The Effect of Using Animation Video Towards Students' Vocabulary Mastery at The Ninth Grade Student of MTs MII Jiput Pandeglang in Academic Year 2021/2022

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ARTICLE INFO

ABSTRACT

This research aims to investigate the implementation of animation video in improving students' vocabulary mastery at ninth grade students of MTs MII Jiput. The research used quantitative approach, while the method used quasi experimental method with pre-test and post-test design. The data collecting technique used pre-test, treatment and post-test. The data was obtained from 2 classes, namely experimental and control class. The experimental class for this research was IX A, while the control class was IX B. Each class consists of 28 students. The total number of the sample was 56 students. The experimental class's mean score on the pre-test was 54.64, while the control class's mean score on the pre-test was 50.78. Furthermore, the post-test result showed that the mean score of experimental class was 71.82, while the mean score of control class was 58.60. The hypothesis calculation was done by using SPSS 22. The result of hypothesis showed that r-count is smaller than r-table ($0.00 < 0.05$) it means that there is significant effect of using Animation video to students' vocabulary mastery at the Ninth grade of MTs MII Jiput.

INTRODUCTION

Language as a means of expression was utilized for express everything between the line in mind and feeling. Mind expression and feeling of human being were influenced by two matters, they are situation of mind and feeling of itself. Expression oral language can be seen from mimic, intonation, pressure, and others. Language expression written can be seen with diction, usage of punctuation mark, and Language style. The self-expression of discussion of someone shows desire, education background, social, and economic. Besides, election of special expression and word can mark group identities in a society, Novari, AF (2018:152)

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One of elements for language is vocabulary, vocabulary has an important role in language learning. The students who have much vocabularies will be easier to learn English. On the other hand, the students who have less vocabularies will be difficult to learn English. Vocabulary is one of the basics for everyone to be a good student, so if they master a lot of English vocabularies then they will not be awkward when they speak English.

According to Sudirman, A. (2015:133)," To do interacting in English well, the people should know some components which are useful, for instance, vocabulary and grammar. Vocabulary and grammar as language components must be studied well. Vocabulary mastery has an important role in English practice. By having more vocabularies, the students may be able to express their idea in different ways. Therefore, the partners do not feel bored, because the words used are in various contexts. Meanwhile, grammar mastery is also an important thing to be studied and mastered by the students who want to have ability in English".

In the class, the teachers often do not give attention to increasee students' vocabulary, even though teachers often give assignments to students to memorize vocabulary in front of the class, but teachers do not clarify whether students feel happy or bored with the way of learning given.

Based on observations while teaching practice on August 2022 at MTs MII Jiput, Pandeglang which is located at Sikulan village on Jiput street, the researcher found the students' problem in vocabulary, the students' problem was that most of the students often found it difficult to memorize and understand words, automatically they could not speak English well. In addition, another problem faced by students is they think that English as foreign language makes them not too serious. This is because students are not accustomed to speaking and listening to English which makes them embarrassed when trying to pronounce some words in English. Another problem is that they do not have high motivation to learn English, especially in vocabulary. This problem is caused by the learning process in class which cannot encourage students to study more enthusiastically, even the learning process makes them feel bored in class. Based on the problems above, the researcher argues that one solution to overcome these problems is to use the media. There are many types of media such as visual, audio, and audio-visual. The media used is animation video.

According to Satyawan & Yulia (2018:245). Animation video is a media combining moving pictures, texts, and graphics integrated with sound. The researcher chose animation video with the title is UP because this video is very suitable with junior high school like MTS MII Jiput. The reason why the researcher chose Animation Video is because by using it in teaching vocabulary students will have direct experience when seeing and listening to animation videos, besides that students will be accustomed for listening English.

Vocabulary

Vocabulary is a set of familiar words within a person's language. A vocabulary usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

According to Zelamutia, U. (2019:12) "Vocabulary is basic knowledge of language, especially in English. Vocabulary is used by the student to understand the sentences of English, in making sentence, students must know words which they want to use. Vocabulary is the important to be master, because with the vocabulary the student can express their idea and communication with each other well. Vocabulary is important in learning language because without it, learners cannot use language to communication to other people". So, the quality of the students' language depends to some extent on the quality of their knowledge of vocabulary.

