



**THE EFFECT OF USING ANIMATION VIDEO ON THE EIGHTH  
GRADE STUDENTS' VOCABULARY ACHIEVEMENT AT SMPN 5  
JEMBER**

**THESIS**

**By**

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**ENGLISH EDUCATION PROGRAM**

**LANGUAGE AND ARTS DEPARTMENT**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**JEMBER UNIVERSITY**

**2017**



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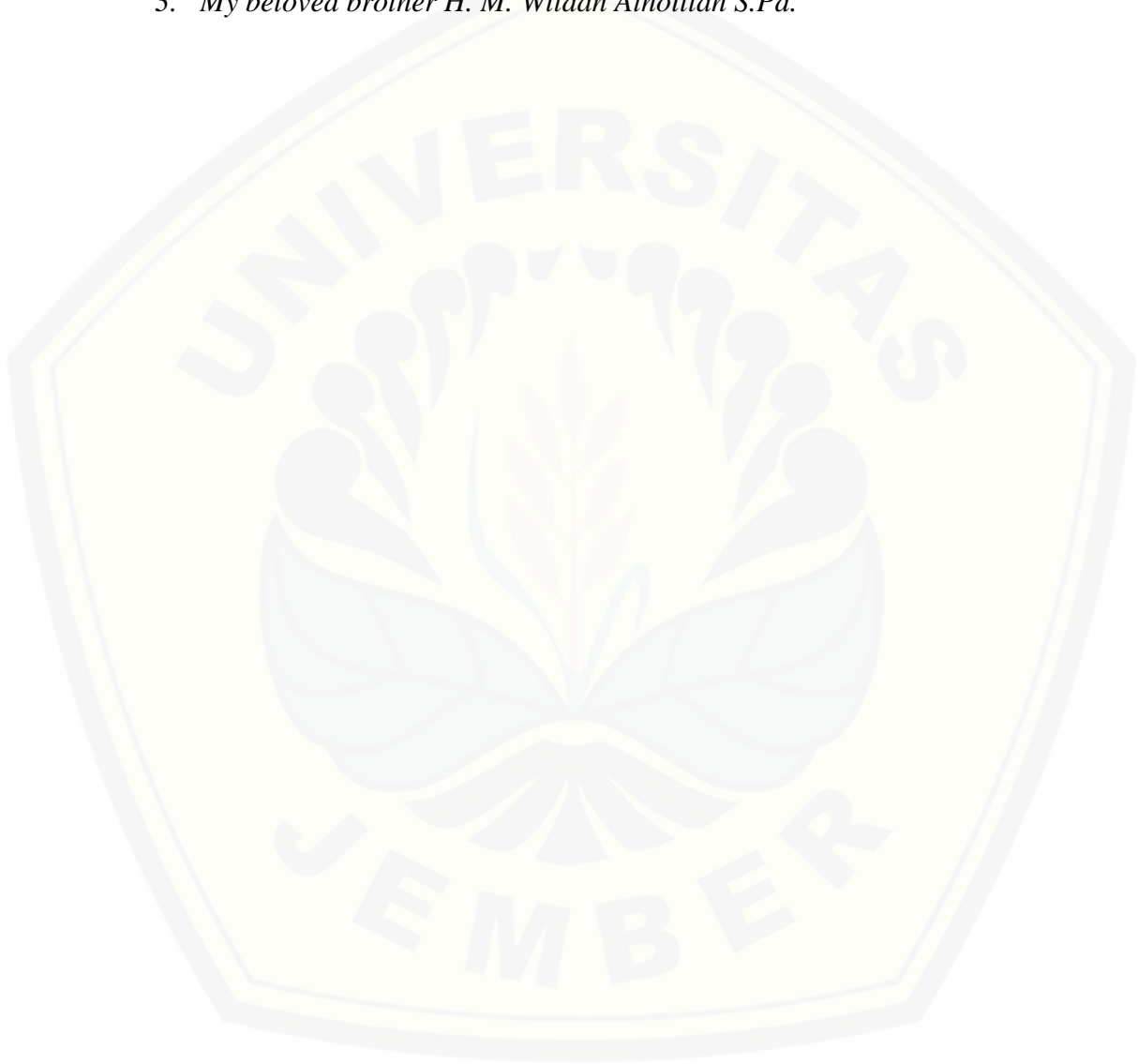
**JEMBER UNIVERSITY**

**2017**

## DEDICATION

*This thesis is honorably dedicated to:*

- 1. My beloved father Eksan, S.Pd.I*
- 2. My beloved mother Dra. Bibid Mustabsyiroh*
- 3. My beloved brother H. M. Wildan Athoillah S.Pd.*



**MOTTO**

*“A good vocabulary is not acquired by reading books written according to some notion of the vocabulary of one's age group. It comes from reading books above one.”*

***(J.R.R. Tolkien)***



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J.R.R. Tolkien. Available at  
<http://www.goodreads.com>  
[January 5, 2017].

**APPROVAL SHEET**

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**STATEMENT OF THESIS AUTHENTICITY**

I certify that this research is an original and authentic piece of work by the author myself. All materials incorporate from secondary sources have been fully acknowledged and referenced.

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## ACKNOWLEDGEMENT

In the name of Allah, the Beneficent, the Merciful.

Praise be to Allah, the Cherisher and Sustainer of the world, who has given the writer many things such as change to learn, strength, motivation and guidance for the writer. Therefore this thesis can be finished thoroughly Peace and blessing be upon to Prophet Muhammad SAW, his families, his relatives and all followers.

This thesis is written to fulfil one of the requirement to obtain S-1 degree at the English Department of Faculty of Teacher Training and Education of Jember University. I did realize that this thesis would not be finished without the people who gave me a great deal of support, motivation and suggestion. I would like to express my deepest appreciation and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
4. The first and second consultants, Dra. Siti Sundari, M.A. and Eka Wahjuningsih, S.Pd. M.Pd. for their guidance and suggestions in this thesis;
5. The Principal, the English teacher and the research respondents who had helped obtaining the research data;

Finally, I realize that this thesis is far from being perfect and need for suggestion and correction. It is a great pleasure for me to receive critics and suggestion in developing this research. Hopefully, this paper may give the advantages for all.

Jember, 12 January 2017

The Writer



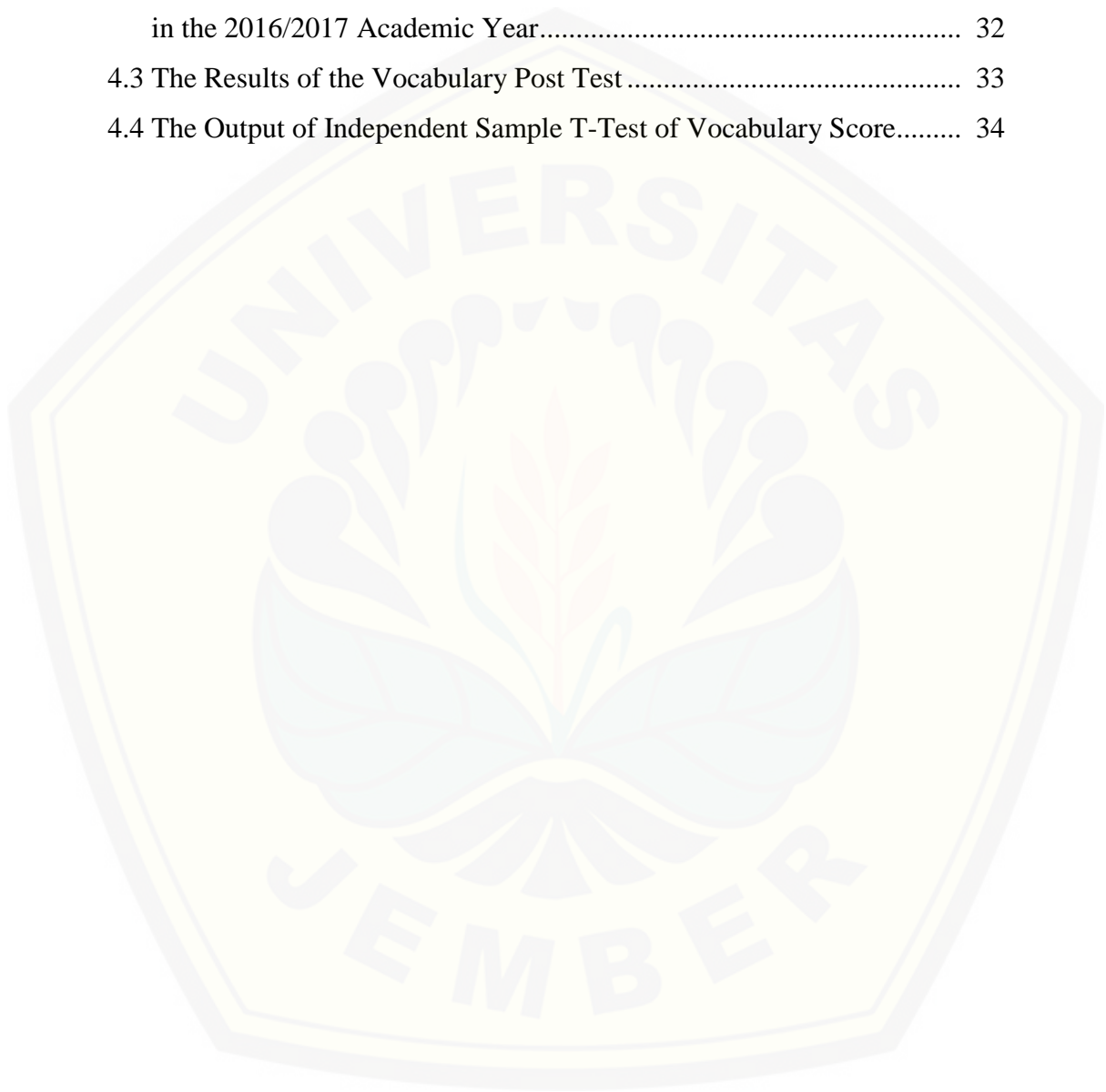
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## SUMMARY

**The Effect of Using Animation Video on the Eighth Grade Students' Vocabulary Achievement at SMPN 5 Jember; Ahsin Fahmi Mubarak;** 130210401062; 2017; 41 pages; English Language Education Study Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

Vocabulary is one of the three English language components which plays an important role in mastering all English skills. Kamil and Hiebert (2005:3) state that when the number of known words are not sufficient, comprehension will not be achieved for listening and reading skill. Furthermore, the students will get difficulty in constructing their ideas to produce the language for speaking and writing skill.

To solve the problem above, the teacher can use media in teaching learning activities. The researcher considers the use of animation video as the appropriate teaching media to facilitate the students to get rich vocabulary instruction since it stimulates students' autonomy and proactivity. Besides, it motivates students' passion for learning English and helps the teacher to get students' attention to the lesson. The use of animation video also portrays the realistic situations in life and provides the students with direct access to learn the culture of the target language (Wang 2004).

This experimental research was intended to investigate the effect of using animation video on the eighth grade students' vocabulary achievement at SMPN 5 Jember in the 2016/2017 academic year. The population of this research was all of the eighth grade students of SMPN 5 Jember. The research respondents were determined based on the result of students' homogeneity test scores by using ANOVA formula, in which the result showed that the population of the research was homogeneous so that the experimental class and the control class were determined by using lottery. The number of the respondents was 73 students, consisting of 36 students of grade VIII-A as the experimental group that was taught vocabulary by using animation video and 37 students of VIII-B as the control group that was taught vocabulary by using lecturing technique.

The data of this research were collected from students' scores of vocabulary achievement test, interview and documentation. The vocabulary achievement test was collected from the post-test which was done to compare students' vocabulary achievement of the two groups after treatment. Then, the researcher analyzed the result of the test by using t-test formula. Based on the calculation of data analysis, it was proved that the use of animation video affected significantly on the eighth grade students' vocabulary achievement at SMPN 5 Jember in the 2016/2017 academic year. It could be known from the value of significance that was less than 0.05 (0.000) with the significance interval of 95% which indicated that the result of t-test analysis was significant. Therefore, the alternative hypothesis which was formulated as: "there is a significant effect of using animation video on the eighth grade students' vocabulary achievement at SMPN 5 Jember" was accepted.

The research results proved that there was a significant effect of using animation video on the eighth grade students' vocabulary achievement at SMPN 5 Jember. Therefore, it is recommended for the English teacher to use animation video as an effective teaching media in teaching vocabulary.

## CHAPTER 1. INTRODUCTION

This chapter covers some topics related to the research problem. It consists of five topics, namely the background of the research problem, the problem of the research, the objective of the research, the significance of the research, and the scope of the research.

### 1.1 The Background of the Research Problem

Vocabulary is one of the three English language components which plays an important role in mastering all English skills. This is because vocabulary has a role as the main component of language proficiency and provides the basis for how students speak, listen, read, and write. There is a serious problem if the students lack of vocabulary. Kamil and Hiebert (2005:3) state that when the number of known words are not sufficient, comprehension will not be achieved for listening and reading skill. Furthermore, the students will get difficulty in constructing their ideas to produce the language for speaking and writing skill.

The way the teacher teaches vocabulary should be different from teaching the other two language components, such as grammar and pronunciation. Kamil and Hiebert (2005:28) suggest that effective vocabulary instruction should be achieved by considering long-term proposition which means that the students do not easily forget the words they have just learned. Further, intensive or rich vocabulary instruction should give the students clear definition and contextual information. There is an effort which a teacher can do to get effective vocabulary instruction which is making a creative teaching material. This is in line with Tomlinson's statement (2013:28) that teaching materials should involve attractive presentation and appealing content which are interesting, relevant, and enjoyable to give a positive influence on the students' attitudes to the language and to the process of learning it so that clear definition and contextual information will be received by the students effectively. In addition, by making such creative materials, teachers will make the students more motivated to learn and feel at ease by enjoying the teacher's creative explanation.



The researcher considers the use of animation video as the appropriate teaching media to facilitate the students to get rich vocabulary instruction because of some reasons. First, teaching English using video can stimulate students' autonomy and proactivity. When video is available in an English classroom, the students can directly acquire the cultural background and emotional attitudes about the learning materials. Therefore, they will be more autonomous. Second, video can motivate students' passion for learning English and help the teacher to get students' attention to the lesson. English video has sound effect and vivid scenes which can attract students' attention and decrease their boredom. Third, English video for language teaching mostly portrays the realistic situations in life. The students can learn how the language is used in the real life which is very different from the traditional English teaching materials. The last, teaching English using video can provide the students with direct access to learn the culture of the target language. Learning English does not only mean the acquisition of linguistic knowledge such as pronunciation, grammar, vocabulary and idiomatic expressions. It also means learning how to think like native speakers by understanding the values, social customs, and habits to reach near-native English proficiency.

Based on the result of the informal interview conducted with the English teacher of SMPN 5 Jember on October 3<sup>rd</sup> 2016, the researcher got the information about the way the teacher taught vocabulary in the classroom. The English teacher never uses animation video as the media in teaching vocabulary. She usually uses lecturing and question-answer method by listing the unfamiliar words. The unfamiliar words are listed from a passage taken from a text book. As a result, the students have difficulties in memorizing the words and using them in the sentence.

A research done by Lin and Tseng (2012) entitled "Video and Animations for Vocabulary Learning" showed that animation video could help the students to learn difficult words better than learning it using English text. It could happen because the students enjoyed watching the contents of the target words presented in the animation video. They also focus their efforts on learning them. The rich contexts in the animation video help the students recall the meanings of the difficult words.

Another research done by Devi (2012) entitled “The Use of Animation Video to Improve the Students’ Vocabulary Mastery” found that animation video could improve the students’ vocabulary mastery. It could be seen from these indicators: (a) the students could spell the vocabularies; (b) most students were able to pronounce the words correctly; (c) the students could grasp the word meanings well; and (d) the students could recognize vocabularies. The students’ vocabulary improvement was reflected on their vocabulary test scores. The mean score of the vocabulary post-test improved to 70.61, compared with the one from the vocabulary post-test that was 53.29

Since there is a lot of positive contributions of using animation video on the students’ vocabulary achievement, the experimental research entitled “The Effect of Using Animation Video on the Eighth Grade Students’ Vocabulary Achievement at SMPN 5 Jember” was conducted.

