

CHAPTER IV

RESULT OF RESEARCH AND DISCUSSION

A. Presentation of Data

In this data, the researcher using media animation acted as the teacher and analyzed the collected data from students score in the pre-test and post-test from the experimental classes. Therefore, the process of teaching vocabulary and the process of scoring was held by the researcher himself.

This study used pre-experimental design. Pre experimental design was the kind of the research that conducted without the influence of the controller variable. In this study we just found the experimental class, with the result that. The researcher only take the result of pre-test and post-test from the experimental class to collect the data. The researcher took the subject in the seventh grades of SMP Negeri 1 Camplong with the total number of 14 student.

This study was conducted to find out if there was significant difference after the students were being taught using animation video. The data was collected from students' pre-test and post-test score. Pre-test was conducted to determine how the ability of students before they were given in the form of animation video treatment.

To get the data, the researchers conducted direct field research in the experimental class. The first research was held on February 23th 2021. Researchers know the basic abilities of students of SMP Negeri 1 Camplong from pre-test. From the pre-test scores, it shows that they have poor English

vocabulary quality, it is shown that the highest score is 80 and the lowest score is 20. After knowing this fact, the researchers tried to use animated videos as a medium for teaching English vocabulary and it was hoped that it would be a good stimulus and a fun medium to improve students' English vocabulary mastery.

The second reseach was held on februari 26th 2021 the reseacher began to preaper animation video to improve students' mastery of vocabulary in the seventh grader of SMP Negeri 1 Camplong. The title of the video for the first treatment was "Cinderella". In this phase, efore the researcher gave the next video, the researcher invited the students to review the video and look for words that were easy to understand from the previous video. then the researcher provides the next video.

The last reseach was held on February 26th 2021. She gave post test to the experimental class. Below is the process of giving treatment for the nineth grade students of SMP Negri 1 Camplong.

1. Treatmen

The reseacher did the treatment in two days. The firt treatment was held on Thursday, February 23th 2021 and the second treatment was held on Saturday, February 23th 2021.

a. First treatment

The first treatment, the researcher explains about the importance of vocabulary for students. Vocabulary is the first foundation for learn English, without vocabulary we would not be

able to speak, write, and understand the meaning of what we hear. After that the researcher prepared animation video and explained about the title in the video. The title of the video is This video Produced by Nickelodeon. The process of the treatment is a follow:

1. Opening the class
2. The researcher gave introduction about description and explain the function of animation video
3. The researcher gave video of animation to the students of SMP Negeri 1 Camplong
4. The researcher asked the opinion about the video
5. The researcher gave the conclusions of what have been learned.
6. Conclusion the meeting

b. Treatment II

In the second treatment, researchers has more time than the first treatment. So in the second treatment, the researcher could review and explain the the material given in the first treatment. the title of the second video was this video was produced by Nickelodeon. The implementation of animation to improve student mastery of vocabulary in the second treatment is as follows:

1. Opening the class
2. Checking of the attendance list
3. Provide motivation by removing the previous material.

4. Before giving the next video to the students, the researcher reviewed the previous video, and asked students to inquire the vocabulary from the last video.
5. Before presenting the animation video, the researcher explained a little about the title and the content of the animation video.
6. The researcher presented the animation video using LCD projector.
7. The researcher asked the student opinion about the animation video they have watched.
8. The researcher provided time for students to ask questions about difficult vocabulary words.
9. The researcher explain the difficult or new vocabulary in the animation video.
10. The researcher gave conclusion of what has been learned.
11. Closing the meeting.

After giving treatment by animation video to increase student vocabulary at nineht graders of SMP Negeri 1 Camplong, February 18th 2021 the researcher gave the students post test to find out progress of students after being given treatment. In the post test, students had to answer 10 questions in certain period of time.

2. The Data Analysis of Test Score (Pre-Test and Post-Test)

Before analyzing the research results, the researcher will first analyze the pre-test and post-test scores of the seventh grade students

of SMP Negeri 1 Camplong. Data collection was carried out to determine students' abilities prior to treatment.

Tabel 1

The Pre-test score of the ninth grade student of SMP Negeri 1 Camplong.