Vocabulary mastery is one of the essential aspects of learning foreign languages. To communicate well in a foreign language, one should have enough vocabulary and knows how to use them correctly. Vocabulary is one of the elements that cannot be separated from language learning as it

links the four language skills, namely: listening, speaking, reading, and writing (Rohmatillah 2014:1).

According to Hiebert and Kamil (2012:12), Vocabulary is the set of words for which we known the meanings when we speak or read orally and the set of words also that an individual can used when writing and speaking. In order to able to communication in English, the students should master adequate personal English vocabulary that covers their needs for communication in real life situations. ''Vocabulary has also been an important issue both for teachers and students in learning a foreign language'' (Susanto 2017:1).

Based on the statements above, it can be concluded that vocabulary is a list that contain words with the meaning in language. It is clear for us that vocabulary is important thing besides many factors in learning English. Without vocabulary people could not communicate with others well, therefore vocabulary is an important component of English that should be mastered.

Vocabulary is a collection of words that are known by someone contained in a large dictionary of a particular language, Vocabulary is defined as a collection of all words understood by someone which is then used to make new sentences. To master a certain language, a person must have many vocabularies, because this vocabulary is the basis for making a sentence that will be spoken or written by someone in conveying messages to others.

There are eight types of vocabulary or it can be called as parts of speech (Ajun 2018:20-27) the types are:

1. Noun

Noun is a word class that states the name of a person, place, or all things and everything that is noun. For example:

a) Form
  1) Abstract: goodness, kindness, sadness, happiness, friendship.
  2) Concrete:
    ✓ Common : human, fish, flower. Country, city
    ✓ Proper   : oca, shark, rose, table
    ✓ Collective : group, band, family, organization
    ✓ Material   : water, wood, sand

b) Total
  1) Countable
    ✓ Regular
    ✓ Irregular
  2) Uncountable

2. Pronoun

A pronoun is a word that is used to replace a noun. Pronouns consist of definite pronouns, Indefinite Pronouns, and Demonstrative.

a) Definite pronouns (clear)

Table 1 Definite pronouns

Subject	Object	Possessive Adjective	Possessive Pronouns	Reflexive
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself/Yourselves
We	Us	Our	Ours	Ourself/Ourselves
They	Them	Their	Theirs	Themselves
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
It	It	Its	Its	Itself

b) Indefinite Pronouns (unclear)

Table 2 Indefinite Pronouns

	Body	**One**	**Thing**
Some	Somebody	Someone	Something
Every	Everybody	Everyone	Everything
Any	Anybody	Anyone	Anything
No	Nobody	No one	Nothing

c) Demonstrative

   This   : This is my book

   These : These are my book

   That   : That is my book

   Those : Those are my book

3. Adjective

Adjective are words that function to explain, described, or limit pronouns or nouns.

For example:

a) Limiting adjective

   1) Article   : a, an, the

   2) Possessive   : my, your, her

   3) Demonstrative : this, these, that, those

   4) Interrogative : what, who, whom, which

   5) Quantity   : some, few, many, much

   6) Number   : one, first, two, second

b) Descriptive adjective

   1) Quality   : good, smart, nice

   2) Character   : arrogant, confident, wise

   3) Size   : big, small, large

   4) Age   : new, old, ancient, young

   5) Temperature : hot, warm, cold

   6) Participle   : bored/boring, tired/tiring

   7) Shape   : square, oval, triangle

   8) Color   : red, blue, yellow

   9) Nationality   : American, Egypt, Europe

4. Verb

Verb is a word that describes an action, condition or experience of something.