### **1.2 The Problem of the Research**

Based on the background of the research problem, the problem of the research was formulated as follows: “Is there any significant effect of using animation video on the eighth grade students’ vocabulary achievement at SMPN 5 Jember?”

### **1.3 The Objective of the Research**

Based on the background and the problem of the research, the objective of the research was formulated as follows: “To know whether or not there is a significant effect of using animation video on the eighth grade students’ vocabulary achievement at SMPN 5 Jember”.

### **1.4 The Scope of the Research**

The scope of the research was provided to avoid misunderstanding about the concepts used in this research. This research had a purpose to know the effect of using animation video on the eighth grade students’ vocabulary achievement. The respondents of this research were limited to the eighth grade students in the

2016/2017 academic year at SMPN 5 Jember. The vocabulary materials were limited to large vocabulary which covered nouns, verbs, adjectives, and adverbs.

### **1.5 The Significance of the Research**

The result of this research is expected to be useful for the English teacher, the students, and the future researchers.

#### **1.5.1 The English Teacher**

The result of this research is expected to be useful for the English teacher as an input and a consideration to use the animation video as creative media to teach vocabulary to create the teaching learning process more interesting, fun, and motivating for the students in learning vocabulary.

#### **1.5.2 The Students**

The result of this research is expected to give the students a new creative learning experience through animation video. In addition, the treatment given is expected to be useful to increase their vocabulary achievement.

#### **1.5.3 The Future Researchers**

The result of this research can give valuable information for the future researchers as a consideration to conduct a further research dealing with the use of animation video for teaching the other language components, namely grammar and pronunciation. The research can be done by using the same or different research design, such as classroom action research to improve students' achievement in learning English.

## CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter deals with the theories related to the research problem. It covers the definitions of vocabulary, the classification of vocabulary, the meaning of vocabulary achievement, the definitions of media, the definitions of animation video media, the use of animation video as media in teaching vocabulary, the steps of using animation video in teaching vocabulary, the advantages of using animation video in teaching vocabulary, the disadvantages of using animation video in teaching vocabulary, the teaching of English in junior high school in teaching vocabulary, and the research hypothesis.

### 2.1 The Definitions of Vocabulary

Some experts describe the definitions of vocabulary based on their different point of views. Kamil and Hiebert (2005:3) point out that vocabulary is the knowledge of the meanings of the words. Without knowing the meanings of the words, the language cannot be used to maintain all information. Therefore, vocabulary becomes an important part of the language that must be learnt, especially by the foreign language students. Another expert defines vocabulary as the core component of language proficiency and provides much of the basis for how learners speak, listen, read, and write (Richards and Willy, 2002:255). As the basis of all language skills, the teacher should pay much attention to the students' vocabulary achievement in order to give a good impact on their language skill development. Richards and Schmidt (2002:580) add the definition of vocabulary as a set of lexemes (the smallest unit in the meaning system of a language that can be distinguished from other similar units) including single words, compound words and idioms.

Further, Kamil and Hiebert (2005:3) state that the knowledge of words comes into two forms. The first form is receptive vocabulary which is gained from an activity of reading or listening to something. The words being listened to or being read are mostly less well known by the students because they never get knowledge about the words before. The second form is productive vocabulary which is used in writing or speaking. The words being used for those activities are mostly well

known by the students since those words are frequently used by them. In this research, the researcher used receptive vocabulary, especially in reading skill since the words being read are less well known by the students.

## **2.2 The Classification of Vocabulary**

There are several ideas in relation to the classification of vocabulary. Thornbury (2002:4) states that vocabulary is divided into two groups when it is viewed from the meaning. They are content words and grammatical words or functional words. Content words cover nouns, verbs, adjectives, and adverbs that carry a high information portion. On the other side, grammatical words mainly functions as the grammatical structure of the sentence such as prepositions, conjunctions, determiners, and pronouns. Meanwhile, Hatch and Brown (1995:218) state that vocabulary can be divided into two groups in connection to its function. The first group consists of nouns, verbs, adjectives, and adverbs or large vocabulary, whereas the second group consists of pronouns, prepositions, conjunctions, and interjections that are also known as small vocabulary.

This research focused only on the large vocabulary since nouns, verbs, adjectives, and adverbs have been categorized as the basic words which are used to increase the students' achievement of vocabulary.

### **2.2.1 Nouns**

A noun refers to a person, place, or thing which has a function as the subject as well as the object in a sentence. This is in line with Burton and Sihombing's (2008:2) statement that a noun is a word to represent a person, place, quality, thing, action, idea, or occurrence, and has a function as the subject of a sentence or as the object of verb, or the object of a preposition, or as an appositive.

According to Wingersky (2009:463), nouns are divided into two categories, namely concrete nouns and abstract nouns.

## 1. Concrete nouns

Concrete nouns are things that we can experience through our five senses: sight, smell, hear, taste, and touch. Concrete nouns can be divided into four categories as follows:

### a. Common nouns

A common noun is a word for something, such as boy, cat, lake, and bridge.

### b. Proper nouns

A proper noun is a word used to name an individual person, place, or thing, spelled with an initial capital letter (e.g. Joko, Indonesia, and Monas Monument).

### c. Collective nouns

A collective noun is a noun that describes a group of things or people as a unit (e.g. family, colony, and army).

### d. Material nouns

A material noun is the name of materials in which things are made (e.g. gold, iron, and silver).

## 2. Abstract nouns

An abstract noun is a noun that names an idea, event, quality, or concept that cannot be physically touched. For examples: freedom, happiness, idea, and music.

Further, Walker and Elsworth (2004:6) add that nouns can be either countable or uncountable.

1. Countable nouns are the things which can be counted. They have singular and plural forms. In singular forms, we use the determiner "a" or "an".  
Examples: a book, two cars, and three planes.
2. Uncountable nouns are things which cannot be counted. They may be the names for abstract ideas or qualities or physical objects which are too small or too shapeless to be counted (e.g. liquids, powders, gases, etc.).

Uncountable nouns are used with singular verbs because they usually do not have plural forms.

Examples: sugar, water, air, rice, and knowledge.

In this research, the researcher used common nouns as the materials in teaching vocabulary by using animation video media. This selection was based on the material in the 2006 curriculum for the eighth grade students.

### 2.2.2 Verbs

Verbs can be considered as one of the most important parts of a sentence. It is the main component of a predicate in which a sentence must be composed of a subject and a predicate. Thus, without a verb, there will not be a sentence but words with an incomplete thought. Harmer (1998:37) affirms that a verb is a word used to describe an action, experience, or state. In addition, he states that there are three important types of verbs as follows.

#### 1. Transitive verbs

A transitive verb is a verb that should have a direct object.

Examples:

- He **reads** (transitive verb) a **book** (direct object).
- She **writes** (transitive verb) a **letter** (direct object).

#### 2. Intransitive verbs

An intransitive verb is a verb that does not have a direct object.

Examples:

- The bus **arrives** (intransitive verb) at 3 am.
- So sorry, but I have to **leave** (intransitive verb).

#### 3. Linking verbs

A linking verb is a verb such as appear, be, become, feel, grow, or seem, that connects a subject with an adjective or noun.

Examples:

- My favorite food **is** meatball. (connect subject with Noun)
- I **feel** nervous. (connect subject with adjective)

From the three kinds of verbs mentioned above, the researcher used transitive and intransitive verbs as the materials in teaching vocabulary by using animation video media, because these verbs are mostly taught to the eighth grade students.

### 2.2.3 Adjectives

Adjectives are the words which have a function to modify nouns. Burton and Sihombing's (2008:2) state that adjective is a class of word used to modify nouns by qualifying, limiting, and specifying them. There are thousands of adjectives available to describe how something feels, looks, sounds, tastes and acts. From those thousands of adjectives, Verma (2016:33) divides adjectives into six classes as follows:

a. Demonstrative adjectives.

Demonstrative adjectives such as 'this', 'that', 'these', and 'those', are used to point out specific people or things.

Examples:

- **This** plate is very hot.
- **These** flowers smell nice.

b. Distributive adjectives.

Distributive adjectives such as 'each', 'every', 'either', and 'neither', are the adjectives used to express the distributive state of nouns.

Examples:

- **Each** girl in our class is well-versed in music
- **Neither** one of the answers is correct.

c. Quantitative adjectives.

Quantitative adjective such as 'some', 'any', 'no', 'little', 'few', 'many', 'much', and 'one', show the quantity of a thing.

Examples:

- He has a **little** knowledge
- She spent **all** his money



d. Interrogative adjectives.

Interrogative adjectives such as ‘which’, ‘what’, and ‘whose’ are used to ask questions about nouns.

Examples:

- **What** movie do you want to see?
- **Whose** son is he?

e. Possessive adjectives.

Possessive adjectives such as ‘my’, ‘your’, ‘our’, ‘his’, ‘her’, ‘its’, and ‘their’, are used with nouns to indicate possession, ownership or relationship.

Examples:

- This is **my** book.
- I like **your** hair style.

f. Qualitative adjectives.

Qualitative adjectives such as ‘clever’, ‘dry’, ‘good’, ‘slim’, ‘heavy’, and ‘square’, are used to describe the nature and the characteristics of the nouns.

Examples:

- He is a **brave** person.
- She has a **beautiful** voice.

From the six types of adjectives above, the researcher used qualitative adjectives as the material in teaching vocabulary by using animation video media, because these adjectives are mostly taught to the eighth grade students based on the materials in the 2006 curriculum.

#### 2.2.4 Adverbs

An adverb is a word which gives more information about a verb, an adjective or another adverb. It describes those three parts of speech in terms of qualities, frequencies, and manners. According to Verma (2016:41), adverbs are divided into five classes as follows:

1. Adverbs of manner.

An adverb of manner tells us about how something happens or how something is done.

Examples:

- She **quickly** decided to write her paper.
- She moved **slowly** and spoke **quietly**.

2. Adverbs of place.

An adverb of place tells us about places where something happens.

Examples:

- Two cars were parked **outside**.
- They bought a house **nearby**.

3. Adverbs of time.

An adverb of time tells us when actions happen.

Examples:

- We moved into our new house **last week**.
- I will go to my new school **tomorrow**.

4. Adverbs of frequency.

An adverb of frequency tells us about how often something is done.

Examples:

- I **always** walk to school.
- My teacher **sometimes** gives me homework.

5. Adverbs of degree.

An adverb of degree tells us about the intensity or degree of actions, or adjectives, or other adverbs.

Examples:

- They are **extremely** happy.
- I **really** hate traveling by bus.

In this research, the researcher used adverbs of manner, adverbs of place, and adverbs of time, adverbs of frequency, and adverbs of degree as the material in teaching vocabulary by using animation video media, because these adverbs are

mostly taught to the eighth grade students based on the materials in 2006 curriculum.

### **2.3 The Meaning of Vocabulary Achievement**

Vocabulary achievement is an achievement of vocabulary known after implementing vocabulary teaching. Lodico et al. (2006:69) affirm that achievement test is generally associated by measuring what students have already learned in school. As a conclusion, vocabulary achievement deals with the number of words which the students have acquired or gained successfully after having a learning process. Vocabulary achievement in this research can be measured after conducting vocabulary test which covers nouns, verbs, adjectives, and adverbs after the students have been taught English vocabulary by using animation video for the experimental class and with lecturing and question-answer method for the control class. The students' vocabulary achievement was indicated by the scores of the vocabulary post-test done after the treatments had been given to the experimental class.

### **2.4 The Definitions of Teaching Media**

Media are all resources that are intentionally created to fulfill people's need (Gultig 2010:18). The examples of media are television, radio, films or videos, newspapers, magazines, advertising leaflets, billboards, and the internet. Fortunately, teachers can make some media to help their jobs in presenting the material that is called as teaching media. Gultig (2010:19) also states that teaching media refer to any media developed specifically for educational purposes. They play an important role to support learning and create a connection between the students' experiences and school learning. Furthermore, some teaching media can be explored by the students not only at school, but in their real life.

### **2.5 The Definitions of Animation Video Media**

Animation video is the rapid display of a sequence of images of 2-D or 3-D artwork or model positions in order to create an illusion of movement (Taylor 1996:4). The one who is expert in creating animation video is called an animator.

The animator can choose any types of animation video, such as traditional animation video, stop motion animation video, and computer animation video. Nowadays, there are lots of animation video for educational purposes which can be downloaded from the internet, such as on youtube.com and some educational websites, such as learnerstv.com.

## 2.6 The Types of Animation Video Media

Traditional animation, stop-motion animation, and computer animation are three types of animation that exist in the world. They will be further discussed below.

a. Traditional animation (also called as hand-drawn animation) uses hand drawing on paper which differs slightly from the one before it and creates the illusion of movement that can show the meaning of the animation (Lamarre 2009:12). The traditional animation type was popular in the cinema until the advent of computer animation.



Figure 1: The example of traditional animation

b. Stop motion animation is created by manipulating real-world objects by capturing them by using a camera. Then, the captured objects are arranged to create the illusion of movement. If the stop motion is compared with the computer animation, the quality of the computer animation is better. The reason why some animators choose to use stop motion instead of computer animation is for saving money since it can be created by using basic software which is cheaper than the software to produce computer animation.



Figure 2: The example of stop motion animation

c. The next one is computer animation which allows the animator to use a variety of techniques which makes his job become easier and have better result compared with the traditional animation and the stop motion animation. Rose and Dave (2013) state that computers have opened unimaginable possibilities for the animators. With sophisticated modeling software and powerful computer processors, the only limit is the animator's imagination. That is why the products of the animation videos created using computer are better compared with the traditional animation and the stop motion animation.



Figure 3: The example of computer animation

In this research, the researcher used the animation video that was created by using computer technique since it can produce better animation video compared with two other animation types.

## 2.7 The Use of Animation Video as Media in Teaching Vocabulary

Animation video as media have some advantages that help the students to learn the vocabulary more effectively. The first, animation videos can easily attract students' attention to learn. With the innovative elements multimedia (vivid scenes, sound effect, and visual aids) offers, the process of language learning can be more

entertaining and supportive by activating students' visual and auditory senses (Kayaoglu, Akbas & Ozturk, 2011). The second, the existence of animation video can avoid the students from having wrong guessing or improper inferences. The students can watch the video consisting of moving pictures and sound effects which they can use as a hint to guess the meaning. In addition, the use of animation video in teaching vocabulary make it easier for the students to comprehend difficult texts, which eventually make them more independent and autonomous learners (Nation, 2001). In the video, there are some hints that the students can use to help them understand the text so that they can be more autonomous without asking the teacher for several times. The third, learning vocabulary with animation video constructs stronger meaning representations for better vocabulary retention (Lin and Tseng 2011). During watching the video, the students use their visual and auditory senses which can help them remember the vocabularies much better than when they read a text from text books.

## **2.8 The Steps of Using Video as Teaching Media for Teaching Vocabulary**

A lesson which uses video must be planned carefully starting from pre-teaching such as finding information about the video until designing learning tasks assigned to the class (Lonergan 1995:106). Further, he explains some steps needed to make an effective vocabulary teaching by using video.

1. Finding much information about the video.

Not all video can be applied for teaching vocabulary. A teacher has to suit the video to the material that will be taught to the students starting from the content, language use, students' level and students' age.

2. Previewing the video.

Before showing the video to the students in the class, the teacher must watch the video himself in order to get some important things to be noted. The teacher can use the note to help himself in explaining the video. The important things can cover the list of difficult words, some explanations about the difficult words, and the list of some general ideas to draw a conclusion.

3. Defining the duration of the video.

If the video is too short, such as under 1 minute, the students may not get the point of the video. However, if the video is too long, such as 1 hour the students will be bored. Thus, the suggested time is 5 minutes until 10 minutes.

4. Motivating the class.

It is important for the students to pay high attention to the video when it is being played. The teacher can attract students' attention by asking some leading questions related to the video.

5. Showing the video.

The other factor to make the students focused and concentrate while watching the video is to set the class into the most comfortable condition. It covers setting up the screen to make the video clear, the sound to make the audio clear, and the light of the class to make the video be seen clearly.

6. Discussing the video.

The teacher can use the notes prepared at the beginning as a guide to make a discussion with the students. It can give the teacher information about how far the students understand the video.

7. Drawing a summary.

Drawing a summary can make the students easier to remember the materials they have received by reviewing some key points of the materials in the animation video.

In this research, the researcher used all the steps mentioned above to teach the vocabulary to the students.

