The implementation of animated-narrative-video to improve students' vocabulary mastery in an orphanage

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ABSTRACT

Mastering adequate vocabulary is necessary for English as a Foreign Language learners to perform their skills in English better. In fact, some EFL learners still have a relatively low vocabulary mastery and difficulty in acquiring English vocabulary. This study was conducted to find out whether there is a significant difference in students' vocabulary mastery before and after being taught through animated narrative videos. The subject of this study was seventeen students at Al-Husna Orphanage, Bandar Lampung. This study applied a one-group pre-test and post-test design. The instrument used in collecting the data was vocabulary test, fifty multiple-choice items. The data were gathered through a quantitative approach, then analyzed using Repeated Measure T-Test. The result shows that there is a significant difference in students' vocabulary mastery after being taught through animated narrative videos. It could be seen from the calculation that the t-value is 9.263, higher than the t-table in 2.120 and the significant value is lower than alpha ($p=0.000<0.05$). It could be said that animated-narrative-video is effective in teaching vocabulary to EFL learners.

Keywords: animated video, difference, EFL learner, orphanage, vocabulary mastery

I. INTRODUCTION

English as a second/foreign language learners should have anumber of competencies and skills in order that they could acquire the language optimally. As stated by Mansour (2014) that in acquiring a language, it is necessary to master and perform skills and competencies in that language. Vocabulary is one of the pivotal elements in a language. Vocabulary is the basis of a language, there is no language that exists without a word. As the crucial component of a language, vocabulary should be mastered in order to communicate effectively. In learning English as a foreign language, beginners need to know the vocabulary first and understand the meaning of the words. Lehr, Osborn, and Hiebert (in Kamil and Hiebert, 2005: 2-3) define vocabulary as knowledge of words and word meaning in both oral and written language and in productive and receptive forms. Huyen and Nga (2003) stated that vocabulary plays an important role in the four skills in learning a language—speaking, writing, reading, and listening. Vocabulary mastery is not only about understanding the meaning of words, but also having no difficulty in pronouncing, spelling, and using those words in context. The purpose of vocabulary mastery is to make the learners have good language proficiency in the language skills.As early as possible the learners need to master vocabulary because the sooner they could master vocabulary excessively, the better their performance will be.

There are still many students who have difficulty in expressing their ideas, opinions, and feelings in a foreign language due to a very limited vocabulary. Wilkins (1972) said that without

grammar very little can be conveyed, but without vocabulary, nothing can be conveyed. If learners do not have good grammar mastery, they can still understand the information even though it is not precise; unfortunately, the language will tell them nothing if learners do not master the vocabulary. Thus, EFL learners should master the vocabulary that they will definitely use in communicating. It will be very inconvenient if learners do not master the vocabulary as early as possible since English is the most widely used language in all realms.

How important it is to master the vocabulary as it is already known, now the problem is in acquiring the vocabulary itself. Vitasmoro & Candra (2019) stated that students feel bored also discouraged when facing the number of words in English, they feel disappointed when their vocabulary does not last long. It indicates that their tendency to refuse to learn English is caused by their lack of vocabulary and difficulties in acquiring it. In the real condition, many students lack knowledge of how to use words in real contexts as they think that learning vocabulary is learning the list of new words accompanied by their meaning in the students' native language. Therefore, there must be some ways that can be implemented to trigger students' interest in learning English since their interest is one of the main factors to achieve the goal of the teaching-learning process.

Many techniques and media are offered at this time rather than implementing the traditional way of learning a foreign language. By using attractive tools, students can focus more on learning so that they can achieve the learning objectives. One of them is the use of animated videos in learning new vocabulary. According to Wood (2001), this audio-visual tool engages students' senses which will allow them to have a meaningful learning experience.

According to Kabooha & Elyas (2015), videos give a positive impact on developing EFL learners' vocabulary comprehension. Videos on YouTube could provide statistically significant improvement in the learners' vocabulary acquisition. Moreover, learners' perceptions toward videos in facilitating the acquisition of new English vocabulary are positive. The video selected should be appropriate and meet the learners' needs so that it would be beneficial for the learners in increasing their vocabulary mastery as well as their motivation in learning thetarget language.

Animated video is a story of community and/or related to daily activities narrated in a video form which allows the learners to grasp the message of the story in a more interesting way. In learning activities, the animated video makes the teaching-learning process alive; while the students try to understand the meaning of words associated with the scenes that they watch on the screen, students are also exposed to the pronunciation of words and the written form of words simultaneously. It will be an exciting activity for students in the language learning process to learn vocabulary through animated videos. It is reinforced by Sukriah (2020) who asserted that learning English vocabulary by implementing animated video as the media could increase students' motivation and interest in the teaching and learning process so that the students become more active in the classroom and could acquire new vocabulary to the fullest.