 For Examples:

a) Function of verb

   1) Auxiliary verb

      ✓ To be   : are, am, is, was, were, be, being, been

      ✓ Primary : do/does, did, have/has, and had

      ✓ Modal   : can/could, will/would, shall/should

   2) Ordinary verb

      ✓ Eat, run, come, fly, drink, sleep, Work.

b) Form of verb

Table 3 Form of Verb

Bare infinitive	**Verb 1**	**Write**	**Work**
To infinitive	To Verb 1	To write	To work
Fast form	Verb 2	Wrote	Worked

Fast participle	Verb 3	Written	Worked
Present participle	Verb-Ing	Writing	Working
Third person singular	s/es	Writes	Works

c) Verb based on change

Based on the changes there are several regular verbs as follows:

Table 4 Regular Verb Based on Change

Types	Verb 1	Verb 2	Verb 3
Regular	Cook	Cooked	Cooked
	Call	Called	Called
	Enjoy	Enjoyed	Enjoyed
	Cancel	Cancelled	Cancelled
	Describe	Described	Described

(Tanjung 2014:69, In the English Vocabulary Book)

Based on the changes to regular there are also changes to irregular verbs as follows:

Table 5 Irregular Verb Based on Change

Types	Verb 1	Verb 2	Verb 3
Irregular	Go	Went	Gone
	Buy	Bought	Bought
	Do	Did	Done
	Write	Wrote	Written
	Break	Broke	Broken

(Sudirman 2019:95-97, In the Grammar Book)

d) Verb based on object

1) Transitive

Transitive verbs are words that require an object in the sentence.

✓ Mono transitive (one object)

He sings a song
s   V 1   O

✓ Di transitive (two object)

You give me money
S   V 1 O   O

2) Intransitive

An intransitive is a verb does not need an object.

Fly, sleep, take a bath/shower, swim.

✓ I Fly
  S V 1

✓ He Sleep
  s V 1

✓ She Swim
  S   V 1

✓ They are Taking a bath/shower .
  S   tobe   V 1

5. Adverb

Adverbs are a class of word that give information to other words, such as verbs and adjectives, which are not nouns, for example:

a) Place : Here, There, Over There, On the table.
b) Time : Now, Today, Yesterday, Tomorrow.
c) Negation : No, not.
d) Manner : Quickly, Nicely, Beautifully
e) Degree : Very, So, Too, rather, enough.
f) Interrogative : What, Where, When, Which.
g) Relative : What, Where, When, Which

h) Frequency   : Always, Often, Seldom, Ever, never.
i) Sentence   : Finally, Fortunately, Firstly, suddenly.

6. Conjunction

The definition of conjunction is a word used to connect nouns with nouns, verbs with verbs, phrases with phrases and etc.

For example:

a) Coordinative conjunction

Conjunctions that connect words or sentences

1) For   : Oca is not at class, <u>for</u> she is getting sick.
2) And : You go, <u>and</u> Jordan follows You.
3) Nor : I don't like You; she doesn't like you
          I don't like, <u>nor</u> does she like You.
4) But   : I do this, <u>but</u> you don't know.
5) Or   : Go ahead! <u>or</u> you will be left.
6) Yet   : I do this, <u>yet</u> you don't know.
7) So   : It is raining, <u>so</u> I get my coat.

b) Correlative conjunction

Paired conjunctions that connect the subject, verb, object, and others by changing the meaning of each form.

For example:

1) I eat rice, she eats rice.
2) Both...... And....   : <u>Both</u> I <u>and</u> she eat rice.
3) Not only.... But also... : <u>Not only</u> I <u>but also,</u> she eats rice.
4) Either....... Or.......   : <u>Either</u> I <u>or</u> she eat rice.
5) Neither...... Nor.....   : <u>Neither</u> I <u>nor</u> she eats rice.

c) Sub coordinative conjunction

Conjunctions that connect sentences with sentences, and clauses with clauses.

For example:

1) I had taken a bath <u>before</u> I went to school.
2) <u>Before</u> I went to school, I had taken a bath.

7. Interjection

Interjection is a word used to show an emotional expression that is conveyed briefly and spontaneously.