## **2.9 The Advantages of Using Animation Video in Teaching Vocabulary**

According to Wang (2014), there are four advantages of using video media in English teaching as follows:

1. Teaching English using animation video can stimulate students' autonomy and proactivity. Having video in the classroom, the students

can directly acquire the cultural background and the emotional attitudes about the learning materials. Therefore, they can use their autonomy in language learning. While viewing the animation video media, the students can put themselves in the vivid atmosphere created by the video media and understand the language used by the characters. These two things cannot be gained using traditional teaching method.

2. Video enrich classroom activities, motivate students' passion for learning English and help them to hold their attention in the classroom. Teaching English using animation video has some components, such as sound effects, vivid scenes, dialogues between characters, and backed up by visual aids. These components can make the students easier to learn the language as well as attract students' attention. The attention will be gained because teaching using animation video can decrease students' boredom.
3. Video for language teaching is mostly portrait of realistic situations in life. Students can learn how the language is actually used in real life more than when they learn from traditional English teaching media.
4. Teaching English using video provides the students with a direct access to native speakers' culture. It can complement the traditional English teaching which does not pay enough attention to the development of students' intercultural communication skills. Learning English does not only acquire linguistic knowledge, such as pronunciation, grammar, vocabulary and idiomatic expressions but also learn how to think like native speakers. It means that students have to understand the values, social customs and habits of native speakers in order to reach near-native English proficiency.



### **2.10 The Disadvantages of Using Animation Video in Teaching Vocabulary**

According to Wiranata (2015:20), there are some disadvantages of using animation video in teaching vocabulary. They are follows:

1. Although there are lots of animation videos in the internet, finding the animation video that has appropriate content for teaching vocabulary sometimes cannot be done easily. That is why the teacher needs to find a specific website that provides animation video as the teaching media. Thus, the researcher has access to download the video by registering to the website such as at englishcentral.com and sometimes it is not free.
2. Some animation videos do not have English subtitle. Therefore, the teacher needs to add English subtitle by using notepad software to write the subtitle manually.
3. Sometimes, the animation video downloaded from the internet has specific file extension that does not support some video players. In this case, the teacher needs an application such as clip converter to change the format of the video. So, it requires the teacher to master clip converter software to fix the problem.

### **2.11 The Teaching of Vocabulary in Junior High School**

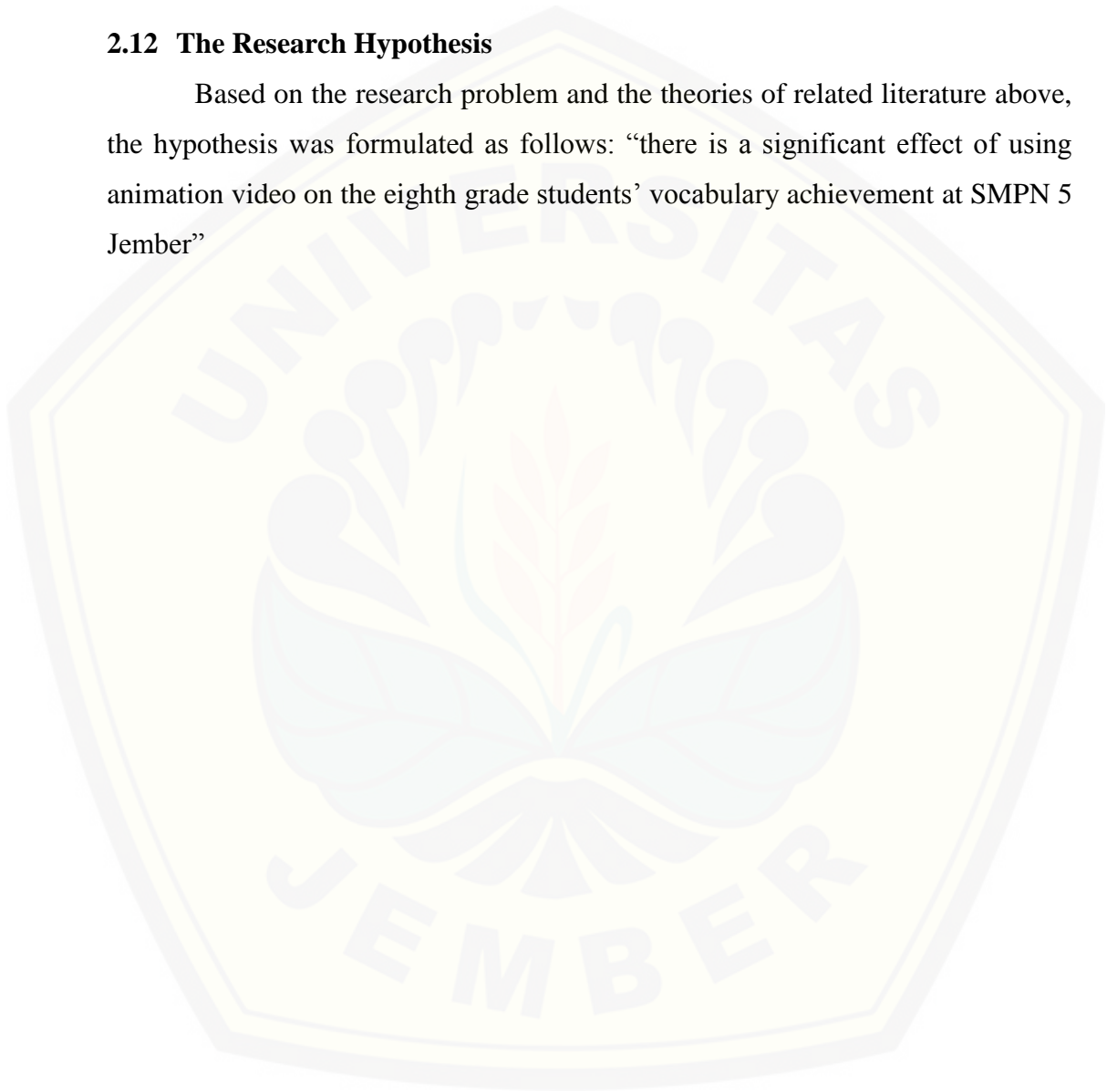
Junior high school students have to master 500-1500 words of English vocabulary (Depdiknas:2004). That is why an effort to increase students' vocabulary becomes really important to achieve the target of the curriculum. Besides, teaching vocabulary must be integrated with one of the four English skills, such as writing, speaking, listening, and reading. In this research, the researcher used reading skill as the medium to deliver vocabulary teaching. According to 2006 KTSP (school based curriculum) for junior high school, there are five types of text that must be mastered by the students namely, procedure text, descriptive text, recount text, narrative text, and report text. In this research, the text used was narrative text because it was available in the curriculum for the even semester.

A descriptive text is a kind of text which describes particular things, person, or place with the purpose to give information to the readers. There are two generic

structures of descriptive text, namely identification and description. Identification is the part which identifies the phenomenon to be described whereas description is the part which describes the object (Depdiknas:2004). In this research, the researcher used describing things in the theme of mode of transportations.

### **2.12 The Research Hypothesis**

Based on the research problem and the theories of related literature above, the hypothesis was formulated as follows: “there is a significant effect of using animation video on the eighth grade students’ vocabulary achievement at SMPN 5 Jember”



### CHAPTER 3. RESEARCH METHOD

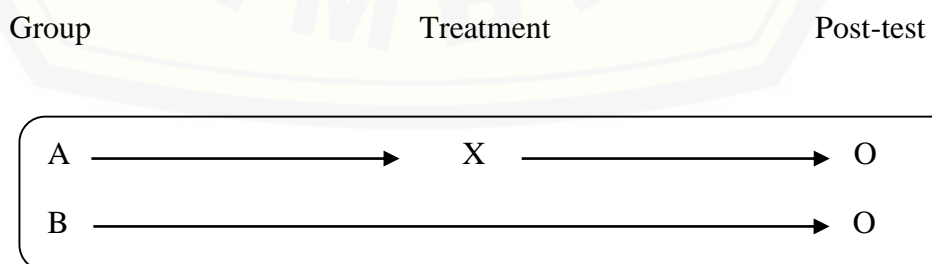
This chapter discusses the methods that were used in this research. They cover the design of the research, area determination method, respondent determination method, operational definition of the key terms, data collection methods, and data analysis method.

#### 3.1 The Design of the Research

This research applied quasi-experimental design with non-equivalent group posttest only design. This design was chosen since this research was intended to know whether or not there is a significant effect of using animation video on the eighth grade students' vocabulary achievement at SMPN 5 Jember. The population of this research was the existing classes (seven classes) of the eighth grade students in the 2016/2017 academic year. From the population, the researcher selected two classes, one as the experimental group and one as the control group.

The two classes (the experimental group and the control group) were determined based on the result of the homogeneity test given to all classes of the eighth grade students. The experimental group was taught vocabulary by using animation video as the treatment, whereas the control group was taught vocabulary by using lecturing and question-answer method. After the experimental group and the control group had been given different treatments, the vocabulary post-test was given to both groups to know the significant difference of the vocabulary achievement between the experimental group and the control group.

The research design can be illustrated as follows:



Descriptions:

A: Experimental group

B: Control group

X: Treatment for the experimental group

O: Post-test

Taken from Creswell (2012:310)

The steps of the research design were as follows.

1. Administering the homogeneity test to all classes of the eighth grade students of SMPN 5 Jember to know the homogeneity of the population.
2. Analyzing the scores of homogeneity test by using Analysis of Variance (ANOVA).
3. Giving the treatments to the experimental group by teaching vocabulary using animation video while the control group was taught vocabulary by using lecturing and question-answer method.
4. Giving post-test to both groups after giving the treatments to the experimental group to know the result of the treatment.
5. Analyzing the results of the vocabulary post-test by using t-test formula by using SPSS to know whether the mean difference is significant or not.
6. Drawing a conclusion from the result of the data analysis to answer the research problem.

### **3.2 Area Determination Method**

In this research, the purposive method was used to determine the area of the research because of certain purpose. The experimental research was conducted at SMPN 5 Jember. Based on the result of the preliminary study it showed that teaching English vocabulary by using animation video has never been applied by the English teacher. Besides, the researcher received the permission from the school principal and the English teacher to conduct an experiment research at this school.

### 3.3 Respondent Determination Method

The respondents in this research were taken by using cluster random sampling based on the result of the homogeneity test which was given to the population to know the homogeneity of the population and analyze the result of the homogeneity test by using Analysis of Variance (ANOVA). The respondents of this research were two classes taken from the eighth grade classes at SMPN 5 Jember: VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, and VIII G.

The homogeneity test was conducted on October 5th and 8th 2016. In this homogeneity test, there were 20 test items of vocabulary in the form of multiple choices. Those 20 test items were related to large vocabulary with the indicators of nouns (5 items), verbs (5 items), adjectives (5 items), and adverbs (5 items). The researcher provided 30 minutes for the students to do the test. After the results of the vocabulary test were gained, they were analyzed by using Analysis of Variance (ANOVA). The results of the homogeneity test were analyzed by using Analysis of Variance (ANOVA) as presented below.

Table 3.1 The results of the homogeneity test using ANOVA

Descriptives								
Score	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
8A	36	69,58	7,780	1,297	66,95	72,22	50	80
8B	37	69,46	10,259	1,687	66,04	72,88	40	85
8C	38	69,08	8,371	1,358	66,33	71,83	50	85
8D	38	66,84	9,184	1,490	63,82	69,86	40	80
8E	32	69,06	8,076	1,428	66,15	71,97	55	80
8F	30	67,17	9,886	1,805	63,48	70,86	40	80
8G	30	67,83	7,844	1,432	64,90	70,76	50	80
Total	241	68,46	8,787	,566	67,35	69,58	40	85

From Table 3.1 above, it was known that the population consisted of 241 students of the eighth grade at SMPN 5 Jember. The mean score of class A was

69.58 the mean score of class B was 69.46 the mean score of class C was 69.08 the mean score of class D was 66.84 the mean score of class E was 69.06 the mean score of class F was 67.17 the mean score of class G was 67.83 and the total mean score of the whole population was 68.46.

#### ANOVA

Score	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	269,987	6	44,998	,577	,749
Within Groups	18261,963	234	78,043		
Total	18531,950	240			

The result of the ANOVA analysis above showed that F value was 0.577 with the value of the variance 0.749. Because the value of the variance was more than 0.05, it means that the population was homogeneous or there was no difference on the students' vocabulary achievement between those seven classes. Therefore, the experimental group and the control group were chosen by lottery. Then, the two classes were chosen as the experimental group and the control group. Those classes were VIII A as the experimental group and VIII B as the control group.

### 3.4 Operational Definitions of the Key Terms

The operational definitions of the key terms was served as the guidelines to grasp the concept of the variables used in this research to make both the researcher and the readers get mutual understanding about the concepts of the variables of the research. The terms to be defined operationally were animation video and the students' vocabulary achievement.

#### 3.4.1 Animation Video

The animation video that was used in this research was in the form of 2D animation video created by using computer that was used as the media in teaching vocabulary. There were two animation videos used in this research. They were "water transportation" and "utility transportation". Those videos had the English subtitle which made the students easier to comprehend the animation video.

### **3.4.2 The Students' Vocabulary Achievement**

In this research, the students' vocabulary achievement was measured after they had been taught vocabulary by using animation video. The aim of measuring the students' vocabulary achievement was to know how successful the students do the vocabulary test which covered large vocabularies (nouns, verbs, adjectives, and adverbs) dealing with the theme of transportation. Their vocabulary achievement was indicated by their scores of the vocabulary post-test scores.

### **3.5 Data Collection Methods**

In this research, the researcher used three kinds of data collection method namely vocabulary test, interview, and documentation. The following parts discuss the method used to collect the data.

#### **3.5.1 Vocabulary Test**

Vocabulary test was used by the researcher to gain the data about the students' vocabulary achievement. Hughes (1989:16) states that test is a list of questions or exercise and other instruments used to gain information. There were two kinds of vocabulary test in this research. Those are try out test and post-test. By conducting those tests, the researcher was able to gain useful information that will be explained in the following parts.

##### **a. Try out test**

Try out test in this research was aimed to know the validity, reliability coefficient, and difficulty index and time allocation of the vocabulary test. The test was given to a class which did not belong to the experimental group or the control group. It was needed to make sure whether the test items given to the students of the experimental group and the control group was valid and reliable or not.

In conducting the vocabulary try out test, the researcher developed a teacher-made-test. It means that the researcher constructed the vocabulary try out test by himself along with the guidance from the English teacher and the advisors. The total number of the test items was 25 items in the form of multiple choices dealing with the large vocabulary which covered nouns (6 items), verbs (7 items),

adjectives (6 items), and adverbs (6 items). The researcher gave 35 minutes for the students to do the test.

### 1. Test Validity

According to Hughes (1989:9), a test is valid if it measures what is intended to be measured. In this research, the vocabulary test was constructed based on the content validity and the indicators to be measured namely nouns, verbs, adjectives, and adverbs. It was also based on the basic and standard competence in the curriculum used by the English teacher which is shown in the table below.

<p>Reading</p> <p>5. Comprehending the meaning of a written functional text and a simple short essay in a form of descriptive and recount text related to the surrounding environment</p>	<p>5.2. Responding the meaning and the rhetorical stages of a simple short essay accurately, fluently and acceptable related to the surrounding environment in the form of descriptive and recount text</p>
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Figure 4: Standard competence and basic competence of the English teacher for the eighth grade students on reading skill.

Regarding to the validity of the test, this research fulfilled the requirement of the content validity since it was constructed based on the materials stated in the institutional based curriculum and the syllabus used for teaching English and the indicators to be measured.

### 2. The Reliability Coefficient of the vocabulary Test

The results of the try out test were analyzed by using Split-Half technique by using Product Moment Correlation formula and continued by using Spearman-Brown formula. The procedures in finding the reliability coefficient by using Split-Half technique were as follows:

1. Conducting the vocabulary try out test and score every test item answered by the students.
2. Split the items into two parts based on even and odd numbers.
3. Giving a sign (X) for odd numbers, and (Y) for even numbers.



