities that are as per the examination goals so it is normal to have the option to answer the exploration issue.

In the research, the researcher used pre-experimental research through a quantitative method with one group pretest-posttest design. The researcher chose this method because the purpose of this study was to determine the effectiveness of using video animation in learning vocabulary mastery for young learners. In this study used the pre-experimental research method with one group pretest-posttest design in order to find out the effectiveness of the treatment in the study under controlled conditions. This pre-experimental research method is used to find a cause-and-effect relationship between two variables.

RESEARCH METHODOLOGY

Data collection techniques are an important part of research because the results of the research can be influenced. Researcher use observation, the result of the test, and documentation in data collection research. Instruments of the research, researcher use test, and documentation. The test used in this study consisted of a pretest and a posttest. The forms of pretest and posttest used fill-the-

blanks, short answer, and multiple choice. The multiple choice test consists of 5 questions, the short answer test consists of 5 questions, and the fill-the-blank test consists of 5 questions. And documentation in this study is used by researcher as an instrument to support research. The documentation used is documentation when conducting Pretest and post-test research.

In this review, the researcher utilized quantitative information examination techniques. As indicated by (Sugiyono, 2018: 147), quantitative information examination is an action that follows the assortment of information from all respondents (populace/test). Gathering information given factors and sorts of respondents, organizing information in light of factors from all respondents, introducing information for every variable examined, performing computations to answer the issue detailing, and performing estimations to test speculations that have been proposed are instances of information examination exercises. after getting the experimental outcomes, the researcher leads a quantitative examination utilizing Statistical Package for the Social Sciences (SPSS) 16.0.

A normality test is a test to assess the distribution of data on a variable or group of data, whether it is normally distributed or not. If the data is normally distributed, it can be assumed that the data is taken randomly from the normal population. if the significance value is more than or equal to 0.05. On the other hand, if the significance is less than 0.05, then the variables or data are not normally distributed. There are several normality tests such as the Kolmogorov Smirnov Test, Shapiro Wilk Test, Skewness Test, Chi-Square, and Lilliefors. The researcher used SPSS 16.0 - Shapiro Wilk Test. This test is to see whether the data was normal or not.

Hypothesis testing is a process to test whether the observations or research carried out to provide meaningful results. The researcher has an alternative hypothesis that there is a significant difference in students' vocabulary mastery in learning English for students before and after being taught using animated videos at SDN 02 Sawo. In testing this hypothesis testing, the researcher uses the Pair t-test. Paired t-testing is a parametric test that can be used on two paired data. The purpose of this test is to see if there is a difference in mean between two related samples, namely the pretest and posttest.

As indicated by (Sugiyono, 2018), substantial implies that examination instruments can be utilized to quantify what ought to be estimated. In this review, the analyst utilized content legitimacy. Content legitimacy is the legitimacy that is assessed through testing the practicality or pertinence of the test content through normal investigation by a skilled board or through master judgment. And then,

reliability is a necessary characteristic of any good test for it to be valid at all and the test must be reliable as a measuring instrument. The researcher gives test 20 questions to fifth-grade students of SDN 02 Sawo to know the reliability of the test. Therefore, the researcher use reliability measurement with Cronbach-Alpha. If the score of Cronbach-Alpha > 0,60 then the questionnaire is declared reliable. If the score of Cronbach-Alpha < 0,60 then the questionnaire is declared not reliable.

RESULTS AND DISCUSSIONS

Researcher has calculated the data using a Pretest and post-test using quantitative research which will then describe the results based on the data that has been studied as follows:

1. Pretest Result

Tabel 1. Score of Pretest Experimental

Nama	Pretest
AJ	57.5
ADA	47.5
ASI	45
AE	47.5
AFZ	60
ABS	47.5
DF	50
DPM	52.5
FAPA	57.5
HMP	55
JRPS	55
KRSP	62.5
MHM	52.5
MRAP	52.5
MDB	52.5
MRAF	45
MZR	52.5
NMH	55
NLYA	72.5
PAYP	55

The researcher had took 20 students as research samples by asking students to work on the pretest questions that had been provided with a processing time of 45 minutes. After doing the pretest, the researcher and students continued the

lesson by studying the vocabulary in the subject of the pretest.

Based on table 1. it can be seen that there are the highest scores and the lowest scores for fifth-grade students. The highest score in the Pretest was 72.5 and the lowest score was 45. The researcher found that many students got low scores, and only a few students got grades. good at vocabulary tests. This proves that many students have not mastered vocabulary. The researcher used the SPSS 16.0 version to calculate and find out the descriptive statistic of Pretest scores can be displayed in this table:

Table 2. Descriptive Statistics of Pretest Scores

Statistics		
Pretest		
N	Valid	20
	Missing	0
Mean		53.750
Median		52.500
Minimum		45.0
Maximum		72.5
Sum		1075.0

The researcher conducted this research on fifth-grade students. Based on table 4.3, showed that the mean score from Pretest was 53.750. The median of the Pretest was 52.500. And then, the data showed that the minimum score of pre-tests was 45.0. The maximum score was 72.5. The sum of the Pretest was 1075.0. After the pre-test, the researcher gave treatment to the students. The function of this treatment is to remind students about vocabulary and introduce animated videos as learning media. The next step is to give a post-test after treatment. the post-test was given at the next meeting.