Examples:

1) Watch out! : Watch out! It is very dangerous.
2) Wow!   : Wow! This hotel is so amazing.
3) Hi!   : Hi! May I know you?
4) OMG!   : OMG! It is very good.
5) Well!   : Well! I will do it for You.

8. Preposition

A word that is placed in front of a noun, pronoun, noun phrase, noun clause, and gerund.

Examples:

a) Bound preposition

1) Noun   : intention to.
2) Adjective : afraid of.
3) Adverb   : together with.
4) Verb   : look for, Look at.

b) Free preposition

At, in, on, after, before, when, because of.

1) I live in Pare.
2) Kediri on Sakura Street at World English.

From the explanation above there are several kinds of vocabulary like Noun, pronoun, adjective, verb, adverb, conjunction, interjection and preposition. The kinds of vocabulary are necessary to learn because they can make students easy when they want to say something or comprehend ideas from others, and in English it is very important to make difference. For example, students can distinguish among noun, pronoun, adjective, adverb, conjunction, interjection and preposition. And they able to know how the way to use the function of them. but the researcher only chooses some of them that is Noun, verb and adjective. because they is basic vocabulary that students must learn first, before students learn other kinds of vocabulary.

Animation Video

The media capturing all those elements is animation video. Animation video is a media combining moving pictures, texts, and graphics integrated with sound and voice (Satyawan & Yulia 2018:245). Besides that, Animation video is media that contains impressions consisting of a combination of media in the form of writing, tabulation, and sound in a movement activity (Ayuningsih 2017:2259). According to Nasution in Nurhayati (2012:28) Animation is an attempt to make a static presentation come alive, animation is a visual change over time that gives multimedia projects great power. Animation is the art by which two-dimensional drawings or inanimate objects are turned into moving visual representations of three-dimensional (3-D) life. (Merriam 2017:14) defines that Animation is a way of making a movie by using a series of drawings, computer graphics, or photographs of objects (such as puppets or models) that are slightly different from one another and that when viewed quickly one after another create the appearance of movement.

From the statement above, that Animation videos are visual changes over time that give multimedia projects great power. a video made from a combination of many projected images and combines images, text, graphics, and sound which are given the illusion of movement so that they become moving images like movies.

According to Widiatmika (2019:33) Animation has developed in accordance with technological advances that there so it appears the type of animation. The techniques used to create animations are increasingly diverse. He describes the types of animation often produced as follows:

1) 2D animation, a type of animation better known as cartoons. It is made using hand draw animation techniques or cell animation, drawing directly on film or digitally.

2) 3D animation, is a development of 2D animation that emerged as a result of very rapid technology. And it looks more real than 2D.

3) Stop motion animation is a type of animation in which pieces of images are arranged so that they move.

From the explanation above that there are several types of animated videos such as 2D, 3D and stop motion, of the three types the researcher only focuses on 3D animation videos because they adapt to current technological sophistication and 3D animation videos are more interesting to be used as learning material in class.

Vocabulary learning using animated videos is an alternative way to increase vocabulary in the ninth-grade students of MTS MII Jiput Pandeglag. Teachers can use animated videos to make vocabulary teaching more interesting and fun. Besides that, it also aims to determine the effectiveness of animated videos in teaching vocabulary and to determine students' ability in understanding vocabulary.

Animated videos are not something new for students because students can see animated videos on television, gadgets, and so on. but in this research the researcher used video animation as a media in the learning process, the researcher introduced animated video as a media that students could

use in memorizing vocabulary and finding new words. because animated videos are very interesting to use as learning media in the English learning process.

Animation video was chosen because the learning target is junior high school students who still tend to like things that are imaginative, colorful and cheerful music. Animation video can be defined as a media combining pictures, text, graphics and completed with music and audio (Satyawan & Yulia 2018:249).

Some research proved that the use of animation video was effective to improve the students' vocabulary mastery as well as motivate them to study (Sartika, Siregar et al, 2021:246). Besides that (Kusumarajni, Suparman, & Huzairin 2019:11) Movies can improve students' vocabulary mastery. Too (Mukti, 2019:12) states that the use of Cartoon Films as teaching media, students' vocabulary mastery can be improved.