No	NAMA	SCORE
1	Abdul Rhoma	50
2	Abelatul Mandayani	50
3	Ach. Faisal Amin Rasyid	20
4	Ade	40
5	Agil	40
6	Ahmad Zakariya	60
7	Anggita Astrinatul. A	20
8	Aril Gabrila	60
9	Dimas Arya Pratama	30
10	Dimas Hendriyanto	70
11	Febriana Sholehah	60
12	Hamdan Alfarisi	40
13	Iftitah Dwi Sarimurti	50
14	Irwansyah	20
15	Khairul Umam	70
16	Kholifatul <u>U</u> la	60
17	Moh Zhamzi M	80
18	Moh.Farhan	60
19	Moh. Hendra	20
20	Moh Toha Holil	40
21	Saiful Anam	40

22	Siti Salwa	80
23	Subeidi	20
24	Yurike Prasati	50

Tabel 2

The frequency Distribution of The Mastery of English Vocabulary of the ninth Grade Students of SMP Negeri 1 Camplong before being Taught Using “Video Animation”

No	SCORE	F	F X
1	80	2	190
2	70	2	140
3	60	5	300
4	50	4	150
5	40	5	200
6	30	1	30
7	20	5	120
	Total	24 = N	1.130 = $\sum fx$

The table above shows $\sum fx$ grade 9 students after using animated videos.

Tabel 3

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation

	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
KELAS 9	24	60	20	80	47.08	3.877	18.992
Valid N (listwise)	24						

Tabel 4

Statistics

KELAS 9

Valid	24
N	
Missing	0
Mean	47.08
Median	50.00
Mode	20 ^a
Sum	1130

a. Multiple modes exist. The smallest value is shown

From the table 1 above, the EEnglish vocabulary mastery test for the ninth grade students of SMP Negeri 1 Camplong showed that the highest score is 80 and the lowest score is 20. The mean is 47,0833, median is 50, modus is 20, and standard deviation 18.992, 8% of them have score 80 , 8% of them have score 70, 20% of them have score 60, 17% of them have score 50, 20% of them have score 40, 4% of them have score 30, 20% of them have score 20. Its means that the English vocabulary mastery of the ninth grade students of SMP Negeri 1 Camplong before being taught by using “Animation Video” is not good.

Table 5

Post-test Score in Seventh Grade Student of SMP Negeri 1 Camplong

Table 6
The

No	NAMA	SCORE
1	Abdul Rhoma	80
2	Abelatul Mandayani	80
3	Ach. Faisal Amin Rasyid	70
4	Ade	90
5	Agil	80
6	Ahmad Zakariya	80
7	Anggita Astrinatul. A	30
8	Aril Gabrila	70
9	Dimas Arya Pratama	50
10	Dimas Hendriyanto	90
11	Febriana Sholehah	90
12	Hamdan Alfarisi	50
13	Iftitah Dwi Sarimurti	50
14	Irwansyah	80
15	Khairul Umam	70
16	Kholifatul <u>U</u> la	80
17	Moh Zhamzi M	90
18	Moh.Farhan	70
19	Moh. Hendra	40
20	Moh Toha Holil	50
21	Saiful Anam	70
22	Siti Salwa	90
23	Subeidi	20
24	Yurike Prasati	50

Frequency Distribution of The English Vocabulary Mastery for the ninth Grade
Students of SMP Negeri 1 Camplong After Being Taught Using “Animation
Video”

No	SCORE	F	F X
1	90	4	360
2	80	6	480
3	70	4	280
4	60	1	60
5	50	5	250
6	40	2	120
7	30	1	30
8	20	1	20
	Total	24 = N	1.600 = $\sum fx$

The table above shows the $\sum fx$ 9th graders after using animated videos.

Tabel 7

Statistics

NILAI POST TEST KELAS 9

N	Valid	24
	Missing	0
Mean		65.00

Std. Error of Mean	4.170
Median	70.00
Mode	80
Std. Deviation	20.430
Variance	417.391
Range	70
Minimum	20
Maximum	90
Sum	1560

After the researcher conducted English vocabulary test for the ninth grade students of SMP Negeri 1 Camplong, it showed that the highest score is 90 whereas the lowest score is 20. The mean is 65, median is 70, modus is 80, and standard deviation is 20.430. The post-test score showed that 17% of them got a score of 90, 25% got a score of 80, 17% got a score of 70, 4% got a score of 60, 20% got a score of 50, 8% got a score of 40, 4% got a score of 30, and 4% got a score of 20. The mastery of English vocabulary of the ninth grade students of SMP Negeri 1 Camplong.

3. Hipotesis testing

This examination utilize quantitative information, so the speculation testing was finished by the recipe invalid theory (H_0) which expresses that there is no critical contrast between the two factors. On the off chance that there is a critical contrast, invalid

speculation will be acknowledged and elective theory (H_a) will be affirmed.