4. Analyzing the correlation between X and Y using the Pearson Product Moment Correlation formula:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Descriptions:

$r_{xy}$  = correlation coefficient  
 $\sum XY$  = the number of odd items and even items  
 $\sum X$  = the number of odd items  
 $\sum Y$  = the number of even items  
 $N$  = the number of the respondents

Taken form Sudjiono (1998:219)

5. Finding out the reliability coefficient of the whole test by using Spearman-Brown formula.

$$r_{11} = \frac{2r_{xy}}{1+r_{xy}}$$

Descriptions:

$r_{11}$  = the reliability coefficient for the whole test items  
 $r_{xy}$  = the correlation coefficient of a half test items

6. Giving the interpretation to the reliability coefficient for the whole test.

The interpretation scale of  $r_{xy}$ :

0.90 – 1.00 = Very High  
 0.70 – 0.89 = High  
 0.50 – 0.69 = Fair  
 0.30 – 0.49 = Low  
 < 0.30 = Very Low

Taken form Sudjiono (1998:219)

To know the value of the reliability coefficient, split half odd-even technique was applied in this research. The researcher signed (X) for the odd number and (Y) for the even numbers. The distribution of odd and even numbers can be seen in Appendix 8 and 9. The correlation between X and Y was analyzed by using Product Moment formula. The calculation is as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{36(1501) - (254)(194)}{\sqrt{\{36(2114) - (254)^2\}\{36(1210) - (194)^2\}}}$$

$$r_{xy} = \frac{54036 - 49276}{\sqrt{(76104 - 64516)(43560 - 37636)}}$$

$$r_{xy} = \frac{4760}{\sqrt{(11588) - (5924)}}$$

$$r_{xy} = \frac{4760}{\sqrt{68647312}} = \frac{4760}{8285,37} = 0.57$$

Taken from Sudjiono (1998:219)

The result of estimation was the half score of reliability coefficient (0.57). Thus, in order to obtain the full score ( $r_{11}$ ), the value of  $r_{xy}$  was taken into the following formula:

$$r_{11} = \frac{2r_{xy}}{1+r_{xy}}$$

$$r_{11} = \frac{2(0,57)}{1+0,57} = \frac{1,15}{1,57} = 0.73$$

From the result above, it could be seen that the result of the full score reliability was 0.73. It was considered as reliable test because the total score from  $r_{11}$  formula had a high reliability viewed from Djwandono's (1996:154) interpretation scale.

### 3. Difficulty Index of the Test Items

In this research, the results of the try out test were analyzed by using the degree of the test item difficulties by using the following formula:

$$FV = \frac{R}{N}$$

Descriptions:

- FV = Faculty of Value (The difficulty index)  
R = The number of correct answer  
N = The number of the students who take the test

The criteria of difficulty index:

- 0.00 – 0.19 = Difficult  
0.20 – 0.80 = Fair  
0.81 – 1.00 = Easy

Taken from Djiwandono (1996:141)

The try out test had 25 items with four options for each item. The scoring was calculated by dividing the students' correct answers with the number of the test items then multiplied by 100. The total score of the test items was 100 points. Then, to know whether the test items were too difficult or too easy for the students, the difficulty index of the test items was analyzed. It could be known by finding the number of the students who answered the questions correctly and was divided by the total number of the students who did the try out test. From 25 test items the researcher selected 20 test items which had appropriate difficulty index and was given to both the experiment group and the control group as the post test.

According to Sudjiono (1998:218), good test items must be neither too difficult nor too easy. It means that the test items should be categorized as easy, fair, and difficult. After doing the try out test, the researcher analyzed the difficulty index of the test items. It was found out that the proportion of the test items was 3 easy test items (15%), 15 fair test items (70%), and 3 difficult test items (15%) (Appendix 11)

The try out test was also intended to know whether or not the time allocation was enough. Dealing with the time allocation, the researcher found that the time allocation for the try out test was appropriate because the students were able to

finish all the test items within the allocated time. From the clarification above, it could be concluded that the test items used for post-test were gained from the test items from try out test (try out test items number 1 up to 20).

#### **b. Post test**

The vocabulary post-test was conducted to both the experimental and the control groups after the treatments had been given by the researcher. In conducting the vocabulary post-test, the researcher developed a teacher-made-test. It means that the researcher constructed the vocabulary post-test by himself along with the guidance of the English teacher and the advisors. The total number of the vocabulary post-test in this research was 20 test items in the form of multiple choices dealing with the large vocabulary which covered nouns (5 items), verbs (5 items), adjectives (5 items), and adverbs (5 items). The test items in the post-test were gained from the results of the try out test so that the post-test was valid and reliable (0.73).

#### **3.5.2 Interview**

Interview is a conversation done by the interviewer with a purpose to get information from the interviewee (Burns, 2010:74). It was used to get the data about the strategy used by the English teacher in teaching vocabulary. In this research, the researcher used semi structured interview in which a list of questions were prepared to gain the information needed. From the interview conducted with the English teacher on October, 3<sup>rd</sup> 2016, some information about the English curriculum used by the school, the English materials used by the English teacher, and the teaching media and the technique used by the English teacher in teaching vocabulary were obtained.

#### **3.5.3 Documentation**

According to Burns (2010:91), classrooms are full of documents that can be in the form of books, magazine, documents, rules, etc. In this research, documentation was used to get the data about the total number and the names of the

respondents of the eighth grade students of SMPN 5 Jember in the 2016/2017 academic year (the experimental group and the control group).

### **3.6 Data Analysis Method**

After the data had been obtained from the vocabulary post-test of both the experimental and the control groups, the data were analyzed by using the independent sample t-test by using SPSS. To know whether or not the difference is significant, the researcher applied 95% of significant level. The independent sample t-test was also used to compare the mean score of the vocabulary post-test between the experimental and the control groups.

The steps of using t-test in SPSS was as follows:

1. Inserting the scores of experimental group and control group.
2. Giving a label (1) for experimental group, and (2) for control group.
3. Calculating the significant difference by clicking analyze, compare means, and independent sample t-test.
4. Giving interpretation to the output of independent sample t test calculation.

## CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions of this research and suggestions for the people. The conclusions were gained from the result of the data analysis by using SPSS while the suggestions are proposed to the English teacher, the students, and the future researchers.

### 5.1 Conclusion

Based on the results of the data analysis of t-test by using SPSS and the discussion in the previous chapter, it could be concluded that there was a significant effect of using animation video on the eighth grade students' vocabulary achievement at SMPN 5 Jember in the 2016/2017 academic year. It was indicated by the significant value in the independent sample t-test. The significant value was 0.000 which was lower than 0.05. It means that the students who were taught vocabulary by using animation video in the experimental group got better vocabulary test scores compared with the students who were taught vocabulary by using lecturing and question-answer method in the control group.

### 5.2 Suggestions

Since there is a significant effect of using animation video on the eighth grade students' vocabulary achievement, animation video can be used as the appropriate medium in teaching English especially in teaching vocabulary. Thus, the researcher proposes some suggestions to the following people:

#### 5.2.1 The English Teacher

The English teacher of SMPN 5 Jember is suggested to use animation video in teaching vocabulary. It can be used to help the students understand and use the vocabularies properly. In addition, animation video can help the English teacher to make the learning process more interesting, fun, and motivating.

#### 5.2.2 The Students

It is suggested for the students at SMPN 5 Jember to use animation video to help them practice English especially in vocabulary in order to keep their vocabularies in their mind.

### 5.5.3 The Future Researchers

The future researchers are suggested to use this research result as a consideration to conduct a further research dealing with a similar topic by using different research area and different research design such as classroom action research to improve the students' vocabulary achievement by using animation video.



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RESEARCH MATRIX

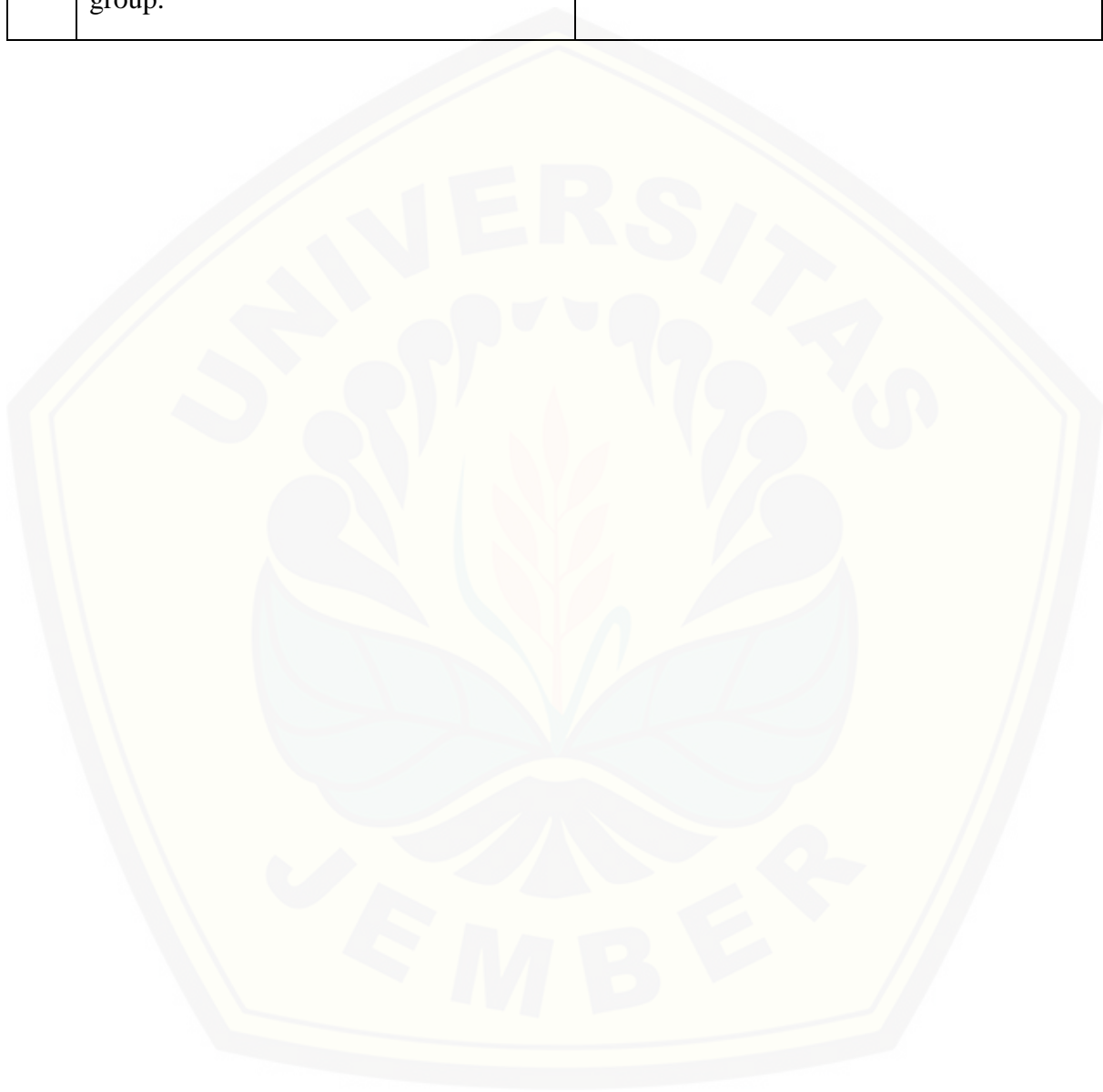
TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
The Effect of Using Animation Video on the Eighth Grade Students' Vocabulary Achievement at SMPN 5 Jember	<b>The Research Problem:</b> Is there any significant effect of using animation video on the eighth grade students' vocabulary achievement at SMPN 5 Jember?	<b>1. Independent Variable:</b> Teaching vocabulary by using animation video <b>2. Dependent Variable:</b> The students' vocabulary achievement	1. The use of animation video media in the teaching of large vocabulary nouns, verbs, adjectives, and adverbs 2. The scores of students' vocabulary achievement test covering large vocabulary: <ul style="list-style-type: none"> <li>• Nouns</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Adverbs</li> </ul>	<b>Respondents:</b> The eighth grade students of SMPN 5 Jember in the 2016/2017 academic year <b>Informants:</b> The English teacher and the administrative staff of SMPN 5 Jember <b>Documents:</b> The name of the respondents (the experimental group and the control group) and the number of the students	<b>1. Research Design:</b> Nonequivalent-Groups Posttest-Only Design. (Cresswell, 2012:310) <b>2. Area Determination Method:</b> Purposive method <b>3. Respondent Determination Method:</b> Cluster random sampling <b>4. Data Collection Methods:</b> <ol style="list-style-type: none"> <li>a. Primary data:                             <ul style="list-style-type: none"> <li>• Vocabulary tests</li> </ul> </li> <li>b. Supporting data:                             <ul style="list-style-type: none"> <li>• Interview</li> <li>• Documentation</li> </ul> </li> </ol> <b>5. Data Analysis Method:</b> The data will be analyzed using t-test formula by using SPSS.	<b>The Hypothesis:</b> There is a significant effect of using animation video on the eighth grade students' vocabulary achievement at SMPN 5 Jember

**Supporting Data Instruments****a. Interview Guide**

<b>No.</b>	<b>The Researcher's Questions</b>	<b>The Teacher's Answers</b>
1.	What curriculum do you use in teaching English?	I use school based curriculum (KTSP).
2.	How often do you teach English in a week?	I teach English twice a week.
3.	What books do you use for teaching English?	I use students' worksheet (LKS BIMA)
4.	What media do you use for teaching English?	I use students' worksheet.
5.	What techniques do you use for teaching English?	I use lecturing and question-answer method.
6.	Have you ever used animation video media for teaching vocabulary?	I have never used animation video for teaching vocabulary.
7.	Do you teach vocabulary integrated with the language skills?	Yes I do. I teach students vocabulary integratedly with reading skill.
8.	What are your students' difficulties in learning vocabulary?	The students have difficulty in memorizing the words and using the words in the sentence.
9.	How do you assign your students to enlarge their vocabulary?	I ask the students to find the difficult words and then we discuss the difficult words together.

**b. Documentation Guide**

No.	The Supporting Data	The Data Source
1.	The total number of the eighth grade students of SMPN 5 Jember.	School documents from Administration Staff
2.	The names of the students in the experimental group and in the control group.	School documents from Administration Staff



### HOMOGENEITY TEST

Subject : English  
 Language Component : Vocabulary  
 Level : Eighth Grade Students of Junior High School  
 Time : 30 minutes

