

## **The Effect of Dino Animation Videos on Fourth Grade Students' Vocabulary Achievement at SDN 006 Sungai Kunjang**

Elok Prihatina<sup>1</sup>, Hasby Sjamsir<sup>2</sup>, Weningtyas<sup>3</sup>  
Universitas Mulawarman

<sup>1</sup>elokprihatina@gmail.com, <sup>2</sup>hasbysjamsir@gmail.com, <sup>3</sup>weningtyaspiswari@fkip.unmul.ac.id

### **Abstract**

This study aimed to find out 1) the vocabulary achievement of fourth grade students at SDN 006 Sungai Kunjang who are taught with using Dino animation videos, 2) the vocabulary achievement of fourth grade students at SDN 006 Sungai Kunjang who are taught without using Dino animation videos, and 3) whether there is any significant difference in the fourth grade students' vocabulary achievement who are taught with and without using Dino animation videos. This study was quantitative research, which was classified as quasi-experimental research. This study used non-random sampling/ purposive and non-equivalent control group design, where the most common quasi experimental research is the comparison between (pre- test and post - test ) group control and group experimental design. The population of this study was the students at SDN 006 Sungai Kunjang, Samarinda. The total number of participants were 76 students from two classes (4B and 4C). The mean score of the experimental group was 58.3 (low) on Pre- test and 77.1(high) on Post - test and for control group was obtained 55.6 (low) on Pre- test and 65.4(average) on Post - test. After being analyzed both mean scores by using SPSS, it was found that the significance value of the difference between the two mean scores was  $0.002 < \alpha 0.05$ . The computation showed that the mean scores of the two groups significantly differed. In conclusion, the alternative hypothesis (Ha) is accepted and Null hypothesis (H0) is rejected. Based on the result of Paired T- test, alternative hypothesis (Ha) was accepted, thus resulted a significant effect.

**Keywords:** Teaching media, Dino animation videos, Vocabulary achievement

### **1. Introduction**

In Indonesia, teaching English for elementary school students is based on the decree of the Minister of Education and Culture No. 060/ U/ 1993 on February 25, as a local content subject and can be taught starting from grade four (Depdiknas). In addition, Curriculum (2013) stated that teaching English to elementary school in Indonesia is not compulsory, but the government provides policies (school autonomy) for each elementary school to teach English as local content subject. Based on the curriculum development. English in several region is altered as a compulsory subject for the necessity to participate in the globalization era. Along with the development in this era, technology is growing up rapidly, especially in electronic and multimedia. However , not all teachers can use technology as the teaching media. This affects to the way students learn vocabulary in a monotonous way.

As the researcher's preliminary observation, the location that is the place to conduct this study is SDN 006 Sungai Kunjang, Samarinda, The researcher got information from the English teachers there, that they used materials in the form of book text. They used the book as teacher and students handout. When teaching, the teacher use Grammar Translation method (GTM), where teacher often give more explanation about the materials in the text book and discuss with students after giving explanation. This reason

is interesting for researcher to bring audio- visual media while teaching English in that school. Using media in the classroom can improve the quality of learning process in fun and simple way (Fuji, 2018). This study used Dino animation videos, which created especially for children and young learners. Dino animation videos are animation videos which characterized by Dinosaur cartoons, they have storyline in each video, and they are formed as series animation videos. Based on the previous descriptions, the researcher is interested to conduct a study and wants to know the effect of using Dino animation videos on fourth grade students' vocabulary achievement at SDN 006 Sungai Kunjang, Samarinda in the academic year 2019/ 2020".

Based on the background of study above, the researcher formulates the problems, they are:

1. How is the vocabulary achievement of fourth grade students at SDN 006 Sungai Kunjang who are taught by using Dino animation videos?
2. How is the vocabulary achievement of fourth grade students at SDN 006 Sungai Kunjang who are taught without using Dino animation videos?
3. Is there any significant difference in the fourth grade students' vocabulary achievement who are taught with and without using Dino animation videos?

Based on the background of study above, the researcher formulates the hypotheses, they are:

1. H<sub>0</sub> (Null Hypothesis): There is no significant difference of the use of Dino animation videos on fourth grade students' vocabulary achievement at SDN 006 Sungai Kunjang, Samarinda
2. H<sub>a</sub> (Hypothesis alternative): There is a significant difference of the use of Dino animation videos on four th grade students' vocabulary achievement at SDN 006 Sungai Kunjang, Samarinda

## 2. Literature Review

### **Concept of Effect**

Creating an effective learning with students' involvement in order to occurs optimal learning, and how to develop basic skills and complex skills, is not something easy to do. Heinich, Molenda, Russel, and Smaldino (2002) explained that media can be interpreted as an intermediary between message source and recipient of the message, so that the learning media can be interpreted as something that delivers learning messages between the giver and recipient of the message. In this study, the researcher will uses Audio-visual media as vocabulary teaching tool, by using Dino animation videos that is appropriate for students.