Animated video is considered as an interesting learning media. Animated videos usually contain simple funny stories and animated videos are perfect for conveying any material, including vocabulary. therefore, applying it to teaching methods will bring a cheerful atmosphere into the classroom as a learning motivation. because motivation is also important for students to build students' confidence and skills in carrying out activities in class.

Animated videos are one of the media that can be used to increase students' motivation in learning vocabulary, animated videos can also be used as an alternative method in teaching vocabulary, because students will get new experiences in quite different classes, and for teachers, animated videos can used as an alternative method of teaching according to their classroom situation. From the statement above we can say that animated video is a good medium in teaching vocabulary to improve students' ability in vocabulary mastery.

According to Ula, U.S (2019:32), the benefits of learning media are:
1. Submission of subject matter can be uniformed
2. The learning process becomes clearer and more interesting
3. The learning process becomes more interactive
4. Efficiency in time and energy
5. Improving the quality of student learning outcomes
6. Media allows the learning process to be done anywhere and anytime
7. Media can foster a positive attitude of students towards the material and the learning process
8. Changing the teacher's role in a more positive and productive direction.

From the description above, it is known that animated video as media can provide many benefits in the delivery of subject matter can be uniformed and the learning process becomes clear and attracts students' attention and is more interactive and efficient in the use of time and energy.

METHOD

In this research the researcher uses Quantitative Approach. quantitative is an approach for testing objective theories by examining the relationship among variables.

According to Creswell, J, W. (2012:26), "Explanation of the relationship between variable, (statement of objectives and research questions or hypotheses) research, creating statements of purpose, research questions, and hypotheses that are specific, narrow, measurable, and observable, collecting numerical data from a large number of people using instrument with predefined questions and responses. compare groups, or relate variables using statistical analysis, and interpret the results by comparing them with previous predictions".

According to Arikunto (2013)" a variable is the object of the writer, or what is the focal point of research. In this point, there are two research variables: dependent and independent variable".

Here the researcher classifies dependent and independent variable:

1. Independent variable is Animation Video (X)

   Independent variable is the major variable which investigated. It is variable that is selected and measure in this research. therefore, independent variable of this research was Animation Video towards students' vocabulary mastery.

2. Dependent variable the students, vocabulary mastery (Y)

   Dependent variable is a variable which is observe and measure to determine the effect of the independent variable. So, dependent variable of this research was students' vocabulary mastery because the researcher wants to know the effect of Animation Video to students' vocabulary mastery.

Dependent variable of this research was students' vocabulary mastery because the researcher wants to know the effect of Animation Video towards students' vocabulary mastery.

Based on the definition above the researcher uses pre-test and post-test, which is a method used to measure something before and after treatment. Pre-test was conducted to determine students' vocabulary mastery before the research gives treatment, and post-test was conducted to determine students' vocabulary mastery after the researcher gives treatment to two classes, namely Experiment class and Control class. In Experimental class the researcher provides treatment by using Animation Video as a learning media, while in Control class the researcher provides treatment by using Flashcard as a learning media.

To complete this research, the researcher will be adding the instrument of research, which are the conceptual definition, operational definition, blue print instrument and instrument test.

The research instrument is a tool to collect data so that researcher can obtain data that can be processed easily. For the instrument, the researcher used two kinds of test: pre-test and post-test to measure students' vocabulary mastery before and after treatment using animated video media, the question will be taken around 30 multiple choices.

In collecting the data, the researcher collects the data by employing these procedures:

First, pre-test is the first test that usually occurs. Researcher will give a pre-test to students before being given treatment, knowing the basic mastery of students' vocabulary before being given treatment and also the average value of students. The test given is 30 questions consisting of 12 nouns, 5 verbs and 13 adjectives. And will be done for 60 minutes.