**Choose the correct answer by crossing (x) a,b,c, or d on the answer sheet provided!**

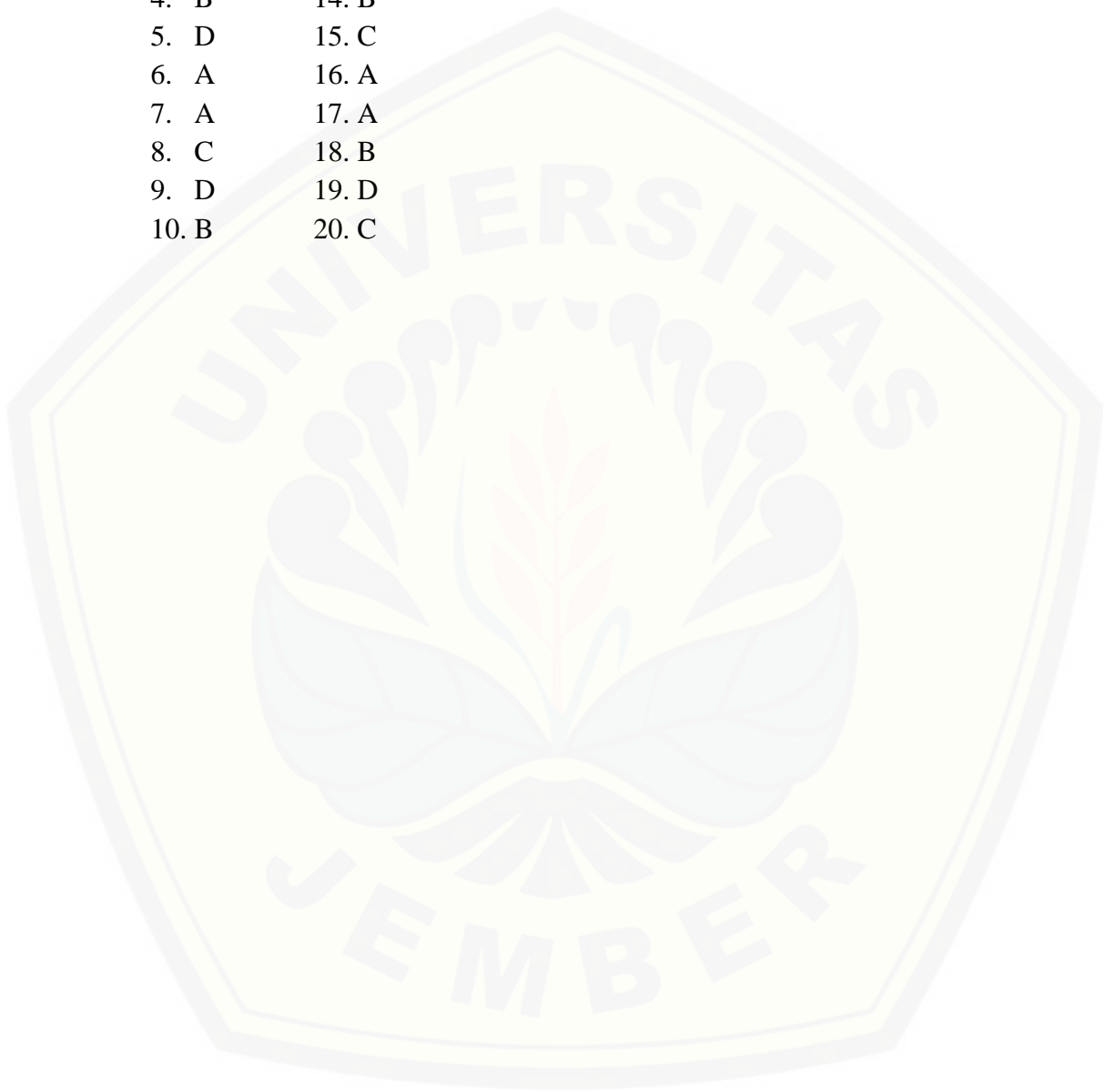
1. The girl is .... She must see the doctor.  
 a. healthy            b. well            c. fit            d. sick
2. He cannot .... the radio because it is broken.  
 a. read            b. watch            c. listen to            d. see
3. She speaks very .... I don't understand what she means.  
 a. quickly            b. loudly            c. clearly            d. softly
4. A .... is a place which every student can borrow a book.  
 a. market            b. library            c. mosque            d. laboratory
5. I .... eat breakfast before going to school. It prevents me from starving.  
 a. rarely            b. sometimes            c. never            d. always
6. Ari is clever but Rano is ....  
 a. stupid            b. diligent            c. punctual            d. kind
7. Father puts his car ....  
 a. in the garage            b. in the kitchen            c. in the gate            d. in the bathroom
8. He is a .... student. He studies every day to get the best score.  
 a. lazy            b. poor            c. diligent            d. bad
9. The baby is .... now. Be quiet!  
 a. singing            b. crying            c. laughing            d. sleeping
10. Everybody goes to the .... for sunbathing in summer.  
 a. shop            b. beach            c. zoo            d. museum
11. You need to eat when you feel ....  
 a. happy            b. sleepy            c. hungry            d. thirsty
12. Raditya Dika is so kind that many people .... him very much.  
 a. hate            b. mock            c. mad            d. like
13. Mr. Rudi writes a letter on the whiteboard by using a ....  
 a. book            b. board marker            c. magazine            d. pen
14. Andi usually .... basketball with his friends.  
 a. buys            b. plays            c. drinks            d. eats

15. A .... is an animal that has a long neck.  
 a. tiger                      b. goat                      c. giraffe                      d. cow
16. "Finally, I can graduate from this school. I am .... happy right now."  
 a. really                      b. fairly                      c. enough                      d. barely
17. I will go to my new school ....  
 a. tomorrow                      b. yesterday                      c. last week                      d. a day ago
18. The test is very .... Many students cannot answer it.  
 a. simple                      b. difficult                      c. interesting                      d. easy
19. He is a driver. He .... very nicely.  
 a. walks                      b. runs                      c. goes                      d. drives
20. The students study in the ....  
 a. garage                      b. bank                      c. classroom                      d. cinema

Distribution of the test items			
Classification	Types	Number	Total
Nouns	Common nouns	4,10,13,15,20	5
Verbs	Transitive verbs	2, 12, 14	3
	Intransitive verbs	9, 19	2
Adjectives	Qualitative adjectives	1,6,8,11,18	5
Adverbs	Adverb of place	7	1
	Adverb of time	17	1
	Adverb of manner	3	1
	Adverb of frequency	5	1
	Adverb of degree	16	1
Total			20

**Answer key**

- |       |       |
|-------|-------|
| 1. D  | 11. C |
| 2. C  | 12. D |
| 3. A  | 13. B |
| 4. B  | 14. B |
| 5. D  | 15. C |
| 6. A  | 16. A |
| 7. A  | 17. A |
| 8. C  | 18. B |
| 9. D  | 19. D |
| 10. B | 20. C |



**LESSON PLAN 1**

School	: SMPN 5 Jember
Subject	: English
Level/Semester	: VIII/1
Language Component	: Vocabulary (Integrated with Reading)
Text Type	: Descriptive text
Theme	: Water transportation
Time Allocation	: 2 x 40'

**I. Standard of Competence**

5. Comprehending the meaning of a written functional text and a simple short essay in a form of descriptive and recount text related to the surrounding environment

**II. Basic Competence**

- 5.2 Responding the meaning and the rhetorical stages of a simple short essay accurately, fluently and acceptable related to the surrounding environment in the form of **descriptive** and recount text

**III. Indicators****3.1 Cognitive****1. Product**

Finding the word meaning by choosing the best answer of the multiple choice test items.

**2. Process****a. For the Experimental Group**

1. Matching the verbs taken from the animation video with the appropriate meanings.
2. Matching the adjectives taken from the animation video with the appropriate meanings.
3. Completing the sentences with the suitable nouns taken from the animation video.
4. Completing the sentences with the suitable adverbs taken from the animation video.



**b. For the Control Group**

1. Matching the verbs taken from the text with the appropriate meanings.
2. Matching the adjectives taken from the text with the appropriate meanings.
3. Completing the sentences with the suitable nouns taken from the text.
4. Completing the sentences with the suitable adverbs taken from the text.

**IV. Learning Objectives****1. Product**

The students are able to find the word meaning by choosing the best answer of multiple choices test items.

**2. Process****a. For the Experimental Group**

1. The students are able to match the verbs taken from the animation video with the appropriate meanings.
2. The students are able to match the adjectives taken from the animation video with the appropriate meanings.
3. The students are able to complete the sentences with the suitable nouns taken from the animation video properly.
4. The students are able to complete the sentences with the suitable adverbs taken from the animation video properly.

**b. For the Control Group**

1. The students are able to match the verbs taken from the text with the appropriate meanings.
2. The students are able to match the adjectives taken from the text with the appropriate meanings.
3. The students are able to complete the sentences with the suitable nouns taken from the text properly.
4. The students are able to complete the sentences with the suitable adverbs taken from the text properly.

**V. Materials: Enclosed****VI. Teaching Learning Technique / Strategy / Method**

6.1 Technique : Contextual Teaching and Learning (CTL)

6.2 Strategy : Self-Defining Context

6.3 Method :

a. Experimental group : Presentation, Observation, Discussion

b. Control group : Lecturing, Question-Answer

**VII. Teaching Learning Activities**

<b>Experimental Group</b>	<b>Time</b>	<b>Control Group</b>	<b>Time</b>
<b>Introduction</b>	<b>5'</b>	<b>Introduction</b>	<b>5'</b>
<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Checking students' attendance</li> <li>• Giving leading questions</li> <li>• Stating learning objectives</li> </ul>	1' 1' 2' 1'	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Checking students' attendance</li> <li>• Giving leading questions</li> <li>• Stating learning objectives</li> </ul>	1' 1' 2' 1'
<b>Main Activity</b>	<b>70'</b>	<b>Main Activity</b>	<b>70'</b>
<ul style="list-style-type: none"> <li>• Explaining about the meaning of noun, verb, adjective, and adverb to the students.</li> <li>• Showing the animation video and asking the students to read the subtitle of the video while paying attention to the highlighted words.</li> <li>• Defining the highlighted words by using self-defining context strategy.</li> <li>• Asking the students to do exercise 1.</li> <li>• Discussing the answers of exercise 1 with the class.</li> <li>• Asking the students to do exercise 2 with the class.</li> </ul>	5'  7'  13'  20'  3'  20'	<ul style="list-style-type: none"> <li>• Explaining noun, verb, adjective, and adverb to the students.</li> <li>• After distributing the text, the teacher asks the students to read the text individually and asks them to pay attention to the underlined words.</li> <li>• Defining the definition of the underlined words by using self-defining context strategy.</li> <li>• Asking the students to do exercise 1.</li> <li>• Discussing the answers of exercise 1 together</li> <li>• Asking the students to do exercise 2.</li> </ul>	5'  7'  13'  20'  3'  20'

• Discussing the answers of exercise 2 together	2'	• Discussing the answers of exercise 2 together	2'
<b>Closure</b>	<b>5'</b>	<b>Closure</b>	<b>5'</b>
• Guiding the students to make conclusion	4'	• Guiding the students to make conclusion	4'
• Parting the students	1'	• Parting the students	1'

### VIII. Sources and Media :

#### a. Sources :

- <https://www.youtube.com/watch?v=FfhFieHXTNU>

#### b. Media:

##### a. For the Experimental Group

The students' worksheet, viewer, animation video, sound system

##### b. For the Control Group

The students' worksheet, the English text (the transcription of the animation video)

### IX. Evaluation:

1. Process evaluation : It was conducted during the teaching learning process  
Instrument : The students' worksheets
2. Product evaluation : It was conducted after the treatments given.  
Instrument : Vocabulary post test

**Jember, 10 October 2016**

**The English Teacher**

**Ahsin Fahmi Mubarak**

**NIM. 130210401062**

## INSTRUCTIONAL MATERIALS

### *Pre- Instructional Activity*

- **Leading Questions:**

1. Have you ever traveled across the sea?
2. What kind of transportations do you use for crossing the sea?
3. Do you know that there are many kinds of water transportation? What are they?
4. Can you guess the topic of the text that we are going to learn?

- **Learning objective:**

**The experimental group**

- The students will be able to recognize the vocabularies from an animation video entitled “water transportation”.

**The control group**

- The students will be able to recognize the vocabularies from a text entitled “water transportation”.

### *Main Activities Materials*

#### The definitions of parts of speech

- a. Noun: It is a word for physical object refers to anything that we can see, touch, hear, or taste.

For examples: motorcycle, horse, mountain, etc.

The nouns that were taught in this meeting covered:

row boat, sail boat, ship, submarine, yacht
---

- b. Verb: It is a word which is used in describing an action, experience or state.

For examples: walk, run, open, eat, etc.

The verbs that were taught in this meeting covered:

travel, row, guide, reach, live
---------------------------------

- c. Adjective: It is a word which gives more information about a noun or pronoun.

For examples: beautiful, handsome, kind, cool, etc.

The adjectives that were taught in this meeting covered:

comfortable, fun, huge, interesting, nice
---

- d. Adverb: It is a word which describes or adds to the meaning of a verb, an adjective, and another adverb.

For examples: inside, outside, closely etc.

The adverbs that were taught in this meeting covered:

over, inside, underwater, on water, never
---

### The animation video about “water transportation”



### The script of the video

Wouldn't it be fun to travel on sea? Yeah Tofu! We can travel on water without getting wet! Really? Tell me how? Hi, I am a row boat. You can row me and travel in both sea and rivers. I am fun to drive.

Hi, I am a sail boat, you can travel in me over distances. I use wind to guide myself and reach destinations. Wow! That is so cool!

Hi! You look nice! Who are you? I am yacht, people can travel inside me for days as I am very comfortable. That sounds great!

Who are you? Do not be scared. I am a ship. I carry not only people over long distances on water but also carry goods. I am huge and can carry very heavy loads.

Now this one is going to be interesting. Hi, I am a submarine. I travel underwater and cannot be seen till I come up. I am used for sea exploration and other marine activities. Wow! Tia, I never knew we had so many options to travel on water.

Taken from: <https://www.youtube.com/watch?v=FfhFieHXTNU>

**The definitions of the words being taught to the students.**

No	Words	Definition based on the context
1	Row boat	It is a water transportation which uses a row to help its body moving
2	Sail boat	It is a water transportation which uses a wind to help its body moving
3	Ship	It is a water transportation which has a huge body that can carry lots of things inside its body
4	Submarine	It is a water transportation which is used to travel underwater
5	Yacht	It is a water transportation which is very comfortable for human to travel
6	Travel	An activity of going from one place to another place
7	Row	An activity to make a row boat move
8	Guide	Assisting the sail boat to move by using wind
9	Reach	An activity to get to a specific place
10	Live	Spending some time in a ship
11	Comfortable	Being in a physical or mental comfort
12	Fun	Enjoyment or playfulness
13	Huge	Having a very big body
14	Interesting	Engaging or exciting
15	Nice	Pleasing, agreeable, and delightful
16	Over	From side to side, across, to the other side
17	Inside	On the inner side of something
18	Underwater	Beneath the water
19	On water	Being on the surface of the water
20	Never	Used to emphasize a negative statement instead of 'not'

**THE STUDENTS' WORKSHEET FOR THE EXPERIMENTAL GROUP**

(After watching the animation video and defining the highlighted words, the students were given the following exercises)

<b>Name</b>	: _____
<b>Number</b>	: _____

**Exercise 1. A. Match the following verbs on the left boxes with the appropriate meanings on the right boxes taken from the animation video!**

1. Travel	<input type="checkbox"/>	A. To spend some time in a place
2. Row	<input type="checkbox"/>	B. To make a row boat move
3. Guide	<input type="checkbox"/>	C. To catch someone or something
4. Reach	<input type="checkbox"/>	D. To assist something to move
5. Live	<input type="checkbox"/>	E. To get to a specific place
		F. To go from one place to another place

**Exercise 1. B. Match the following adjectives on the left boxes with the appropriate meanings on the right boxes taken from the animation video!**

1. Comfortable	<input type="checkbox"/>	A. Enjoyment or playfulness
2. Huge	<input type="checkbox"/>	B. Engaging or exciting
3. Fun	<input type="checkbox"/>	C. Pleasing, agreeable, and delightful
4. Interesting	<input type="checkbox"/>	D. Being in a physical or mental comfort
5. Nice	<input type="checkbox"/>	E. Not good in any manner of degree
		F. Having a very big body

**Exercise 2. A. Complete the following sentences with the appropriate nouns taken from the animation video in the box below.**

yacht, submarine, ship, row boat, sail boat, shallop



1. Because the ..... is very huge, it can carry many things inside its body.



2. Many people love to travel using a ..... because it is very comfortable.



3. We need to use a row to make the ..... moves.



4. The ..... is the only water transportation which can travel underwater.



5. The wind is very strong. It makes the ..... moves faster.



**Exercise 2. B. Complete the following sentences with the appropriate adverbs taken from the animation video in the box below.**

underwater, on water, over, inside, never, usually

1. Tofu ..... knew that there are so many options of water transportation.
2. A ship carries heavy objects ..... long distances.
3. People can live ..... the yacht for days because it is comfortable.
4. We use a submarine to travel .....
5. A huge ship can only travel .....



**THE STUDENTS' WORKSHEET FOR THE CONTROL GROUP**

<b>Name</b>	: _____
<b>Number</b>	: _____

**Exercise 1. A. Match the following verbs on the left boxes with the appropriate meanings on the right boxes taken from the text!**

1. Travel	<input type="checkbox"/>	A. To spend some time in a place
2. Row	<input type="checkbox"/>	B. To make a row boat move
3. Guide	<input type="checkbox"/>	C. To catch someone or something
4. Reach	<input type="checkbox"/>	D. To assist something to move
5. Live	<input type="checkbox"/>	E. To get to a specific place
		F. To go from one place to another place

**Exercise 1. B. Match the following adjectives on the left boxes with the appropriate meanings on the right boxes taken from the text!**

1. Comfortable	<input type="checkbox"/>	A. Enjoyment or playfulness
2. Huge	<input type="checkbox"/>	B. Engaging or exciting
3. Fun	<input type="checkbox"/>	C. Pleasing, agreeable, and delightful
4. Interesting	<input type="checkbox"/>	D. Being in a physical or mental comfort
5. Nice	<input type="checkbox"/>	E. Not good in any manner of degree
		F. Having a very big body

**Exercise 2. A. Complete the following sentences with the appropriate nouns taken from the animation video in the box below.**

yacht, submarine, ship, row boat, sail boat, shallop

1. Because the ..... is very huge, it can carry many things inside its body.
2. Many people love to travel using a ..... because it is very comfortable.
3. We need to use a row to make the ..... moves.
4. .... is the only water transportation which can travel underwater.
5. The wind is very strong. It makes the ..... moves faster.