2. Posttest Result

Table 3. Score of Posttest Experimental

Nama	Posttest
AJ	72.5
ADA	65
ASI	67.5
AE	70
AFZ	70
ABS	70
DF	77.5
DPM	70
FAPA	82.5

HMP	87.5
JRPS	82.5
KRSP	80
MHM	85
MRAP	77.5
MDB	80
MRAF	67.5
MZR	70
NMH	77.5
NLYA	82.5
PAYP	72.5

After the pre-test, the researcher gave treatment to the students. The function of this treatment is to remind students about vocabulary and introduce animated videos as learning media. The next step is to give a post-test after giving a treatment. The post-test was given on 27 July 2022. The researcher gave 30 minutes for the students to do the post-test by taking 20 students as the research sample. The purpose of the post-test was to determine and measure student achievement in vocabulary mastery after being given treatment. Post-test results are entered and processed in SPSS version 16.0.

Based on table 3. it can be seen that there are the highest scores and the lowest scores for fifth-grade students. The highest score in the post-test was 87.5 and the lowest score was 65. The researcher used the SPSS 16.0 version to calculate and find out the descriptive statistic of the Pretest scores can be displayed in this table:

Table 4. Descriptive Statistics of Posttest Scores

Statistics		
Posttest		
N	Valid	20
	Missing	0
Mean		75.375
Median		75.000
Minimum		65.0
Maximum		87.5
Sum		1507.5

The researcher conducted this research on fifth-grade students. Based on table 4. showed that the mean score from the post-test was 75.375. The median of the post-test was 75.000. Furthermore, the data showed that the minimum score of post-tests was 65.0. The maximum score was 87.55. The sum of the pre-test was 1507.5.

From the descriptive statistics of the pretest

and post-test data above, it can be seen that there is an increase in the mean number of student data scores. This relates to after giving treatment in the form of using animated videos in vocabulary learning. As said (Zahra, 2021) that By using animated videos as teaching and learning media, it can help students to get ideas after watching the animated video. So in this study, the use of animated videos can help students to add, remember and mention in teaching vocabulary mastery.

The reliability test aims to see whether the question of Pre-Test and Post-test has consistency. The questionnaire is said to be reliable if the Cronbach alpha value is more than 0.60. The reliability test was computed by significant level using the Cronbach Alpha test in SPSS 16.0 version. And the result of the reliability testing of the Pretest experimental is that N of items (the number of question items) there are 15 questions with a Cronbach alpha value of 0.662. Because the Cronbach alpha value is $0.662 > 0.60$, then as the basis for decision-making in the reliability test above, it can be concluded that the pre-test questions are reliable or consistent. And then the result of the reliability testing of the Posttest experimental that N of items (the number of question items) there are 15 questions with a Cronbach alpha value of 0.372. Because the Cronbach alpha value is $0.372 < 0.60$, then as the basis for decision-making in the reliability test above, it can be concluded that the 15 post-test questions are reliable or consistent

Normality testing is to assess if the data obtained has a normal distribution or not. The primary goal of normality testing in research is to ensure that the population or data being studied has a normal distribution. In this study, the normality test was computed by a significant level using the Shapiro-Wilk test in SPSS 16.0. The following is the normality testing hypothesis that, if the significance value is $> 0,05$, then the residual value is normally distributed. And if the significance value is $< 0,05$ then the residual value is not normally distributed.

Based on the SPSS output above, Table 4.8 shows that the significance value of the pre-test is 0.052 and is greater than 0.05 ($0.052 > 0.05$). Then the post-test significance was 0.168 and greater than 0.05 ($0.168 > 0.05$). This means that the alternative hypothesis can be accepted. The distribution of pre-test and post-test data was concluded to be normally distributed. Furthermore, researcher will use parametric statistical tests

This study has an alternative hypothesis in the form of "there is a significant difference in student's vocabulary mastery in learning English before and after being taught using animated videos at SDN 02 Sawo" which is needed to conduct the test. In accordance with hypothesis testing, the alternative

hypothesis was changed into the null hypothesis that is there is no significant difference in students' vocabulary mastery in learning English before and after being taught using animated videos at SDN 02 Sawo.

