

CHAPTER IV

RESEARCH FINDING AND DISCUSSION OF RESEARCH

This chapter presents the results of the study and the discussion of the study. Data from a study on the use of video animation in Hotel Transylvania Season Four Vocabulary study by students in class VIII Madrasa Tsanawiya Tampojun Tengah.

A. Finding Of Research

In this chapter, researchers discuss research results in this area. Researchers use observations, documentation, and interviews to collect initial data. The findings describe the use of the Transylvania Hotel Season four Animation Videos On Vocabulary Mastery Of Class Vi Madrasah Tsanawiyah Student Tampojung Tengah.

Season four Vocabulary Acquisition Animation Video Class VIII Madrasah Tsanawiyah Student Tampojung Tengah Researchers Observe the English Learning Process of Eighth Grade of MTs Nurul Mubtadiin Tampojung Tengah to Obtain Data on Transylvania Hotel Usage . The researcher said he conducted this study on November 11-18 The first meeting was held on 11th. October and the second meeting on 18th. 2022.

Using the Transylvania Hotel Season four Vocabulary Acquisition Animation Video Class Viii Tampojun Tenga Students by Madrasa Tsanawiya

1. The Use Of Transylvania Hotel Season Four Animation Videos On Vocabulary Mastery Of Class Viii Madrasah Tsanawiyah Student Tambojung Tengah

a. First meeting

At the first meeting, the survey took place on October 11, 2022 starting at 09.00 to 11.00. In this case, the researcher and her eighth-grade English teacher did it together in a classroom. They did it actively in the classroom. Vocabulary lesson with video animation Transylvania Hotel Season four On Vocabulary Acquisition for Class VIII at Madrasah Tsanawiyah Tambojung Tengah.

Based on three steps, each step will be explained by the researcher the following

1) Pre-teaching

This is the first part of the teaching and learning process before the English teacher it this shown by

a) The teacher open the lessons by greeting, for example:

Assalamulaikum Wr. Wb, Good morning and how are you today

b) The teacher conveys the aims and objectives of teaching to students.

c) The teacher gives warming up releted with the materials.

2) Whilst-teaching:

a) English teacher explains animated video definition and vocabulary acquisition.

- b) The English teacher directly applies the hotel Transylvania season four animated video to the students to watch
- c) The English teacher gives 60 minutes to watch the animation video hotel Transylvania season four to the students
- d) The teacher gives instructions to the students to describe the characters from the transylvania season four animation video cast.
- e) The teacher helps students who have difficulty understanding the flow of the animation video that is applied.
- f) The teacher gives assignment to students to make sentences from some of the vocabulary that has been obtained from the animated video.
- g) Evaluation.

After the teacher applied the first teaching method, the English teacher proceeded to the second level and the procedure was as above. In the second level, the teacher quickly explained the definition of an animation video, and the teacher watched a video of an animation movie. ask you to create. As soon as the second stage is completed, the teacher

3) Post-teaching

- a) The teacher review about the materials.
- b) The teacher gives the student motivation, and remembers them to study at home and practice vocabulary that has been obtained from watching animates videos.

- c) The teacher close the meeting by saying hamdalah and greeting.
- d) The teacher leaves the classroom.

Above are the stages of an English teacher at MTs Tampojung Tengah. In the third or final stage, the teacher would close the material being taught, then the teacher invites his students to pray together to close the lesson..

b. The Second meeting

This is the second workshop. This survey was also conducted by researchers at on October 18, 2022 also starting at 09.00 to 11.00. The Second Vocabulary Teaching Meeting with Animated Video Transylvania Hotel Season Four On Vocabulary Mastery for Students for Madrasah Tsanawiyah Class VIII Tampojung Tengah also has Three Steps in Teaching and Learning Process Based on Steps in Teaching and Learning Process of English Vocabulary Each step explained It has been described by the researcher as follows:

1) Pre-teching

This is the first part of the teaching and learning process before the English teacher it this shown by

- a) The english teacher open the lessons by greeting, for example:
Such as good morning and how are you.
- b) The english teacher ask to students to prasy together
- c) The english teacher checklist the students attendance.