There have been several studies regarding the implementation of animated videos in teaching English vocabulary. The first is by Aisyarani (2014) aimed at finding out whether there is a significant difference in students' vocabulary mastery; the result revealed that there is a significant difference of students' vocabulary mastery since the t-value (9.58) was higher than

the t-table (2.04) in the level of significance 5%. Handayani (2015) conducted Classroom Action Research (CAR) that was conducted in two cycles to improve students' vocabulary mastery. The findings indicated that the implementation of this audio-visual aid was successful in increasing students' vocabulary mastery. Another research was conducted by Amalia (2017) to find out the improvement of students' vocabulary mastery after they were being taught through movies as the audio-visual aid. The results showed that the students were able to improve their vocabularymastery as seen from the improvement of students' mean scores in the pre-test and the post-test. To be more precise, Riyantika (2019) conducted a study analyzing the impact of using audio-visual input to facilitate vocabulary meaning recognition of Indonesian EFL learners. The results showed that the mean vocabulary score in post-test (27.42) was higher than in pre-test (14.07) and it could be said that audio-visual aids significantly helped learners to understand the meaning of English vocabulary items.

Another research on the use of animation video to improve students' vocabulary mastery is by Wahyuni (2019) that there is a significant difference between students' mean scores on the pre-test and the post-test. The mean of students' pre-test scores was categorized as very poor by having a score of 1.21 and the mean of students' post-test was categorized as good at 5.12. The researcher concluded that animation videos could provide influence toward students' vocabulary mastery in contextual teaching. Moreover, Andrean (2019) tried to solve a problem faced by junior high school students in mastering English vocabulary. The students were given treatments by applying animated videos as the media in teaching and learning English vocabulary. Vocabulary test was used as one of the instruments to see the improvement of students' vocabulary mastery. The result of the study showed an improvement in students' achievement from 64.4 on the pre-test to 80.4 on the post-test.

Previous studies were carried out in different student circumstances, this present study was also carried out under different circumstances, i.e., in an orphanage by emphasizing the implementation of animated videos to master vocabulary belonging to content words—noun, adjective, verb, and adverb. This study aimed at investigating whether there is a significant difference in foster students' vocabulary mastery after the students were taught using animated videos. Also, this current study attempted to prove the effectiveness of animated video to improve EFL learners' vocabulary mastery.

The differences in the background in this study to the previous studies are expected to contribute to proving that animated videos couldeffectively and efficiently help EFL learners learn and acquire new English vocabulary in order to enrich their vocabulary mastery and outperform their skills and competencies in English.

II. METHODS

The current study employed a quantitative approach in analyzing numerical data and used a one-group pre-test-post-test design. The pre-test was given to know students' prior vocabulary mastery and the post-test was given to investigate whether there is a significant difference in students' vocabulary mastery after the implementation of animated videos in learning English vocabulary. Referring to Setiyadi (2018), the research design is illustrated as follows:

T1 X T2

Notes:
T1   : Pre-Test
X   : Treatments (the implementation of animated video)
T2   : Post-Test

Participant

The population of this study is middle-school foster students in Bandar Lampung. The researcher applied the purposive random sampling technique to select the participant. Purposive random sampling is a technique to determine the subject in accordance with the aims to be addressed. The participant of this study is seventeen junior high school students at Al-Husna Orphanage, Bandar Lampung with an age range between 11 and 13-year-old. Ten of them are female and seven of them are male.

Instrument

Instrument refers to the measuring tool which was used to measure the variable items in the data collection process.

In this study, vocabulary tests were used with the aim of finding the answer to the research question, whether there is a significant difference in students' vocabulary mastery after the students were taught using animated videos in learning English vocabulary. These tests—pre-test and post-test—intend to measure foster students' English vocabulary mastery before and after the implementation of animated videos in the teaching and learning process by comparing the mean scores of pre-test and post-test. The tested vocabulary is content words, i.e., nouns, adjectives, verbs, and adverbs taken from the 8th-grade English textbook entitled *When English Rings a Bell* that were randomly selected from the vocabulary range in the book by using systematic random sampling. The test consists of 50 multiple-choice questions, in which the students must choose one of the four options provided (A, B, C, and D).

Several steps have been carried out in this study which are described as follows:
1.   Trying out the Instrument
The try-out test was carried out to determine the quality of the test items. All of the test items must meet the criteria for a good test. The test items that meet the criteria have been used for items on the vocabulary tests as the research instrument.

2.   Administering the Pre-Test
The pre-test was administered in the first meeting at Al-Husna Orphanage, Bandar Lampung to discover foster students' prior vocabulary mastery before the students were taught through animated videos in the learning English vocabulary process.

3.   Conducting the Treatments
The treatments were conducted for five meetings and each meeting lasted 90 minutes. Five animated videos were implemented in the teaching and learning process. The foster students were guided to understand the single words in form of content words (noun, adjective, verb, and adverb) by providing exercises.