Researcher used the Paired T-Test with SPSS version 16.0 to evaluate the data found in the study. Paired T-Test is a parametric test that can be used on two paired data (pretest and posttest). The purpose of this test is to see if there is a difference in the mean between two paired or related samples. The basis for decision-making with the Paired T-Test is if the value of significance (2-tailed) < 0.05 indicates a significant difference between the initial variable and the final variable and the value of significance (2-tailed) > 0.05 indicates there is no significant difference between the initial variables with the final variable. The following shows the results of hypothesis testing concluded that the pretest has a mean value of 53.750 out of 20 data. Then in the posttest, it is shown that it has a mean value of 75.375. In addition, the mean of the pretest and posttest has a value range of 21.6250. And the value of significance (2-tailed) shows 0.000 in which the results of the pretest and posttest experience a significant change.

Table 5. Paired Sample T-test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pa	Prete	-	-	-	-	-	-	-	
ir	st	21.6	6.349	1.419	24.59	18.65	15.	19	
1	Postt	250	2	7	65	35	232	.000	
	est								

In this review, the researcher utilized an example of the populace to lead research. The researcher led the research at SDN 02 Sawo with 20 understudies as respondents, and they were chosen through a purposive examining method. The analyst utilized SPSS variant 16.0 to ascertain the scores of the tests on the pre-test and post-test so it very well may be seen that whether this media (enlivened recordings) is powerful or not in the showing technique for vocabulary dominance. From the

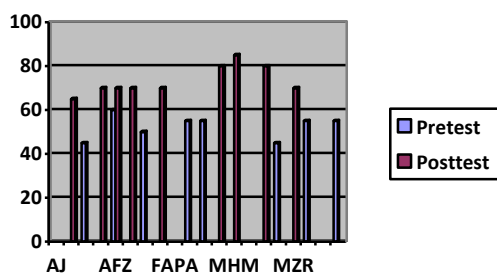
calculation using SPSS 16.0, data were obtained based on descriptive statistics, namely the mean pretest of 53,750 and the mean posttest of 73,375. This shows an increase in the mean score from the pretest to the posttest. In addition, the pretest score showed a minimum score of 45 students and a maximum student score of 72.5. and experienced an increase in the posttest score, namely the student's minimum score of 65.0 and the student's maximum score of 87.5.

So from these data, it can be proven that there is a relationship between the initial and final tests using the paired sample T-test, which results can be used as a comparison. Based on the results of the paired sample T-test, it shows that the significance (2-tailed) is 0.000. The value of significance 0.000 is less than 0.05 ($0.000 < 0.05$) so it can be concluded that the hypothesis is accepted.

Then according to (Erliana, 2020), The researcher collected the data in three meetings. The first meeting of my clothes topic showed the mean score for the pre-test was 90.80 and after the researcher gave the treatment, the mean score increased to 97.20 for the post-test. The sig. (2-tailed) score pre-test and post-test were $0.04 < 0.05$. It means the hypothesis was acceptable because of the sig. (2-tailed) score less than 0.05. Then, the second meeting of my favorite foods' topic showed the mean score for the pre-test 88.80 and after the researcher gave treatment the mean score increased to 95.60 for the post-test. The sig. (2-tailed) score pre-test and post-test were $0.00 < 0.05$. It means the hypothesis was acceptable because of the sig. (2-tailed) score less than 0.05.

And based on (Munawir, 2022) researcher draws the conclusion that, after receiving treatments, the second years of Islamic Junior High School As'adiyah Putri 1 Sengkang have a greatly improved vocabulary thanks to the use of video as a teaching tool. It is demonstrated by the significance value of 0.000, which was less than the level of significance ($\alpha = 0.05$). The mean score of the post-test (84.50) is higher than the mean score of the pre-test (52.90).

Table 6. Pretest and Posttest Results Data Chart



The chart in table 6. was obtained from the pretest and posttest data that the researcher did before. From the data also found that the posttest experimental results showed an increase in the value of the pretest experimental after giving treatment in the form of using animated videos in teaching vocabulary. So the effect of using animated videos is found to be effective in teaching vocabulary to young learners. This can also strengthen the research that has been done before.

CONCLUSION

Based on the results of the paired sample T-test, it shows that the significance (2-tailed) is 0.000. The value of significance 0.000 is less than 0.05 ($0.000 < 0.05$) so it can be concluded that the null hypothesis is rejected. This means that in the vocabulary test, there is a difference in results for the pre-test and post-test. The conclusion is that there is a significant difference in students' vocabulary mastery before and after being taught using animated videos. So, the conclusion is Animated Videos as a learning media have a significant effect on the ability to teach vocabulary mastery in SDN 02 Sawo. So the researcher can conclude that the null hypothesis in the study is rejected because there is a significant value in both variables where the independent variable (animated videos) can affect the dependent variable (students' vocabulary mastery) then the alternative hypothesis is accepted in this study.

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