The steps in conducting the pre-test are:

1) Convey that vocabulary is very important to be mastered by students.
2) Introduce various kinds of vocabulary to students.
3) Give a test in the form of multiple-choice questions to students.
4) Students take a test consisting of 12 nouns, 5 verbs and 13 adjectives. students work for 60 minutes.

Second, treatment is the next stage of collecting the data. In this stage the researcher gives material to students with different treatments for the experimental class and the control class. The researcher uses animated videos to teach vocabulary to students in the experimental class, while the control class in this stage will learn vocabulary material by using flashcards. Treatment is given to students in three meetings and treatment will be done for 1 hour.

The treatment steps are as follows:

1) The researcher provides information to students that vocabulary is very important to be mastered by students.
2) The researcher tells the kinds of vocabulary to the students.
3) The researcher tells the students that what will be learned during the treatment are nouns, verbs and adjectives.
4) The researcher introduces animated videos as learning media.

5) The researcher shows an animated video.
6) The researcher asks students to listen and write vocabulary such as nouns, verbs and adjectives, which they hear and see in the animated video.
7) The researcher asks the students to memorize the vocabulary that has been written by the students for five minutes.
8) Then the students mention the types of vocabulary that are written and memorized in front of the class.

The steps in the control class are as follows:
1) The researcher provides information to students that vocabulary is very important to be mastered by students.
2) The researcher tells the kinds of vocabulary to the students.
3) The researcher tells the students that what will be learned during the treatment are nouns, verbs and adjectives.
4) The researcher tells flashcards as learning media.
5) the researcher shows flash card to students.
6) The researcher asks the students to see and mention some vocabulary in the flashcard.
7) Students collect flashcards to the researcher.
8) The researcher randomizes the collected flashcards and then distributes them randomly to students.
9) The researcher asks students to memorize the flashcards that have been distributed for five minutes.
10) Students mention the vocabulary that has been memorized in front of the class.

Third, Post-test is a measure on some attribute or characteristic that is assessed for participants in an experimental after treatment. post-test will use to know the students' vocabulary mastery after they teach by using Animation Video Media. This test can show whether there is an improvement or differences in students' scores and the ability to master vocabulary or not.

The post-test steps are as follows:
1) The researcher gives the same test as given at the time of the pre-test,
2) The test given to students is multiple choice which has different levels of difficulty such as 12 about Nouns, 5 about Verbs and the last 13 about Adjectives.
3) Students do the test for 60 minutes.
4) The post-test was conducted to determine whether the students' vocabulary mastery increased or not
5) The purpose of the post-test is also to find out whether there is an effect or not from the treatment that has been given by the researcher.

Data analysis is an activity after data from all respondents or other data source are collected. Normality test is used to see if the data is normally distributed or not. Normality testing can be done by using Kolmogorov Smirnov, and then the researcher uses SPSS 22 version for program windows. To calculate normality test, the steps are as follow:
a) Click analyze
b) Then chose descriptive statistic
c) Explore, after that appear the table
d) And then move the data to right click plots
e) Checklist, normality plots with test
f) The last appear the result of normality

According to Jaya I. and Ardat (2017), to find out normality the data, the researcher compares r-count with r-t_{able}. And then compare r-table with the critical r-count from the list for the significance level $\alpha = 0,05$ with the criteria: If r-count > r-table then the data is normally distributed. On the other hand, If r-count < r-table then the data is not normally distributed.

The homogeny of variance test between the experimental group and the control group was intended to determine whether the variance of the two groups was the same or different. This hypothesis testing use are two value variance test that changes freely. (Rahmat,T.2018:52)

The researcher used SPSS 22 version for program windows to calculate homogeneity test, the following steps:

1) Click analyze
2) Descriptive statistic
3) Explore, then the table will appear and move the caption from left to right, to the dependent list and factor list
4) Then click plots
5) And click power estimation
6) Continue
7) The last click ok, after that the homogeneity will appear.

According Sugiyono (2017:224). Said "Hypothesis testing is done by using the t-test formula." t-test used to determine the effect of something.