### **Concept of Audio- visual Media**

There are many sources for mat erial of language learning such as television commer cial, quiz shows, cartoons, new clips, comedy shows, movie, songs, and document aries that teacher and students can utilize for language learning purposes (Gebhard, 1996). Audio- visual media that will be used in this study is Moving Audio- visual, because this study will use Dino animation videos as the media of teaching vocabulary. Usually the sources of Moving Audio- visual can be found in the form of television, video, videotape, or DVD/ VCD.

### **The Description of Dino Animation Videos**

Dino animation videos are authentic language learning which categorized as audio-visual media which contains song and animation cartoon dinosaurs. The Dino animation videos are series videos which can found on Youtube. The animation videos are appropriate for children, the content of the videos related to children life. The combination of song and cartoon animation is suitable to attract students attention, which is can be utilized by teacher as teaching media for language learning purposes (Gebhard, 1996), because the videos contain basic vocabulary, for example noun, verb, and adjective, that appropriate for elementary students (Carter, 1998).

### **Concept of Vocabulary Achievement**

Vocabulary is one of the components of language proficiency and determines how well learners speak, listen, read, and write (Richards and Reynandya, 2002). While, achievement is viewed basically as the competence of a person have in area of content (APA, 1999). According to the definition of each word above, the vocabulary achievement here is the achievement of both value and ability to obtain a number of vocabulary after given treatment by using something. The aim of learning English vocabulary is to make students master the vocabulary, in order to add their knowledge in English. It is similar to the goal of this study. The use of Dino animation videos is to improve students' vocabulary achievement by watching the basic vocabulary words that contained in the videos.

## **3. Methods**

This study used quantitative research, and it is classified as quasi- experimental research. According to Creswell (2014), said that there are three types of quasi experimental, 1) Non- equivalent groups, 2) Pre- test - Post - test group design, and 3) Interrupted time series. This study used non random sampling/purposive and non-equivalent control group design, where the most common quasi experimental research is the comparison between group control (pre- test ) and group experiment (post - test ) design. Population is the total subjects that being investigated. In this study, the population was the fourth grade students, where class 4b and 4C of SDN 006 Sungai Kunjang, Samarinda in academic year 2019/ 2020 were selected. In this study, vocabulary achievement test was given as the instrument .The researcher used multiple choices test to collect the data. The test given about 75 items to find out the validity, reliability, degree of difficulty (DD), and discriminating power (DP). After 75 items were analyzed by using validity, reliability, degree of difficulty (DD), and discriminating power (DP), there were 42 items that have been qualified as Pre- test and Post - test questions).

## **4. Result**

The researcher discovered the mean score of Pre- test and Post - test of experimental group, there was an improvement toward the mean score from 55.6 (low) to 65.4 (average). In addition, the researcher also concluded the mean score of Pre- test and Post - test of experimental group, there was an improvement toward the mean score from 58.3 (low) to 77.1 (average), and almost all students got better score after given treatment. The improvement caused by the use of Dino animation videos during the learning English vocabulary for six meetings. The significant level of normality testing from Pre- test and

Post - test of both control and experimental group was 0.200 higher ( $>$ ) than 0.05. in conclusion, the data of both groups were normally distributed. While, the significant level of homogeneity testing from Pre- test and Post - test of both control and experimental group was 0.762 higher ( $>$ ) than 0.05, or it showed that the data variances of both test scores was same or homogenous. Based on the Independent T- test, it was obtained that the value of t - test (2.427)  $>$  t - table (2.028), or descriptively  $H_A$  was accepted and  $H_0$  was rejected.

## 5. Discussion

According to the findings of this study, it can be stated that the animation videos were effective in improving the student s' vocabulary of experiment al group compared to the control group's results. Moreover, by using animation videos, the researcher attracted the student s' attention as young learner s, during the learning process, students noticed the animation videos that served cartoon animation, movement, and song. The use of animation videos changed the atmosphere during the learning activity (Rasha Awad, 2013). The implementation of animation videos can improve the indicators of vocabulary mastery, they are spelling and meaning. The students were calm down when they watched the animation videos and they were motivated in learning English vocabulary (Evy Febri, 2015). The advantage of using animation videos in teaching and learning process is students are not only hearing but also seeing. Animation videos could give a good motivation where most students show an increased level of interest when they have chance to see language in use as well as hear it (Harmer , 2001). Similarly to this study, the pre-test score of control group was 55.6 (low) and experiment al group 58.3(low). While for the post - test score of control group was

65.4 (average) and experiment al group was 77.1 (high). The researcher concluded that teaching English vocabulary by using Dino animation videos which contained song, cartoon animation, story, related to children life, and had basic vocabulary were successfully also improved students' vocabulary achievement based on the scores of test and even more Dino animation videos were effective as teaching media to young learners (Carter, 1998). The selection of Dino animation videos in this study were based on the content of syllabus at SDN 006 Sungai Kunjang Samarinda).