**Exercise 2. B. Complete the following sentences with the appropriate adverbs taken from the animation video in the box below.**

underwater, on water, over, inside, never, usually

1. Tofu ..... know that there are so many options of water transportation.
2. A ship carries heavy objects ..... long distances.
3. People can live ..... the yacht for days because it is comfortable.
4. We use a submarine to travel .....
5. A huge ship can only travel .....

Distribution of the test items			
Classification	Types	Number	Total
Nouns	Common nouns	1B (1,2,3,4,5)	5
Verbs	Transitive verbs	1A (2,3,4)	3
	Intransitive verbs	1A(1,5)	2
Adjectives	Qualitative adjectives	2A (1,2,3,4,5)	5
Adverbs	Adverb of place	2B (2,3,4,5)	4
	Adverb of time	-	0
	Adverb of manner	-	0
	Adverb of frequency	2B (1)	1
	Adverb of degree	-	0
Total			20

### ANSWER KEY

#### EXERCISE 1. A.

1. F    2. B    3. D    4. E    5. A

#### EXERCISE 1. B.

1. D    2. F    3. A    4. B    5. C

#### EXERCISE 2. A.

1. ship
2. yacht
3. row boat
4. submarine
5. sail boat

#### EXERCISE 2. B.

1. never
2. over
3. inside
4. underwater
5. on water

### SCORING

Exercise	Scoring	Total
Exercise 1A	correct answers x 5	25
Exercise 1B	correct answers x 5	25
Exercise 2A	correct answers x 5	25
Exercise 2B	correct answers x 5	25
Total		100

**LESSON PLAN 2**

School	: SMPN 5 Jember
Subject	: English
Level/Semester	: VIII/1
Language Component	: Vocabulary (Integrated with Reading)
Text Type	: Descriptive text
Theme	: Utility transportation
Time Allocation	: 2 x 40'

**I. Standard of Competence**

5. Comprehending the meaning of a written functional text and a simple short essay in a form of descriptive and recount text related to the surrounding environment

**II. Basic Competence**

- 5.2 Responding the meaning and the rhetorical stages of a simple short essay accurately, fluently and acceptable related to the surrounding environment in the form of **descriptive** and recount text

**III. Indicators****3.1 Cognitive****1. Product**

Finding the word meaning by choosing the best answer of the multiple choice test items.

**2. Process****a. For the Experimental Group**

1. Matching the verbs taken from the animation video with the appropriate meanings.
2. Matching the adjectives taken from the animation video with the appropriate meanings.
3. Completing the sentences with the suitable nouns taken from the animation video.
4. Completing the sentences with the suitable adverbs taken from the animation video.

**b. For the Control Group**

1. Matching the verbs taken from the text with the appropriate meanings.
2. Matching the adjectives taken from the text with the appropriate meanings.
3. Completing the sentences with the suitable nouns taken from the text.
4. Completing the sentences with the suitable adverbs taken from the text.

**IV. Learning Objectives****1. Product**

The students are able to find the word meaning by choosing the best answer of the multiple choice test items.

**2. Process****a. For the Experimental Group**

1. The students are able to match the verbs taken from the animation video with the appropriate meanings.
2. The students are able to match the adjectives taken from the animation video with the appropriate meanings.
3. The students are able to complete the sentences with the suitable nouns taken from the animation video properly.
4. The students are able to complete the sentences with the suitable adverbs taken from the animation video properly.

**b. For the Control Group**

1. The students are able to match the verbs taken from the text with the appropriate meanings.
2. The students are able to match the adjectives taken from the text with the appropriate meanings.
3. The students are able to complete the sentences with the suitable nouns taken from the text properly.
4. The students are able to complete the sentences with the suitable adverbs taken from the text properly.

**V. Materials: Enclosed****VI. Teaching Learning Technique / Strategy / Method**

4.1 Technique : Contextual Teaching and Learning (CTL)

4.2 Strategy : Self-Defining Context

4.3 Method :

a. Experimental group : Presentation, Observation, Discussion

b. Control group : Lecturing, Question-Answer

**VII. Teaching Learning Activities**

<b>Experimental Group</b>	<b>Time</b>	<b>Control Group</b>	<b>Time</b>
<b>Introduction</b>	<b>5'</b>	<b>Introduction</b>	<b>5'</b>
<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Checking students attendance</li> <li>• Giving some leading questions</li> <li>• Stating learning objectives</li> </ul>	<p>1'</p> <p>1'</p> <p>2'</p> <p>1'</p>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Checking students attendance</li> <li>• Giving leading questions</li> <li>• Stating learning objectives</li> </ul>	<p>1'</p> <p>1'</p> <p>2'</p> <p>1'</p>
<b>Main Activity</b>	<b>70'</b>	<b>Main Activity</b>	<b>70'</b>
<ul style="list-style-type: none"> <li>• Reviewing about the noun, verb, adjective, and adverb to the students by Q-A.</li> <li>• Showing the animation video and asking the students to read the subtitle of the video while paying attention to the highlighted words.</li> <li>• Asking the students to do exercise 1.</li> <li>• Discussing the answers of exercise 1 with the class.</li> <li>• Asking the students to do exercise 2.</li> <li>• Discussing the answers of exercise 2 with the class.</li> </ul>	<p>5'</p> <p>7'</p> <p>13'</p> <p>20'</p> <p>3'</p> <p>20'</p>	<ul style="list-style-type: none"> <li>• Reviewing about noun, verb, adjective, and adverb to the students.</li> <li>• After distributing the text, the teacher asks the students to read the text individually and asks them to pay attention to the underlined words.</li> <li>• Defining the definition of the underlined words by using self-defining context strategy</li> <li>• Asking the students to do exercise 1.</li> <li>• Discussing the answers of exercise 1 together</li> <li>• Asking the students to do exercise 2.</li> </ul>	<p>5'</p> <p>7'</p> <p>13'</p> <p>20'</p> <p>3'</p> <p>20'</p>

	2'	• Discussing the answers of exercise 2 together	2'
<b>Closure</b>	<b>5'</b>	<b>Closure</b>	<b>5'</b>
• Guiding the students to make a conclusion by using Q-A.	4'	• Guiding the students to make conclusion	4'
• Parting the students	1'	• Parting the students	1'

### VIII. Sources and Media :

#### a. Sources :

- <https://www.youtube.com/watch?v=afLtt1nFXPo>

#### b. Media:

##### a. For the Experimental Group

The students' worksheet, viewer, animation video, sound system

##### b. For the Control Group

The students' worksheet, the English text (the transcription of the animation video)

### IX. Evaluation:

1. Process evaluation : It was conducted during the teaching learning process  
Instrument : The students' worksheet
2. Product evaluation : It was conducted after the treatments given.  
Instrument : Vocabulary post test

**Jember, 10 October 2016**

**The English Teacher**

**Ahsin Fahmi Mubarok**

**NIM. 130210401062**



**INSTRUCTIONAL MATERIALS*****Pre- Instructional Activity*****• Leading Questions:**

1. Do you know kinds of vehicle transportations in land? Mention it!
2. What is the function of those vehicles?
3. Do you know that there are some land vehicles that have special functions?
4. What are they?
5. What are they called?

**• Learning objective:****Experimental group**

- The students will be able to recognize the vocabularies from an animation video entitled “utility transportation”.

**Control group**

- The students will be able to recognize the vocabularies from a text entitled “utility transportation”.

***Main Activities Materials*****Reviewing the previous materials by giving some questions.**

List of the questions:

1. What have we learned in the previous meeting?
  2. What do you understand about a noun? Give me the example of nouns!
  3. What do you understand about a verb? Give me the example of verbs!
  4. What do you understand about a adjective? Give me the example of adjectives!
  5. What do you understand about an adverb? Give me the example of adverbs!
- a. Nouns that were taught in this meeting covered:

Ambulance, Crane, Police car, Fire truck, Truck

- b. Verbs that were taught in this meeting covered:

Carry, Deliver, Build, Catch, Save

- c. Adjectives that were taught in this meeting covered:

Sick, Effective, Heavy, Powerful, Normal

- d. Adverbs that were taught in this meeting covered:

Very, Easily, Surely, Then, Down

**The animation video about “utility transportation”**



**The script of the video**

Woah! What was that? Hi, I am an ambulance. I carry sick people to the hospital and I am very effective in times of emergencies.

What is that? It looks huge and powerful! Let's go and see! Hi! I am a crane. I am used to pick up heavy objects easily. I am used to build buildings.

That surely looks like a powerful car. Yeah because it is not a normal car! Then, what is it? Hey I am a police car. I am used to catch thieves and keep order in the city. I like that!

Who are you? Hi I am a truck, I am used to carry goods and deliver them to destinations. I carry many heavy objects. Can you carry my stuff too when we will be shifting to the other city? Yeah I can do that for sure!

Tia, what is this called? Won't it get hurt? Hi I am a fire truck! I am used to fight fires. I carry a lot of water and firemen drive me down to the place which caught on fire. I help in saving lives.

Taken from: <https://www.youtube.com/watch?v=afLtt1nFXPo>

**The definitions of the words being taught to the students.**

No	Words	Definition based on the context
1	Ambulance	It is a utility transportation to carry sick people
2	Crane	It is a utility transportation to pick up heavy objects easily
3	Police car	It is a utility transportation that is used by police to catch thieves
4	Fire truck	It is a utility transportation to fight fire
5	Truck	It is a utility transportation to carry lots of things and delivering them to the destination
6	Carry	An activity of taking something
7	Deliver	An activity of sending something to another place
8	Build	An activity of constructing something
9	Catch	An activity of seizing or capturing someone
10	Save	An activity of rescuing someone from danger
11	Sick	Not in a proper or healthy condition
12	Effective	Very useful to achieve desired result
13	Heavy	Having a great weight
14	Powerful	Having a great power
15	Normal	Standard, typical, usual
16	Very	In a high degree
17	Easily	In an easy manner, without a problem
18	Surely	In an confident way, without a doubt
19	Then	Soon afterwards
20	Down	From higher to lower position

**THE STUDENTS' WORKSHEET FOR THE EXPERIMENTAL GROUP**

(After watching the animation video and defining the highlighted words, the students are given the following exercises)

<b>Name</b>	: _____
<b>Number</b>	: _____

**Exercise 1. A. Match the following verbs on the left boxes with the appropriate meanings on the right boxes taken from the animation video!**

1. Carry	<input type="checkbox"/>	A. To sieze or capture someone
2. Deliver	<input type="checkbox"/>	B. Sending something to another place
3. Build	<input type="checkbox"/>	C. To rescue someone from danger
4. Catch	<input type="checkbox"/>	D. The act of taking something
5. Save	<input type="checkbox"/>	E. To construct something
		F. To employ for some purposes

**Exercise 1. B. Match the following adjectives on the left boxes with the appropriate meanings on the right boxes taken from the animation video!**

1. Sick	<input type="checkbox"/>	A. Having a great weight
2. Effective	<input type="checkbox"/>	B. Not in a proper or healthy condition
3. Heavy	<input type="checkbox"/>	C. Very useful to achieve desired result
4. Powerful	<input type="checkbox"/>	D. Standard, usual, or typical
5. Normal	<input type="checkbox"/>	E. Having a desire for food
		F. Having a great power

Exercise 2. A. Complete the following sentences with the appropriate nouns taken from the animation video in the box below.

ambulance, crane, tank, truck, police car, fire truck



1. The worker uses a ..... to help him build the buildings.



2. The fire is getting bigger. We need a .....



3. She is sick. She needs an ..... to bring her to a hospital.



4. You can rent a ..... to carry your stuffs.



5. The police uses a ..... to catch thieves.

**Exercise 2. B. Complete the following sentences with the appropriate adverbs taken from the animation video in the box below.**

surely, very, easily, then, down, above

1. The bus stops for a while ..... starts again.
2. The fireman drives the fire truck ..... to the place which caught on fire.
3. An ambulance is ..... effective in times of emergencies.
4. A police car ..... looks like a powerful car.
5. We can lift the rock ..... by using a crane.



**THE STUDENTS' WORKSHEET FOR THE CONTROL GROUP**

(After watching the animation video, the students are given the following exercises)

<b>Name</b>	: _____
<b>Number</b>	: _____

**Exercise 1. A. Match the following verbs on the left boxes with the appropriate meanings on the right boxes taken from the text!**

1. Carry	<input type="checkbox"/>	A. To sieze or capture someone
2. Deliver	<input type="checkbox"/>	B. Sending something to another place
3. Build	<input type="checkbox"/>	C. To rescue someone from danger
4. Catch	<input type="checkbox"/>	D. The act of taking something
5. Save	<input type="checkbox"/>	E. To construct something
		F. To employ for some purposes

**Exercise 1. B. Match the following adjectives on the left boxes with the appropriate meanings on the right boxes taken from the text!**

1. Sick	<input type="checkbox"/>	A. Having a weight
2. Effective	<input type="checkbox"/>	B. Not in a proper or healthy condition
3. Heavy	<input type="checkbox"/>	C. Very useful to achieve desired result
4. Powerful	<input type="checkbox"/>	D. Standart, usual, or typical
5. Normal	<input type="checkbox"/>	E. Having a desire for food
		F. Having a great power

**Exercise 2. A. Complete the following sentences with the appropriate nouns taken from the animation video in the box below.**

ambulance, crane, tank, truck, police car, fire truck

1. The worker uses a ..... to help him build the buildings
2. The fire is getting bigger. We need a .....
3. She is sick. She needs an ..... to bring her to a
4. You can rent a ..... to carry your stuffs.
5. The police uses a ..... to catch thieves.

**Exercise 2. B. Complete the following sentences with the appropriate adverbs taken from the animation video in the box below.**

surely, very, easily, then, down, above

1. The bus stops for a while ..... starts again.
2. The fireman drives the fire truck ..... to the place which caught on fire.
3. An ambulance is ..... effective in times of emergencies.
4. A police car ..... looks like a powerful car.
5. We can lift the rock ..... by using a crane.