In tracking down a huge difference of the two variable I utilized t-test in the degree of significance 0,05 from the level of opportunity (Db) 50 which is acquired from $NI + N2 - 2$. On the off chance that to is comparable or more than t-table (t_1), Null theory which expresses that there is no significant difference between the two methods from the two examples will be acknowledged. On the off chance that to is more modest than t-table (t_1), Null theory will be affirmed. It demonstrates the mean contrast is no critical and the exploration is acknowledged.

The data shows that the mean of understudies' score for the mastery of English jargon prior to being shown utilizing "Activity Video" as media is 47,0833 while the mean of understudies' score for the dominance of English jargon subsequent to being instructed by utilizing "Movement Video" is 65.00 it tends to be presume that the dominance of English jargon for the 10th grade understudies of SMP Negeri 1 Camplong prior to being shown utilizing "Liveliness Video" is brings down than the individuals who are being shown utilizing "Liveliness Video".

The result of the T-test

Table 8

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 9 NILAI PRE TEST KELAS	47.08	24	18.992	3.877
9 NILAI POST TEST KELAS	65.00	24	20.430	4.170

In this table, the results of descriptive statistics of the two samples studied can be shown, namely the values of the Pre Test and Post Test. For the pre-test value, the Mean 47.08 is obtained. meanwhile for the Post test value the mean is 65.00. The number of students used as the research sample was 24 students. The Std.Deviation value in the Pre test is 18,992 and the Post test is 20,430. Lastly is the value of Std. The mean error for the pre test is 3,877 and for the post test is 4,170.

Because the mean value of the pre-test scores is 47.08 < Post-test 65.00, it means that there is a descriptive difference in the average learning outcomes between the Pre-test and Post-test.

Table 10

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 9 & NILAI POST TEST KELAS 9	24	.689	.000

Based on the table above, it is known that the correlation coefficient value is 0.689 with a significance value of 0.000 less than the significant level (Sig) = 0.05, so H_0 is rejected. This means that there is a significant difference between the average value before treatment and the average value after treatment.

Table 11

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	NILAI PRE TEST KELAS 9 - NILAI POST TEST KELAS 9	-17.917	15.598	3.184	-24.503	-11.330	-5.627	23	.000

Based on the table above, it is known that the Sig. (2-tailed) is .000 < 0.05, then H_0 is rejected and H_a is accepted. So it can be concluded that there is an average difference between the pre-test and post-test learning outcomes, which means that there is an effect of the use of learning strategies in increasing the vocabulary of English in grade 9 students of SMP Negeri 1 Camplong.

The table above also provides information about the value of "Mean Paired Differences" which is equal to -17,917. This value shows the difference between the average Pre Test learning hassles and the average Post Test learning outcomes. And the difference between these differences is between -24,503 to -11,330 (95% Confidence Interval of the Difference Lower and Upper).

4. Discussion of Finding

In this study, it shows that vocabulary learning that does not use animated videos gets an average pretest score of 47.08 with the highest score 80 and the lowest score 20 while vocabulary learning that uses animated videos has an average score of 70.00 highest 90 And the lowest score 20.

This means that it can be concluded that vocabulary learning using animated videos has a fairly good effectiveness than learning without using animated videos. This can be shown from the results of the calculation of the average value of the pre-test and post-test which is higher, namely -17.917 The results of the paired t-test, which are obtained, namely sig.2 tailed of $0.000 < 0.05$, which means that there is a significant difference. between the average value before treatment (pre test) with the average value after treatment (post test).

Learning using animated videos will open opportunities for students to learn at their own pace and way. Therefore they use different types in choosing the preferred video according to their respective preferences. By learning to use animated videos, students are expected to be able to practice independently, have the courage to express opinions and learn to develop logical thinking and reasoning. The use of animated videos in learning Basic English is as a feedback (feed back) for students and teachers, for teachers learning using animated videos can be used to make it easier to provide or explain

material while for students as a tool for independent learning in developing vocabulary.

According to Munir, animation is an activity to animate or move inanimate objects (pictures) to be as if alive, because animation is able to explain a concept or process that is difficult to explain with other media, thereby motivating users (students) to take an active role in the learning process. . This is in accordance with the presentation of Sudjana & Rivai which states that learning media can attract students' attention, thus fostering learning motivation in students.¹

¹ Muhammad Ikhwanul Muslimin, “*Pengaruh Penggunaan Media Pembelajaran Video Animasi Terhadap Hasil Belajar Pendidikan Kewarganegaraan Kelas Iisd*”, E-Jurnal Prodi Teknologi Pendidikan Vol. VI Nomor 1 Tahun 2017, 32.