4.   Administering the Post-Test
The post-test was administered to find out the progress of students' vocabulary mastery after the students were given the treatments. The test items for the post-test are the same as the pre-test,

50 multiple-choice items with four options (A, B, C, and D), but the order of the questions is different.

5. Scoring the Tests

The pre-test and post-test were scored with a value scale of 0-100 to see the difference in foster students' English vocabulary achievement.

6. Analyzing the Data

The data were analyzed by comparing the foster students' mean scores on the pre-test and the post-test, which were then analyzed using the Repeated Measure T-Test to find out whether there is a significant difference in students' vocabulary achievement.

Data Analysis

Quantitative approach was employed in order to answer the research question. The vocabulary tests were assessed by dividing the total number of correct answers by the number of items. Afterward, the scores were calculated to find the mean scores of both tests which were then compared to see the difference. Also, the T-Test in Statistical Package for Social Science (SPSS) was used to analyze the data to see whether there is a significant difference in students' vocabulary achievement.

III. RESULTS AND DISCUSSIONS

Results

This section reports the findings of the research to answer the research question. Five meetings of treatment were run to teach new English vocabulary to the foster students with one animated video for each meeting as the media. Vocabulary tests, pre-test and post-test, were administered to find out the difference in foster students' English vocabulary achievement after the students were taught using animated videos in learning English vocabulary. Table 3.1 below shows the distribution of students' pre-test scores.

Table 3.1 The Distribution of Students' Pre-Test Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14	1	5.9	5.9	5.9
	18	1	5.9	5.9	11.8
	20	1	5.9	5.9	17.6
	22	3	17.6	17.6	35.3
	24	1	5.9	5.9	41.2
	26	2	11.8	11.8	52.9
	28	1	5.9	5.9	58.8
	32	1	5.9	5.9	64.7
	34	2	11.8	11.8	76.5
	40	1	5.9	5.9	82.4
	52	1	5.9	5.9	88.2
	62	1	5.9	5.9	94.1
	68	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

Based on Table 3.1, the lowest score of students' pre-test scoresis 14 with the frequency of one student so as the highest with the score of 68. The range of students' scores is relatively low since there are still many students (82%) who got scores 40 and below. There are 3 students (17%) who got scores 20 and below; 11 students who got scores 22-40; 1 student (6%) who got score 52; 2 students (12%) who got scores 62-68; moreover, the mean of students' pre-test scores is 32. Meanwhile, the post-test was analyzed to see whether there is a difference in students' English vocabulary achievement.

Table 3.2 The Distribution of Students' Post-Test Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	5.9	5.9	5.9
	46	1	5.9	5.9	11.8
	50	4	23.5	23.5	35.3
	52	1	5.9	5.9	41.2
	60	1	5.9	5.9	47.1
	62	1	5.9	5.9	52.9
	64	1	5.9	5.9	58.8
	68	1	5.9	5.9	64.7
	70	1	5.9	5.9	70.6
	72	1	5.9	5.9	76.5
	76	2	11.8	11.8	88.2
	78	2	11.8	11.8	100.0
	Total	17	100.0	100.0	

Table 3.2 shows the distribution of students' vocabulary post-test scores and it reveals that there is a difference, which is an improvement, in students' vocabulary mastery after the treatments. The lowest score of the post-test is 44 and there are two students who scored 78 as the highest score on the post-test. There are 8 students (47%) who got scores 60 and below; 9 students (53%) who got scores 62-78; in addition, the mean of foster students' post-test scores is 61.53. Furthermore, none of the students scored below 40 on the post-test. Although there are no students who got a score of 80 and above, the students' vocabulary mastery could be said to have increased as seen from the change in scores from the pre-test to the post-test which is getting better.

Afterward, the results of students' vocabulary tests were compared. Based on the analysis of the pre-test and the post-test, there is an increase in the mean score. It indicates that the use of animated video as the media in the teaching and learning process could improve students' achievement in vocabulary mastery.

Table 3.3 Differences in Students' Vocabulary Achievement

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Score	17	14	68	32.00	15.379
Post-Test Score	17	44	78	61.53	12.156
Valid N (listwise)	17				

Table 3.3 compares the results of the two tests, pre-test and post-test, which shows the mean score of the pre-test is 32 and the mean score of the post-test is 61.53 with a standard deviation of 15.379 on the pre-test and 12.156 on the post-test. It could be explained that the mean of students' scores on the pre-test and post-test are different and increased from 32.00 to 61.53 and the standard deviation on the post-test is lower than in the pre-testwhich identifies that the improvement in students' vocabulary mastery improves significantly.