Distribution of the test items			
Classification	Types	Number	Total
Nouns	Common nouns	1B (1,2,3,4,5)	5
Verbs	Transitive verbs	1A (2,3,4)	3
	Intransitive verbs	1A(1,5)	2
Adjectives	Qualitative adjectives	2A (1,2,3,4,5)	5
Adverbs	Adverb of place	2B (2)	1
	Adverb of time	2B (1)	1
	Adverb of manner	2B (5)	1
	Adverb of frequency	-	0
	Adverb of degree	2B (3,4)	2
Total			20

### ANSWER KEY

#### EXERCISE 1. A.

1. D    2. B    3. E    4. A    5. C

#### EXERCISE 1. B.

1. B    2. C    3. A    4. F    5. D

#### EXERCISE 2. A.

1. crane
2. fire truck
3. ambulance
4. truck
5. police car

#### EXERCISE 2. B.

1. then
2. down
3. very
4. surely
5. easily

### SCORING

Exercise	Scoring	Total
Exercise 1A	correct answers x 5	25
Exercise 1B	correct answers x 5	25
Exercise 2A	correct answers x 5	25
Exercise 2B	correct answers x 5	25
Total		100

**TRY OUT TEST**

Subject : English  
 Language Component : Vocabulary  
 Level : Eighth Grade Students of Junior High School  
 Time : 35 minutes

**Choose the correct answer by crossing (x) a,b,c, or d on the answer sheet provided!**

1. The ship carries .... objects inside its body.  
 a. light                      b. heavy                      c. small                      d. easy
2. We need a row to make the .... moves.  
 a. submarine                      b. sail boat                      c. row boat                      d. ship
3. We use a truck to .... goods to destinations.  
 a. deliver                      b. catch                      c. see                      d. play
4. The fireman drives a fire truck to the place which caught fire .... it streams the water out.  
 a. yesterday                      b. then                      c. while                      d. tomorrow
5. A policeman uses a police car to ..... thieves.  
 a. train                      b. help                      c. create                      d. catch
6. The submarine .... be seen until it comes up.  
 a. always                      b. never                      c. rarely                      d. sometime
7. The .... carries a lot of water to fight fire.  
 a. ambulance                      b. truck                      c. fire truck                      d. police car
8. People love to stay inside the yacht because it is very ....  
 a. terrible                      b. poor                      c. bad                      d. comfortable
9. An ambulance .... people in times of emergencies.  
 a. catches                      b. saves                      c. makes                      d. watches
10. The troops use a .... to do underwater exploration.  
 a. submarine                      b. yacht                      c. row boat                      d. beach
11. A police car is .... Useful for keeping order the city.  
 a. very                      b. little                      c. maybe                      d. probably
12. An ambulance can carry you to a hospital when you are ....  
 a. healthy                      b. well                      c. sick                      d. happy
13. We can use a yacht to .... on water without getting wet.  
 a. walk                      b. travel                      c. reach                      d. swim
14. The wind is so friendly. It is good for the .... to travel.  
 a. sail boat                      b. ship                      c. row boat                      d. yacht

15. The submarine is .... water transportation because it travels under the sea.  
 a. a bad                      b. an interesting              c. a normal              d. a boring
16. The submarine travels ....  
 a. on the pool              b. on the river              c. underwater              d. on the sea
17. Nobody can pick this rock up. We need a ....  
 a. fire truck              b. police car              c. ship              d. crane
18. A ship is .... to carry people and heavy objects because it is huge.  
 a. useless              b. effective              c. bad              d. usual
19. The facilities inside the yacht make it comfortable to ....  
 a. live              b. sell              c. buy              d. build
20. A crane picks up heavy objects ....  
 a. easily              b. hardly              c. softly              d. badly
21. The truck carries goods and save them ....  
 a. inside its body              b. above its body              c. below its body              d. under its body
22. A sail boat uses wind to guide its body .... the destinations.  
 a. buy              b. see              c. reach              d. catch
23. A police car is not a normal car. It is a .... car.  
 a. weak              b. interesting              c. useless              d. powerful
24. We can use a .... to carry heavy goods.  
 a. police car              b. truck              c. fire truck              d. ambulance
25. A crane is used to .... buildings  
 a. build              b. use              c. spend              d. live

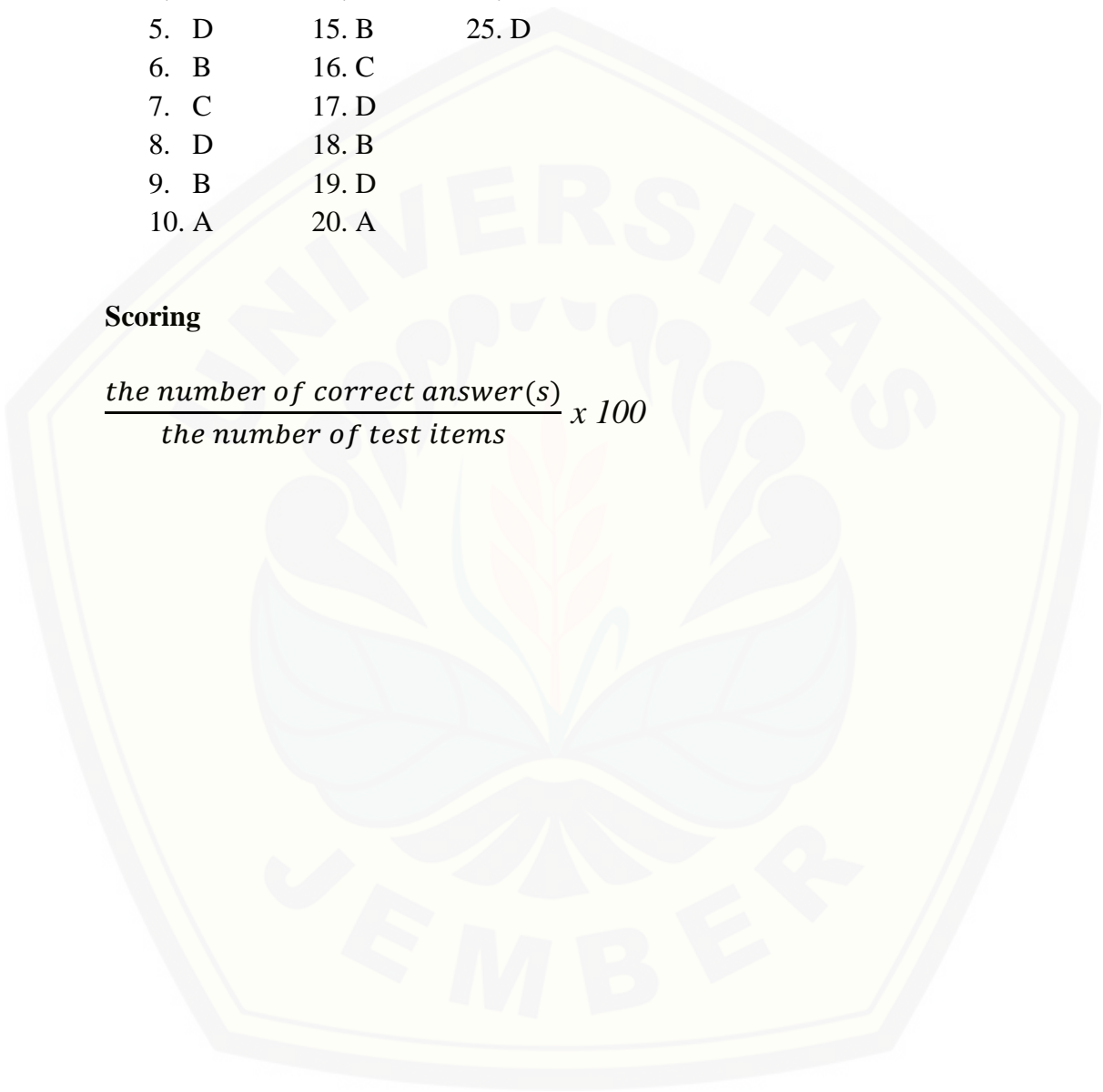
Distribution of the test items			
Classification	Types	Number	Total
Nouns	Common nouns	2,7,10,14,17,24	6
Verbs	Transitive verbs	3,5,9,19,22	4
	Intransitive verbs	13,15	2
Adjectives	Qualitative adjectives	1,8,12,15,18,23	6
Adverbs	Adverb of place	16,21	2
	Adverb of time	4	1
	Adverb of manner	20	1
	Adverb of frequency	6	1
	Adverb of degree	11	1
Total			25

**Answer key**

- |       |       |       |
|-------|-------|-------|
| 1. B  | 11. A | 21. A |
| 2. C  | 12. C | 22. C |
| 3. A  | 13. B | 23. D |
| 4. B  | 14. A | 24. B |
| 5. D  | 15. B | 25. D |
| 6. B  | 16. C |       |
| 7. C  | 17. D |       |
| 8. D  | 18. B |       |
| 9. B  | 19. D |       |
| 10. A | 20. A |       |

**Scoring**

$$\frac{\text{the number of correct answer(s)}}{\text{the number of test items}} \times 100$$



**POST-TEST**

Subject : English  
 Language Component : Vocabulary  
 Level : Eighth Grade Students of Junior High School  
 Time : 30 minutes

**Choose the correct answer by crossing (x) a,b,c, or d on the answer sheet provided!**

1. The ship carries .... objects inside its body.  
 a. light                      b. heavy                      c. small                      d. easy
2. We need a row to make the .... moves.  
 a. submarine                      b. sail boat                      c. row boat                      d. ship
3. We use a truck to .... goods to destinations.  
 a. deliver                      b. catch                      c. see                      d. play
4. The fireman drives a fire truck to the place which caught fire .... it streams the water out.  
 a. yesterday                      b. then                      c. while                      d. tomorrow
5. A policeman uses a police car to ..... thieves.  
 a. train                      b. help                      c. create                      d. catch
6. The submarine .... be seen until it comes up.  
 a. always                      b. never                      c. rarely                      d. sometime
7. The .... carries a lot of water to fight fire.  
 a. ambulance                      b. truck                      c. fire truck                      d. police car
8. People love to stay inside the yacht because it is very ....  
 a. terrible                      b. poor                      c. bad                      d. comfortable
9. An ambulance .... people in times of emergencies.  
 a. catches                      b. saves                      c. makes                      d. watches
10. The troops use a .... to do underwater exploration.  
 a. submarine                      b. yacht                      c. row boat                      d. beach
11. A police car is .... Useful for keeping order the city.  
 a. very                      b. little                      c. maybe                      d. probably
12. An ambulance can carry you to a hospital when you are ....  
 a. healthy                      b. well                      c. sick                      d. happy
13. We can use a yacht to .... on water without getting wet.  
 a. walk                      b. travel                      c. reach                      d. swim
14. The wind is so friendly. It is good for the .... to travel.  
 a. sail boat                      b. ship                      c. row boat                      d. yacht

15. The submarine is .... water transportation because it travels under the sea.  
 b. a bad                      b. an interesting      c. a normal      d. a boring
16. The submarine travels ....  
 b. on the pool      b. on the river      c. underwater      d. on the sea
17. Nobody can pick this rock up. We need a ....  
 b. fire truck      b. police car      c. ship      d. crane
18. A ship is .... to carry people and heavy objects because it is huge.  
 b. useless      b. effective      c. bad      d. usual
19. The facilities inside the yacht make it comfortable to ....  
 b. live      b. sell      c. buy      d. build
20. A crane picks up heavy objects ....  
 a. easily      b. hardly      c. softly      d. badly

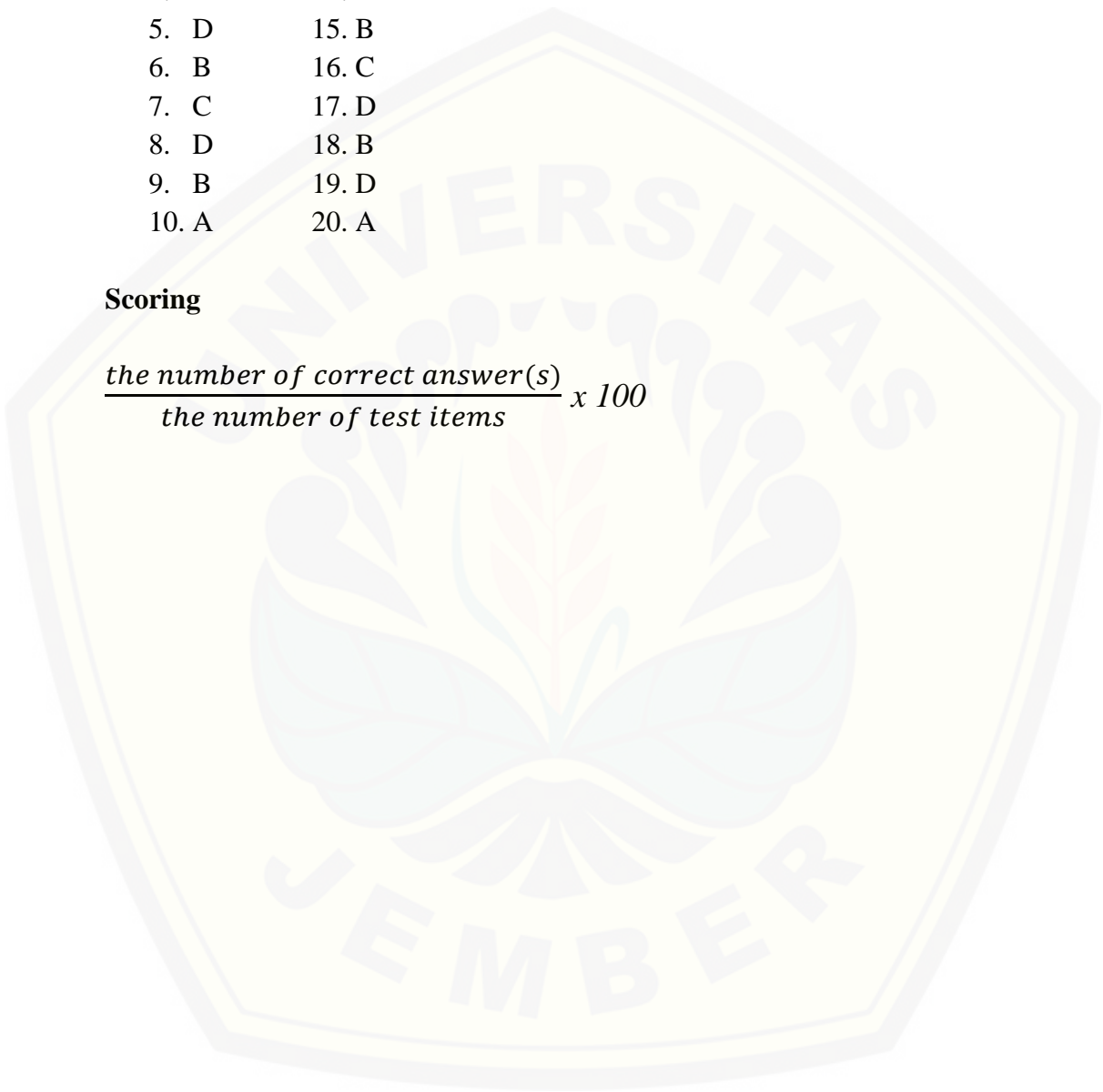
Distribution of the test items			
Classification	Types	Number	Total
Nouns	Common nouns	2,7,10,14,17	5
Verbs	Transitive verbs	3,5,9,19	3
	Intransitive verbs	13,15	2
Adjectives	Qualitative adjectives	1,8,12,15,18	5
Adverbs	Adverb of place	16	1
	Adverb of time	4	1
	Adverb of manner	20	1
	Adverb of frequency	6	1
	Adverb of degree	11	1
Total			20

**Answer key**

- |       |       |
|-------|-------|
| 1. B  | 11. A |
| 2. C  | 12. C |
| 3. A  | 13. B |
| 4. B  | 14. A |
| 5. D  | 15. B |
| 6. B  | 16. C |
| 7. C  | 17. D |
| 8. D  | 18. B |
| 9. B  | 19. D |
| 10. A | 20. A |

**Scoring**

$$\frac{\text{the number of correct answer(s)}}{\text{the number of test items}} \times 100$$



Coefficient of odd numbers (X)

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36			
1	0	0	1	1	0	1	1	0	0	1	0	1	0	1	0	0	0	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	
3	0	1	1	1	0	0	0	1	1	0	0	1	1	0	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	
5	0	1	1	0	1	1	1	1	0	1	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	1	1	1	
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	
9	0	0	1	1	0	1	1	1	0	1	0	1	0	0	1	0	1	1	1	1	1	0	1	1	1	0	0	1	0	1	0	1	0	0	1	1	1	1	
11	1	0	1	1	1	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	
13	0	0	0	0	1	1	1	0	0	1	0	1	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	1	0	1	1	
15	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	0	0	1	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	
17	0	1	1	1	0	1	1	1	0	0	0	1	0	0	0	0	1	1	0	1	0	0	1	0	1	0	0	0	0	0	1	0	0	1	1	1	1	1	
19	0	1	1	1	0	1	1	1	0	0	0	1	0	0	0	0	0	1	0	1	1	0	1	0	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1
21	0	1	1	1	0	1	1	0	0	0	1	1	1	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
23	0	0	1	1	1	1	1	1	0	1	0	0	0	0	1	1	0	1	0	1	1	0	1	1	1	1	0	1	0	0	0	1	1	0	1	0	1	1	1
25	0	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1
<b>Total</b>	<b>3</b>	<b>7</b>	<b>11</b>	<b>10</b>	<b>6</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>4</b>	<b>7</b>	<b>3</b>	<b>9</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>3</b>	<b>5</b>	<b>12</b>	<b>4</b>	<b>10</b>	<b>9</b>	<b>4</b>	<b>9</b>	<b>4</b>	<b>6</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>9</b>	<b>5</b>	<b>5</b>	<b>11</b>	<b>9</b>	<b>8</b>	<b>13</b>			



Coefficient of even numbers (Y)