2) Whilst-teaching:

- a) The English teacher continues last week's learning video and discusses the plot of the film.
- b) The English teacher directly applies the Hotel Transylvania Season 4 animated video to the students to watch.
- c) The English teacher gives 60 minutes to watch the animation video Hotel Transylvania Season 4 to the students.
- d) The English teacher asks each student to name the vocabulary in turn.
- e) The English teacher helps students who have difficulty understanding the flow of the animation video that is applied.
- f) Evaluation.

3) Post-teaching.

- a) The English teacher gives an assignment to mention the vocabulary that has been obtained from the animated film.
- b) The English teacher invites students to pray together.
- c) The English teacher closes the meeting by saying *hamdalah* and *salam*.

With the steps above, the teacher will quickly finish the movie they watched together. Afterwards, the teacher told the students to pray together to finish the second day's lesson, and the lesson ended immediately.

Based on her second vocabulary teaching conference with *Hotel Transylvania Season 4 Animation Video on Vocabulary Acquisition for Students of Madrasah Tsanawiyah Class VIII*

Tampojung Tengah. A teacher who teaches in an easy-to-understand manner by watching animations. The teacher explains the material well and clearly even if some students are still confused. The teacher

2. The advantages of using animated videos hotel Transylvania season four to increase vocabulary in class VIII Mts Tampojung Tengah.

Of course, there are many benefits when using or applying the Hotel Transylvania Season four animated videos, specifically the animated video descriptions based on interviews. :

- a. Students become interested in the teaching and learning process, so students become the focus when the teacher teaches vocabulary in Class.

As said by Ayshah:

“Saya jadi lebih fokus karena video animasinya menarik dan seru”

“I become more focus because the animation video is interesting and fun”

Dendi also said:

“Saya bisa lebih fokus untuk mengikuti pembelajaran karena animasi videonya membuat saya tidak bosan”

“I can be more focus to follow learning process because the animation video makes me not bored”

- b. Animated videos have made it easier for students to understand English, especially in increasing vocabulary.

As said by Isriyah:

“Video animasinya membuat saya lebih gampang mengerti dan bisa menambah kosa kata Bahasa Inggris saya”

“The animation video make it easier for me to understand and can increase my English vocabulary”

It is similar to Makki said:

“Lebih gampang untuk memahami bahasa Inggrisnya karena ada gambar dan exting dari pemerannya”

“Easier to understand the English language because there are pictures and ection of the casts”

- c. Improve students' listening skills to get a lot of vocabulary and students will be more active in the learning procces in class.

As stated by Sifa:

“Saya menjadi lebih fokus mendengar kosa kata bahasa Inggrisnya karena kalau tidak mendengar saya tidak akan paham dengan alurnya”

“I become more focus in listening the English words because if I did not listen I will never understand the plot”

- d. Can foster interest and motivations to learn vocabulary.

While Farhan said:

“Semakin berminat untuk belajar kosakata karena menggunakan video animasi sebagai media pembelajaran.

“More interested in learning vocabulay because it uses animation videos as learning media.”

Robiah also said:

“ Saya termotivasi untuk belajar karena sangat suka ke alur film nya.”

“I am motivated to learn because I really like the plot of the film.”

The English teacher also added statement

“Ketika menggunakan video animasi murid-murid lebih aktif, lebih semangat, lebih senang mengikuti mata pelajaran. Itu bisa kita lihat dari antusiasme siswa di dalam kelas ketika mengikuti pelajaran. Ia selain itu cara mengimplimentasikan juga mudah”

“When using animated videos the students are more active, more enthusiastic, more happy to follow the subject. We can see that from the enthusiasm of the students in the class when following the lesson. Besides that, how to implement is also easy”

B. Discussion

In the discussion part, I would like to explain the use of Hotel Transylvania Season four Animation Video on Word Mastery for Class VIII students at Madrasah Tsaniwiyah, Tampojung Tengah. Also benefits of increasing vocabulary for Class VIII MTs Tampojun Tengah with animated videos in English.