Discussions
Based on the results of this study, the researcher found that teaching vocabulary through animated video as the media provides a significant difference to the students' vocabulary achievement. It could be seen from the students' pre-test and post-test scores. Based on the data, the mean score increased by 29.53. Furthermore, the researcher tested the significance level of the pre-test and post-test. The result shows that the significance level of students' improvement is 0.000 which is lower than 0.05. Hence, the hypothesis in this research is accepted that there is a significant difference in students' vocabulary achievement after being taught through animated videos. This proves that animated videos help students to improve their vocabulary mastery significantly.

The gain of the foster students' meanscores on the pre-test and the post-test is significant and it supports the previous research findings by Wahyuni (2019) that the students' vocabulary mastery before they were given treatments was categorized as very poor, then have increased to be a good category of vocabulary mastery.

These findings support previous research findings by Amalia (2017), she tested the hypothesis by looking at the significance level between the results of the pre-test and the post-test which indicates that there is a significant difference, p=0.000<0.05. This means that the proposed hypothesis is accepted, specifically, there is a significant difference in students' vocabulary mastery after being taught by using movies. Thereto, it supports the research findings by Hasanah (2016), who reported that in the significance level of 5%, there was a significant effect of cartoon movie toward vocabulary score with the significance of 0.002 which was lower than 0.05. Besides, it is in line with the findings of Adhannisa (2020) that there was a significant difference in students' vocabulary mastery after being taught by using animation film, proved by the gain scores in the pre-test and the post-test. The students' mean score in the pre-test was 47.44 and improved to 72.28 in the post-test. Also, the two-tailed significance was lower than 0.05. It means that there was a significant difference in students' vocabulary mastery after the implementation of animated films.

Relating to improving students' vocabulary mastery, the students were also taught about the correct pronunciation and spelling of the words. Students become aware to pronounce English words correctly. Since the first, students still pronounced English words using the pronunciation of the Indonesian alphabet. After being justified by the teacher, only then could students pronounce the words correctly; for example, *someday*, viz. /ˈsʌm.deɪ/; *always* /ˈɑːl.weɪz/, before, they always said English words with Indonesian alphabet pronunciation */alwais/* for *always* /ˈɑːl.weɪz/; */rabit/* for *rabbit* /ˈræb.ɪt/; */bear/* for *bear /ber/*; */yong/* for *young* /jʌŋ/; */gret/* for *great /greɪt/*; */autsid/* for *outside* /ˌaʊtˈsaɪd/; */plai/* for *play /pleɪ/*; */bal/* for *ball /baːl/*, etc. In terms of spelling words, both orally and in writing, students experienced changes for the better.

In this case, the researcher asked the students to rectify their writing if there were still errors in spelling the words; for example, the students wrote *sohpping* instead of *shopping*, *plei* instead of *play*, *studi* instead of *study*, *slepp* instead of *sleep*, *luky* instead of *lucky*, and *remen* instead of *remind*. After being given reinforcement by asking the students to make simple sentences using those words, students can be more exposed to the new vocabulary.

In line with these findings, Devi (2012) stated the results of her research that animation videos can improve students' vocabulary mastery. It could be seen from some indicators: (1) students could spell the vocabularies; (2) most students were able to pronounce words correctly; (3) students could grasp the meaning well; and (4) students could recognize the vocabularies. In addition, Riyantika (2019) revealed the results of his research that the use of audio-visual aids could facilitate meaning recognition significantly in helping students understand the meaning of English vocabulary items. The learners not only understand the content of the movie and the vocabulary items, but also some other aspects of language such as pronunciation, idiomatic expression, and cultural knowledge. As conveyed by Andrean (2019) that animated video could help EFL learners in memorizing new words easily and improving their vocabulary mastery since the audio-visual input makes it easier for the learners in recognizing new words.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

The objective of the current study is to find out whether the implementation of animated videos as the Englishteaching media could provide a significant difference in students' vocabulary mastery. In line with the results of the tests and data analysis, there is a difference which is an increase in students' scores on the post-test of the other test with the value of sig. (2-tailed) 0.000 lower than 0.05. Based on the results, it is concluded that animated video is effective to improve students' vocabulary mastery as it brings content, narrative, and context so that the students could learn the new vocabulary and grasp the meaning easily. Animated videos could be considered to be implemented as the teaching media in learning English vocabulary.

Suggestions

Regarding the conclusion that the implementation of animated video has a positive impact, namely enriching English vocabulary mastery for the foster students. Thereupon, further research could examine the same variables, but in other orphanages to find out whether there are differences in the findings obtained; yet, taking into account the researcher's experience, the future researchers have toorganize the length of time that will be given during treatments carefully since some unexpected things could happen and their time is limited for other activities, also prepare the materials and explain the instructions bilingually in English and students' native language. Moreover, orphanage administrators may collaborate with English teachers to provide additional English learning to the students at the orphanage, since the students have the desire to learn English, however, they do not get the opportunity.

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