## 6. Conclusion

Based on the result of the analysis in the previous chapter, the researcher comes to the conclusion, as follows: After students from experiment al group was taught with using Dino animation videos and control group was taught without using Dino animation videos, the researcher would like to answer the research problems concerning to the student s' vocabulary achievement with and without using Dino animation videos and whether there is a significant difference between the students from control and experimental groups. The students who were taught by using Dino animation videos gained vocabulary achievement from 58.3 (low) to 77.1 (high), with the significance value of the difference between both mean scores was lower than p value or  $0.000 < 0.05$ . While, the students who were not taught by using Dino animation videos gained vocabulary achievement from 55.6 (low) to 65.4 (average). The significance value of the difference between both mean scores was lower than p value or  $0.000 < 0.05$ . The mean score f or group control was 65.4 (average)and group experimental was 77.1 (high). In addition, based on the Independent t - test from the Equal Variances Assumed was (sig. 2- tailed)  $0.018 < 0.05$ , which can be concluded that  $H_0$  was rejected and  $H_A$  was accepted. Furthermore, the value of t - test was 2.427, to know the value of t - table is

( $\alpha$  0.05/ 2):(df n- 1) or (0.025):(37), based on the hypothesis formula, it was found that the t - table was 2.026. It can be concluded that t - test (2.427) > t - table (2.026), or descriptively  $H_A$  was accepted and  $H_0$  was rejected.

## 7. Suggestions

According to the positive effect of using Dino animation videos for student s' vocabulary achievement, the researcher would like to propose some suggestions f or English teacher, students, and for the further researchers. The suggestions include: For English teacher: Dino animation videos can be used for English teacher as teaching media for students' affective development .The use of Dino animation videos are able to attract student s' attention, make students relax during the learning process, and students can study with different ways. The use of Dino animation videos able to bring students into different atmosphere of learning situation, so that, students will understand the material during the learning process, which is related to student s' cognitive. For student s: The students are expected to be more active in learning process to increase their English ability, especially for English vocabulary. For further researcher s: The researcher suggests to the further research to improve other things which can support this investigation, because the researcher realize that this study was limited to the completeness of supporting media devices such as speaker , laptop, and projector , this study focused on vocabularies (noun, adjective, and verb), and also this study used the Dino animation videos from the selection of materials that were suitable with the content on the syllabus at SDN 006 Sungai Kunjang

## References

- American Psychological Association, American Research Association and National Council on Measurement in Education. (1999). *Standards f or Educational and Psychological Testing*. Washington D.C.
- Association for Educational Communication and Technology(AECT). (1994). Definisi Teknologi Pendidikan, diterjemahkan oleh: Yusufhadi Miarso, dkk, Cetakan kedua, Jakarta: PT. Raja Grafindo Persada.
- Cresswell, J.W. (2012). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. 4th Ed. Thousand Oaks, CA: *Sage Publications*.
- Cresswell, J. W. (2014). *Research Design. Qualitative, Quantitative, Mixed Methods approaches*. 4th Ed. Lincoln: *Sage Publications*.
- Depdiknas. (1993). Kurikulum Pendidikan No. 060/ U/ 1993. Jakarta: Depdikbud. Febri, E. A. (2015). *Improving Students' Vocabulary Mastery by using Animation Videos*. Surakarta: Universitas Slamet Riyadi.
- Heinich, R., Molenda, M., & Russel, J. D. (1993). *Instructional Media and the New Technologies of Instruction*. New York: Memillan Publishing.
- Heinich, R., Molenda, M., Russel, J. D., & Smaldino, S. E. (2002). *Instructional Media and Technology for Learning*. 7th Edition. New Jersey: Prentice Hall, Inc.
- Heinich, R., Molenda, M., & Russel, J. D. (2005). *Instructional Technology and Media of Learning*. New Jersey: Meril Prentice Hall.
- Kemendikbud. (2013). *Kementrian Pendidikan dan Kebudayaan tentang Kriteria Hasil Belajar*.
- Linse, T. C. (2005). *Practical English Teaching: Young Learners*. New York: Mc Graw- Hill.

- Munir , F. (2016). the effectiveness of Teaching Vocabulary by using Cartoon Film toward Vocabulary Mastery on EFL students. Tulungagung: IAIN Tulungagung.
- Nunan, D. (2011). Teaching English to Young Learner. Anaheim: Anaheim Univeristy Press.
- Rasheed. R. A. (2013). The Effect of using Animation Videos in Teaching English Vocabulary for 3rd Graders in Gaza Government al Schools. Gaza: Al- Azhar University.