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
2	1	0	1	0	1	1	1	1	0	0	0	1	0	1	1	0	0	0	0	1	1	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	
4	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	1	0	0	1	0	0	1	0	
6	0	0	0	0	1	0	0	1	0	1	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	0	0	1	1	1	1	0	1	1	1	1	1	0	1	1
10	0	0	1	1	0	0	1	1	1	0	0	0	1	0	0	0	0	1	0	1	0	0	1	0	1	1	0	0	0	1	0	0	0	0	0	1	1
12	0	1	1	0	1	1	1	1	1	1	0	1	0	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1
14	0	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	1	0	1	0	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0	1
16	0	1	1	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	0	1	0	0	1	1	1	1	1	1	1	0	1	0	0	1	1	1	0
18	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1
20	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0
22	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0
24	0	0	0	0	1	1	1	1	0	0	1	0	1	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	1
<b>Total</b>	<b>4</b>	<b>4</b>	<b>9</b>	<b>5</b>	<b>8</b>	<b>7</b>	<b>8</b>	<b>11</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>6</b>	<b>7</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>1</b>	<b>8</b>	<b>5</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>7</b>	<b>8</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>7</b>	<b>7</b>	<b>4</b>	<b>5</b>	<b>7</b>	

**The division of odd and even numbers**

No	Initial Name	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	AR	3	4	9	16	12
2	AFU	7	4	49	16	28
3	AW	11	9	121	81	99
4	AF	10	5	100	25	50
5	AZA	6	8	36	64	48
6	AGS	12	7	144	49	84
7	ABT	11	8	121	64	88
8	DEI	10	11	100	121	110
9	DEPW	4	5	16	25	20
10	DNW	7	4	49	16	28
11	DNB	3	4	9	16	12
12	DAP	9	6	81	36	54
13	ETW	5	6	25	36	30
14	FFD	6	7	36	49	42
15	FN	6	3	36	9	18
16	HA	3	3	9	9	9
17	IF	5	4	25	16	20
18	IVM	12	6	144	36	72
19	KAS	4	1	16	1	4
20	KAM	10	8	100	64	80
21	LA	9	5	81	25	45
22	MSRAS	4	2	16	4	8
23	MRAM	9	6	81	36	54
24	MRS	4	4	16	16	16
25	MRP	6	7	36	49	42
26	MTA	6	8	36	64	48
27	NIP	2	5	4	25	10
28	NHP	6	4	36	16	24
29	RODR	4	3	16	9	12
30	RDI	9	5	81	25	45
31	RWR	5	2	25	4	10
32	RK	5	7	25	49	35
33	RPA	11	7	121	49	77
34	SFY	9	4	81	16	36
35	VK	8	5	64	25	40
36	WH	13	7	169	49	91
<b>Total</b>		<b>254</b>	<b>194</b>	<b>2114</b>	<b>1210</b>	<b>1501</b>

**The difficulty index of each item and its interpretation**

No	R	N	FV	Criteria	Status
1	22	36	0,61	Fair	Used
2	14	36	0,39	Fair	Used
3	24	36	0,67	Fair	Used
4	10	36	0,28	difficult	Used
5	14	36	0,39	Fair	Used
6	7	36	0,19	difficult	Used
7	35	36	0,97	easy	Used
8	29	36	0,81	easy	Used
9	22	36	0,61	Fair	Used
10	14	36	0,39	Fair	Used
11	23	36	0,64	Fair	Used
12	25	36	0,69	Fair	Used
13	15	36	0,42	Fair	Used
14	15	36	0,42	Fair	Used
15	22	36	0,61	Fair	Used
16	21	36	0,58	Fair	Used
17	17	36	0,47	Fair	Used
18	29	36	0,81	easy	Used
19	16	36	0,44	Fair	Used
20	7	36	0,19	difficult	Used
21	14	36	0,39	Fair	Deleted
22	10	36	0,28	difficult	Deleted
23	21	36	0,58	Fair	Deleted
24	12	36	0,33	Fair	Deleted
25	9	36	0,25	difficult	Deleted

**The scores of the respondents of the experimental class (VIII A)**

No	Name	Score	No	Name	Score
1	AMY	70	19	HI	80
2	ARR	90	20	INK	75
3	APR	90	21	IIA	90
4	AA	90	22	MSH	75
5	AFY	70	23	MFA	85
6	AFN	75	24	MAH	90
7	ASA	90	25	MAS	90
8	AIDC	70	26	MAM	85
9	BA	90	27	MBFB	80
10	CVV	65	28	MDA	90
11	DL	75	29	MY	65
12	DAM	85	30	RSN	95
13	EWD	70	31	RMM	85
14	EGYPR	80	32	RRW	95
15	FNA	95	33	SOP	90
16	FDAK	50	34	SW	75
17	FAP	80	35	SLR	75
18	GDNW	90	36	YDKP	90

**The scores of the respondents of the control class (VIII B)**

No	Name	Score	No	Name	Score
1	AES	70	19	IEV	75
2	AMYP	65	20	JP	50
3	AWE	70	21	MRA	80
4	AAS	75	22	MS	70
5	ARAW	40	23	MRS	75
6	AUJ	80	24	MB	70
7	AE	85	25	MGNA	60
8	CEP	80	26	MKK	65
9	DPS	80	27	NSDS	80
10	DMV	65	28	NO	80
11	DIP	75	29	QA	60
12	FMW	60	30	RNR	75
13	FH	75	31	RFR	75
14	FRR	80	32	RSS	90
15	FA	60	33	SDH	80
16	FIES	65	34	TSAA	75
17	HIR	60	35	TD	70
18	HZ	80	36	YIW	75
			37	YAP	60

## POST TEST

Name : Fausiyah Nur Azisah Class : VIII A  
 Number : 15 Time : 30 Minutes

Choose the correct answer by crossing (x) a,b,c, or d on the answer sheet provided!

1. The ship carries .... objects inside its body.  
 a. light                       b. heavy                      c. small                      d. easy
2. We need a row to make the .... moves.  
 a. submarine                      b. sail boat                       c. row boat                      d. ship
3. We use a truck to .... goods to destinations.  
 a. deliver                      b. catch                      c. see                      d. play
4. The fireman drives a fire truck to the place which caught fire .... it streams the water out.  
 a. yesterday                       b. then                      c. while                      d. tomorrow
5. A policeman uses a police car to .... thieves.  
 a. train                      b. help                      c. create                       d. catch
6. The submarine .... be seen until it comes up.  
 a. always                       b. never                      c. rarely                      d. sometimes
7. The .... carries a lot of water to fight fire.  
 a. ambulance                      b. truck                       c. fire truck                      d. police car
8. People love to stay inside the yacht because it is very ....  
 a. terrible                      b. poor                      c. bad                       d. comfortable
9. An ambulance .... people in times of emergencies.  
 a. catches                       b. saves                      c. makes                      d. watches
10. The troops use a .... to do underwater exploration.  
 a. submarine                      b. yacht                      c. row boat                      d. beach
11. A police car is .... useful for keeping order in the city.  
 a. very                      b. little                      c. maybe                      d. probably
12. An ambulance can carry you to a hospital when you are ....  
 a. healthy                      b. well                       c. sick                      d. happy
13. We can use a yacht to .... on water without getting wet.  
 a. walk                       b. travel                      c. reach                      d. swim
14. The wind is so friendly. It is good for the .... to travel.  
 a. sail boat                      b. ship                      c. row boat                       d. yacht
15. The submarine is .... water transportation because travels under the sea.  
 a. a bad                       b. an interesting                      c. a normal                      d. a boring
16. The submarine travels ....  
 a. on the pool                      b. on the river                       c. underwater                      d. on the sea
17. Nobody can pick this rock up. We need a ....  
 a. fire truck                      b. police car                      c. ship                       d. crane
18. A ship is .... to carry people and heavy objects because it is huge.  
 a. useless                       b. effective                      c. bad                      d. poor
19. The facilities inside the yacht make it comfortable to ....  
 a. live                      b. sell                      c. buy                      d. build
20. A crane picks up heavy objects ....  
 a. easily                      b. hardly                      c. softly                      d. badly

## POST TEST

Name : Febrian Dwi Ardi U. Class : VIII A  
 Number : 16 Time : 30 Minutes

Choose the correct answer by crossing (x) a,b,c, or d on the answer sheet provided!

1. The ship carries .... objects inside its body.  
 a. light                       heavy                      c. small                      d. easy
2. We need a row to make the .... moves.  
 a. submarine                      b. sail boat                       row boat                      d. ship
3. We use a truck to .... goods to destinations.  
 deliver                      b. catch                      c. see                      d. play
4. The fireman drives a fire truck to the place which caught fire .... it streams the water out.  
 a. yesterday                      b. then                      c. while                       tomorrow
5. A policeman uses a police car to .... thieves.  
 a. train                      b. help                      c. create                       catch
6. The submarine .... be seen until it comes up.  
 a. always                       never                      c. rarely                      d. sometimes
7. The .... carries a lot of water to fight fire.  
 a. ambulance                      b. truck                       fire truck                      d. police car
8. People love to stay inside the yacht because it is very ....  
 terrible                      b. poor                      c. bad                      d. comfortable
9. An ambulance .... people in times of emergencies  
 catches                      b. saves                      c. makes                      d. watches
10. The troops use a .... to do underwater exploration.  
 a. submarine                      b. yacht                       row boat                      d. beach
11. A police car is .... useful for keeping order in the city.  
 very                      b. little                      c. maybe                      d. probably
12. An ambulance can carry you to a hospital when you are ....  
 a. healthy                       well                      c. sick                      d. happy
13. We can use a yacht to .... on water without getting wet.  
 a. walk                      b. travel                      c. reach                       swim
14. The wind is so friendly. It is good for the .... to travel.  
 sail boat                      b. ship                      c. row boat                      d. yacht
15. The submarine is .... water transportation because travels under the sea.  
 a. a bad                      b. an interesting                      c. a normal                       a boring
16. The submarine travels ....  
 a. on the pool                      b. on the river                       underwater                      d. on the sea
17. Nobody can pick this rock up. We need a ....  
 a. fire truck                      b. police car                       ship                      d. crane
18. A ship is .... to carry people and heavy objects because it is huge.  
 a. useless                       effective                      c. bad                      d. poor
19. The facilities inside the yacht make it comfortable to ....  
 a. live                      b. sell                      c. buy                       build
20. A crane picks up heavy objects ....  
 a. easily                      b. hardly                       softly                      d. badly

B: 18  
S: 2

90

## POST TEST

Name : Rendi FAKHUR SOZI Class : VIII B  
 Number : 32 Time : 30 Minutes

Choose the correct answer by crossing (x) a,b,c, or d on the answer sheet provided!

1. The ship carries .... objects inside its body.  
 a. light                       heavy                      c. small                      d. easy
2. We need a row to make the .... moves.  
 a. submarine                      b. sail boat                       row boat                      d. ship
3. We use a truck to .... goods to destinations.  
 deliver                      b. catch                      c. see                      d. piay
4. The fireman drives a fire truck to the place which caught fire .... it streams the water out.  
 a. yesterday                       then                      c. while                      d. tomorrow
5. A policeman uses a police car to .... thieves.  
 a. train                      b. help                      c. create                       catch
6. The submarine .... be seen until it comes up.  
 a. always                       never                      c. rarely                      d. sometimes
7. The .... carries a lot of water to fight fire.  
 a. ambulance                      b. truck                       fire truck                      d. police car
8. People love to stay inside the yacht because it is very ....  
 a. terrible                      b. poor                      c. bad                       comfortable
9. An ambulance .... people in times of emergencies.  
 a. catches                       saves                      c. makes                      d. watches
10. The troops use a .... to do underwater exploration.  
 submarine                      b. yacht                      c. row boat                      d. beach
11. A police car is .... useful for keeping order in the city.  
 a. very                       little                      c. maybe                      d. probably
12. An ambulance can carry you to a hospital when you are ....  
 a. healthy                      b. well                       sick                      d. happy
13. We can use a yacht to .... on water without getting wet.  
 a. walk                       travel                      c. reach                      d. swim
14. The wind is so friendly. It is good for the .... to travel.  
 sail boat                      b. ship                      c. row boat                      d. yacht
15. The submarine is .... water transportation because travels under the sea.  
 a. a bad                       an interesting                      c. a normal                      d. a boring
16. The submarine travels ....  
 a. on the pool                      b. on the river                       underwater                      d. on the sea
17. Nobody can pick this rock up. We need a ....  
 a. fire truck                      b. police car                      c. ship                       crane
18. A ship is .... to carry people and heavy objects because it is huge.  
 a. useless                       effective                      c. bad                      d. poor
19. The facilities inside the yacht make it comfortable to ....  
 live                      b. sell                      c. buy                      d. build
20. A crane picks up heavy objects ....  
 a. easily                       hardly                      c. softly                      d. badly

## POST TEST

Name : Ari Restu Arnila W Class : VIII 8B  
 Number : 06 Time : 30 Minutes

Choose the correct answer by crossing (x) a,b,c, or d on the answer sheet provided!

1. The ship carries .... objects inside its body.  
 a. light      b. heavy      c. small      d. easy
2. We need a row to make the .... moves.  
 a. submarine       b. sail boat       c. row boat      d. ship
3. We use a truck to .... goods to destinations  
 a. deliver      b. catch       c. see      d. play
4. The fireman drives a fire truck to the place which caught fire .... it streams the water out.  
 a. yesterday      b. then       c. while      d. tomorrow
5. A policeman uses a police car to .... thieves.  
 a. train      b. help      c. create      d. catch
6. The submarine .... be seen until it comes up.  
 a. always      b. never      c. rarely       d. sometimes
7. The .... carries a lot of water to fight fire.  
 a. ambulance      b. truck      c. fire truck      d. police car
8. People love to stay inside the yacht because it is very ....  
 a. terrible       b. poor      c. bad      d. comfortable
9. An ambulance .... people in times of emergencies.  
 a. catches      b. saves       c. makes      d. watches
10. The troops use a .... to do underwater exploration.  
 a. submarine      b. yacht      c. row boat       d. beach
11. A police car is .... useful for keeping order in the city.  
 a. very      b. little      c. maybe      d. probably
12. An ambulance can carry you to a hospital when you are ....  
 a. healthy      b. well       c. sick      d. happy
13. We can use a yacht to .... on water without getting wet.  
 a. walk       b. travel      c. reach      d. swim
14. The wind is so friendly. It is good for the .... to travel.  
 a. sail boat       b. ship      c. row boat      d. yacht
15. The submarine is .... water transportation because travels under the sea.  
 a. a bad      b. an interesting      c. a normal      d. a boring
16. The submarine travels ....  
 a. on the pool      b. on the river       c. underwater      d. on the sea
17. Nobody can pick this rock up. We need a ....  
 a. fire truck      b. police car      c. ship       d. crane
18. A ship is .... to carry people and heavy objects because it is huge.  
 a. useless       b. effective      c. bad      d. poor
19. The facilities inside the yacht make it comfortable to ....  
 a. live       b. sell      c. buy      d. build
20. A crane picks up heavy objects ....  
 a. easily      b. hardly      c. softly      d. badly





Nomor : 9125 / UN25.1.5 / LT / 2016  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

22 SEP 2016

Yth. Kepala SMP Negeri 5 Jember  
di Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini,

Nama : Ahsin Fahmi Mubarok  
NIM : 130210401062  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: The Effect of Using Animation Video on the Eighth Grade Students' Vocabulary Achievement at SMPN 5 Jember.

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terimakasih.

a.n. Dekan  
Pembantu Dekan I,



Dr. Sukatman, M.Pd.  
NIP. 19640123 1998812 1 001



PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
SMP NEGERI 5 JEMBER

Jl. Imam Bonjol No. 39 Telepon 0331 - 321737 Jember  
Email – smp5jember@gmail.com

SURAT KETERANGAN

Nomor : 423.1/ 234 /413.02.20523906/2016

Yang bertanda tangan di bawah ini Kepala SMP Negeri 5 Jember, menerangkan dengan sebenarnya bahwa:

Nama : AHSIN FAHMI MUBAROK  
No. Induk Mahasiswa : 130210401062  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris  
Perguruan Tinggi : Universitas Jember

Telah mengadakan penelitian di SMP Negeri 5 Jember dalam rangka penyusunan Skripsi dengan Judul :

“ The Effect of Using Animation Video on the Eighth Grade Students’ Vocabulary Achievement at SMP Negeri 5 Jember “.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 20 Oktober 2016

An Kepala SMPN 5 Jember,  
Kepala Sekolah.



ATMI,S.Pd

NIP. 19650620 198903 2 010