

ABSTRACT

AlfinAulia Dina, 2021, *The Effect Of Using Animation Video On Students' Vocabulary Mastery In 9th Grade Of Junior High School 1 Camplong Sampang*. Thesis, English Teaching Learning Program (TBI), Tarbiyah Department, State of Islamic Institute (IAIN) of Madura. Advisor: AchmadBaidawi, M.Pd.

Key Words: Animation Video, Vocabulary Mastery

The development of technology is very rapid, especially the media, one of which is video animation. have an impact in the world of education in utilizing animated videos. Animated videos can be used as an interactive learning medium. To make it easier for children to learn other languages. then this material is packaged in an attractive way in the form of videos that are educational and entertaining for them. The purpose of this research is to make animated videos as a medium of learning in learning other languages.

The design of this study was a pre-experimental with randomised group, pretest-posttest design. The population in this study were all grade 9 (nine) students at SMPN 1 Camplong in the 2020/2021 academic year. The sample of this study were students of class IX E as the experimental group. The instruments in this study were test and questionnaires. The null hypothesis of this study states "There is no significant difference in the average vocabulary scores of students who are taught using animated videos and without animated videos." The alternative hypothesis states that "There is a significant difference in the average vocabulary scores of students who are taught using animated videos and without animated videos."

The results of data analysis showed that the average pre-test vocabulary score of the experimental group was 47.08 and the post-test average score was 65.00. It can be concluded that there is a difference in the average score of vocabulary mastery between students who are taught using animated videos and without animated videos.

The result of the value of Sig. vocabulary is .000 Based on the criteria for testing the Kruskal-Wallis hypothesis, if the value of Sig. < 0.05 , the null hypothesis is rejected. Because based on the fact the value of Sig. in this study is less than 0.05, then the null hypothesis (H_0) is rejected. So, the alternative hypothesis (H_a) is accepted. From the hypothesis testing above, it can be concluded that there is a significant difference in the average score of students' vocabulary mastery between students who are taught using animated videos and without animated videos. This means that the use of animated videos in teaching vocabulary is effective and can be an alternative medium in teaching vocabulary in junior high schools.

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Perkembangan teknologi yang sangat pesat khususnya media, salah satunya video animasi. Membawadampak dalam dunia pendidikan dalam memanfaatkan video animasi. Video animasi dapat digunakan sebagai salah satu media pembelajaran yang interaktif. Untuk memudahkan dalam mempelajari bahasa lain kepada anak-anak. Maka materi ini dikemas secara menarik dalam bentuk video yang bersifat mendidik dan menghibur bagi mereka. Tujuan penelitian ini adalah menjadikan video animasi sebagai media pembelajaran dalam belajar bahasa lain.

Desain penelitian ini adalah desain pretest-posttest eksperimen dengan rancangan acak kelompok, design. Populasi dalam penelitian ini adalah seluruh siswa kelas 9 (sembilan) di SMPN 1 Camplong tahun pelajaran 2020/2021. Sampel penelitian ini adalah siswa kelas IX E sebagai kelompok eksperimen. Instrumen dalam penelitian ini adalah tes dan angket. Hipotesis nol penelitian ini menyatakan "Tidak ada perbedaan yang signifikan rata-rata skor kosakata siswa yang diajarkan menggunakan video animasi dan tanpa video animasi". Hipotesis alternatif menyatakan bahwa "Ada perbedaan yang signifikan rata-rata skor kosakata siswa yang diajarkan menggunakan video animasi dan tanpa video animasi".

Hasil analisis data menunjukkan bahwa rata-rata skor kosakata pre-test kelompok eksperimen adalah 47,08 dan skor rata-rata post-test adalah 65,00. Dapat disimpulkan bahwa terdapat perbedaan rata-rata skor penguasaan kosakata antar siswa yang diajarkan menggunakan video animasi dan tanpa video animasi.

Hasil dari nilai Sig. kosakata adalah .000. Berdasarkan kriteria pengujian hipotesis Kruskal-Wallis, jika nilai Sig. < 0,05 maka hipotesis nol ditolak. Karena berdasarkan fakta nilai Sig. dalam penelitian ini kurang dari 0,05, maka hipotesis nol (H_0) ditolak. Jadi, hipotesis alternatif (H_a) diterima. Dari pengujian hipotesis di atas, dapat disimpulkan bahwa terdapat perbedaan yang signifikan rata-rata skor penguasaan kosakata siswa antar siswa yang diajarkan menggunakan video animasi dan tanpa video animasi. Artinya penggunaan video animasi dalam pengajaran kosakata efektif dan dapat menjadi media alternatif dalam pengajaran kosakata di sekolah menengah pertama.