Statistically, the hypothesis of this research is:

$H_a : \mu_2 > \mu_1$ = there is significant effect of Animation Video towards students' vocabulary mastery at the ninth grade of MTs MII Jiput, Pandeglang.

$H_o : \mu_2 \neq \mu_1$ = there is no significant effect of Animation Video towards students' vocabulary mastery at the ninth grade of MTs MII Jiput, Pandeglang..

Test criteria:

H_a is accepted if $r_{count} > r_{table}$
H_O is refused if $r_{count} < r_{table}$

FINDING AND DISCUSSION

The test in this research conducted to know the effect of using Animation video as a learning media in vocabulary mastery at The Ninth Grade Student of MTs MII Jiput. The researcher tested an instrument at another class with a similar grade before conducting this research. There was one instruction was tested. The researcher conducted a validity test and reliability test after obtaining the result of the instrument test. One every one instruction that were examined for validity passed the test.

The researcher will explain the minimum and maximum value, the minimum value of the experimental pretest is 40 and the minimum value of the pretest control is 40. Then the minimum value of the posttest experimental is 56 and the minimum value of posttest control is 46. While the maximum value of the pretest experimental is 70. Then the maximum value of the pretest control is 60. And the maximum value of the posttest experimental is 90. The last the maximum value of posttest control is 73. It can be said that the minimum and maximum value of the experimental is bigger than the control value.

Table 6 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre test experiment	28	40.00	70.00	54.64	8.78
Post test experiment	28	56.00	90.00	71.82	7.86
Pre test control	28	40.00	60.00	50.78	6.32
Post test control	28	46.00	73.00	58.60	6.41
Valid N (listwise)	28				

The hypothesis test in this research used analysis of t-test. The hypothesis test, often known as the t test, this test was the final data test in this research. In this research the hypothesis test used a statistical test (T-test) paired samples test (pre-test and post-test in experiment class and pre-test and post-test in control class) by using the SPSS 22 program for window with the criteria: If sig (2-tailed) < 0.05, H_o is rejected and H_a is accepted, on the other hand If sig (2-tailed) > 0.05, H_o is accepted and H_a is rejected.

Based on the result of t test, the researcher obtained the score 0.00 < 0.05 so the alternative hypothesis (H_a) "there is a significant effect of Animated video towards students' vocabulary mastery" is accepted. On the other hand, null hypothesis (H_o) "there is no a significant effect of Animated video towards students' vocabulary mastery" is rejected.

Based on the result above, the researcher concluded that there is significant effect of using Animation Video towards students' vocabulary mastery at the ninth grade of MTs MII Jiput, Pandeglang.

Table 7 Summarizing the Data Processing

Analysis	Result	criteria	Description
Normality Test of experimental class	Pre-test: .073 Post-test: .070	Sig > 0.05	The data are normally distributed
Normality test of control class	Pre-test: .200 Post-test: .200	Sig > 0.05	The data are normally distributed
Homogeneity test of pre-test in both of the class	Sig: .060	Sig > 0.05	The data are homogenous
Homogeneity test of post-test in both of the class	Sig: .592	Sig > 0.05	The data are homogenous
Paired sample T-test	.000	Sig. (2-tailed) < 0.05	H_a accepted

CONCLUSION

In this chapter the researcher would like to conclude the research based on the data in the previous chapter as follows. Before the researcher gave treatment to the students of both classes, the students' scores were not good. After the researchers gave treatment using video animation in the experimental class, student scores increased. Animation videos can help students to know some of the vocabulary in English. The use of Animation video as a learning media can improve the student's scores.

As a result of this research that the Animated video are effective to improve the students' vocabulary mastery in MTs MII Jiput, by an increase in student learning outcomes after treatment three meetings, with the mean score of posttests was greater than the score of pretests, namely 54.6429 > 71. Then the result of hypothesis test showed that there is significant effect of Animated video to students' vocabulary mastery with score 0.00 < 0.05. Although not all of the students can pronounce the word well. However, the students' improvement was also supported by the students' interest in the Animation video and their motivation in taking part the activities of the learning process.

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