- 1. The use of the animated video transylvania hotel season four on the vocabulary mastery of class VIII students at Madrasah Tsanawiyah Tampojung Tengah.**

English teachers use animated videos to make students more active and less bored in the lesson and learning process. However, the vocabulary is easier for students, but before the teacher, how to use the method successfully with an animated video class, then hand the cartoon to the teacher guard.

Learning with animated videos is a method teachers use to improve the quality of teaching and learning. It aims to make the learning process more interesting and enjoyable so that students can pay more attention to the lessons and acquire knowledge, skills and attitudes to support their growth. of independent personality. It should also improve.

Animated videos are content-packed animation videos that can be used as a learning medium in elementary schools because of their fun and enjoyment, and are intended for elementary school students. According to Faris (in Sadirman, 2011), animation is not just a barrier in the world of animation, it is a medium for transforming ideas, ideas, concepts and images into something that¹.

Students will understand the animated video sequence of Hotel Transylvania Season four as the animated video is projected onto the screen and played from the beginning.

The use of animated videos is consistent with the materials taught: video animation comprehension, vocabulary comprehension, and animation video flow. Hotel Transylvanian Season four animated videos teach a lot of vocabulary and dialogue. Each letter that the student can

¹ Putu Jerry, Nyoman Jampel and Komang Sudarma, *pengembangan video animasi pada pembelajaran siswa*, jurnal edutech universitas pendidikan ganesha, 2018, 11.

later understand. Students want to acquire more vocabulary later and develop more.

“This discussion is very much in accordance with the theory explained so that it is easier for students to understand the animated video of Hotel Transylvania Season Four, so that students get more vocabulary”

Animation is an object or several objects that appear to move across the stage or change shape, change size, change color, change rotation and change other rounds. Animation is widely used in the form of videos for children's entertainment such as Naruto, Tom and Jerry cartoons, Adit Sopo Jarwo and others. But in its development, animated videos are increasingly adding to its selling value by not only making it an entertainment spectacle, but incorporating social education values such as Upin and Ipin animation, even incorporating Islamic educational values such as Nusa animation and Stories of the Prophets and others to attract attention. not only the general public but also educational circles such as educators who use it as a medium to help convey material with clear examples. Or even students who are looking for clarity from the material they want to understand. Or in other words, animation can be used as a learning resource.

Vocabulary is a core component of language proficiency, providing the basis for how well a learner can speak, listen, read and write.²

When given a question, it turns out that students can solve well, then we can conclude that the teacher is successful in giving lessons

² C Richards and A Renandya, *Methodology In Language Teaching : An Anthology of Current Practice*, 255.

because students can quickly and easily understand the material given by the teacher. Therefore, the teacher can be said to be successful if students can easily understand and can receive material comfortably and do not feel bored, so that the learning process in the classroom runs smoothly and ends comfortably and happily.

The use of video in teaching vocabulary received a positive response. It can make students fun and interesting in the process of learning vocabulary.

2. The advantages of using animated videos hotel Transylvania season four in teaching English to increase vocabulary in class Viii MTs Tampojng Tengah.

In this case, researchers use animated videos from Transylvania Hotel Season four to illustrate the vocabulary abilities of students in Class VIII Tampojng Tengah Madrasah Tsanawiyah. You can browse based on observation results, materials, interviews, etc. Researchers interviewed a Class VIII English teacher and her MTs Tampojng Tengah to create a document consisting of teaching and learning.

- a. Students become interested in the teaching and learning process so that students become the focus when the teacher teaches in class.

As ayshah and Dendi said that watching animated videos can focus more on learning because the animated videos are interesting and fun, and also don't make students bored to learn.

- b. Animated videos can make it easier for students to understand English, especially in increasing vocabulary.

Isriyah and Makki's statement that watching animated videos is easier to understand and can increase their English vocabulary, and the meaning of English is more understandable, because the pictures and acting of the actors are easier to understand.

c. Improve listening and speaking English skills.

Sifa and Ishak's statement that they are the focus of listening to their English vocabulary because if they don't listen they won't know the flow and it's difficult to practice speaking English with their friends.

d. Can foster interest and motivation to learn.

Farhan and Robiah that they are increasingly interested in learning because they use animated videos as learning media and they are also motivated to learn because they really like the plot of the film