

**THE USE OF COMPUTER ANIMATION PICTURE TO IMPROVE
STUDENTS'
VOCABULARY AT MTS MUHAMMADIYAH PONDOK PESANTREN
MAALIP (PPM) PASAMAN BARAT**

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Abstract

This research discusses about the use of computer animation picture to improve students' vocabulary of MTs Muhammadiyah PPM Pasaman Barat. This research is classified as quantitative research with pre-experimental design. The sample of this research was VIIA class which consist of 27 students. The result of this research shows that the computer animation picture can improve students' vocabulary. It can be proven through the data of pre-test and post-test, which showcase that the post-test score is higher than the pre-test score that is $81 > 46,29$. It is supported with t-test formula to examine the hypothesis. The result of t-test using manual calculation showed that t_{count} was higher than t_{table} ($9,6 > 1,70$). As the conclusion, there is any improvement of students' vocabulary of MTs Muhammadiyah PPM Pasaman Barat by using computer animation picture.

Keywords: computer animation picture, improve, vocabulary

Abstrak

Penelitian ini membahas tentang penggunaan gambar animasi komputer untuk meningkatkan kosakata siswa MTs Muhammadiyah PPM Pasaman Barat. Penelitian ini tergolong penelitian kuantitatif dengan desain pra eksperimen. Sampel penelitian ini adalah kelas VIIA yang terdiri dari 27 siswa. Hasil penelitian ini menunjukkan bahwa gambar animasi komputer dapat meningkatkan kosakata siswa. Hal ini dapat dibuktikan melalui data pre-test dan post-test yang menunjukkan bahwa nilai post-test lebih tinggi dari nilai pre-test yaitu $81 > 46,29$. Hal ini didukung dengan rumus uji-t untuk menguji hipotesis. Hasil uji-t dengan perhitungan manual menunjukkan bahwa thitung lebih besar dari ttabel ($9,6 > 1,70$). Kesimpulannya, ada peningkatan kosakata siswa MTs Muhammadiyah PPM Pasaman Barat dengan menggunakan gambar animasi komputer.

Kata kunci: gambar animasi komputer, peningkatan, kosakata

INTRODUCTION

As an international language, English is used all over the world. In some countries people speak English as their first language and some others use it as their foreign language. Nowadays, English is a subject that essential to be learned. English plays important rules in many fields because most of the information and technology are using English, for example in education, daily activities, news, computer, and others. As an international language, English is an asset to communicate to people worldwide.

Before learning English, everyone should know the elements of language such as: grammar, pronunciation, and vocabulary. According to Harmer (2010), grammar is a way to organize the sentence and create a good language. According to Paulston & Burder (1976), pronunciation is the production of a sound system which doesn't interfere with communication either from the speaker's or the listener's viewpoint. According to Richards (2002) stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language for the learners.

Vocabulary is the most fundamental thing that should be controlled by student who learn English as a foreign language. How students' express a language if they do not understand the vocabulary of a language? Especially, in learning a foreign language, so the vocabulary of the language is something that is absolutely needed by the language learners.

Actually, many students still have difficulties to understand and answer the question from the text because they have less of vocabulary. They do not know the meaning of words in the English because of absence of knowledge on vocabulary. So, they face difficulties in memorizing and understanding the vocabulary. One way to improve students' vocabulary is by using media such as animation picture.

According to Davies (1980) that media may attract the students' attention. It becomes supplementary verbal information and illustrates relationships in a way that is impossible with a word. Media is interesting to watch challenging. So, the media is everything that can be used to deliver a message from the sender to the receiver. So, it stimulates the mind, feelings, concerns and interests of students in a way that learning occurs. In teaching English, the teacher can use many kinds of media such as: circular cards, flip cards, word cards, and animation picture.

According to Azhar Arsyad (2002), animation picture is the media as an intermediary that transmit information between source and receiver. So, the media is anything that card be used to delivered a message from the sender to the receiver. Animation picture is able to offer a more pleasant learning media. Animation picture is able to attract attention, increase students' motivation and thought provoking more memorable. Everything helps in the process reduced the cognitive load of students received something subject matter or message you want to conveyed by educators.

Based on the statement above, the researchers were interested in to conduct a research to find out is there any improvement of students' vocabulary by using computer animation picture at MTs Muhammadiyah PPM Pasaman Barat.

RESEARCH METHOD

The design of this research was a pre-experimental research with one-group pre-test-post-test design. According to Arikunto (2006) there are two kinds of pre-experimental design. Those are: one shoot case study, along with pre-test and post-test design. In pre-test and post-test design, observation was undertaken twice. Those are: before experiments called as pre-test group and after experiment called as post-test group.

According to Gay L.R.et al (2006) that the one group pre-test and post-test design involve a single-group that was pre-test (X), exposed to a treatment (T), and post-test (Y) and can be design as follows:

Table 1. Pre-Experimental research

Pre-Test	Treatment	Post-Test
X	T	Y

According to Arikunto (2006), instrument is tool that used to gain the data. The instrumentation that used in this research was projector and paper sheet for a test, the kind of the test is multiple choice. According to Sukardi (2008) a test is a set of stimuli presented to individual in order to elicit response on the basis of which numerical score can be assigned. In this research, test was used as main method.

In completing this research, the test should be based on achievement test which is the result later used a data. In order to get an enough data researchers divided the test into two; there is pre-test and post-test. The purpose of giving the classroom test was to measure the skills, knowledge of intelligence, ability or talent by individuals.

The researchers would identify students’ problem in learning English and gave pre-test to the students about vocabulary. After that the researchers gave treatment about vocabulary with using computer animation picture and gave the students post-test about vocabulary. After finishing the test, the researchers would collect the data from the pre-test and post-test then compared the results, whether the students’ vocabulary abilities improve after using computer animation picture or not

According to Sudijono (2009), after collecting the data of students’ vocabulary score, the researchers calculates the data by using the formula as follow:

- Scoring the students by using formula

$$\text{Nilai} = \frac{\text{Jumlah Benar} \times \text{Skor Maksimal}}{\text{Jumlah Soal} \times \text{Skor Maksimal}} \times 100$$

- Classifying the score of students by following the classification below:

Table 2. The Classification Score of Students

Score	Category
80-100	Excellent

66-79	Good
56-65	Sufficient
40-55	Low
>40	Poor

In analyzing the data, the researchers used t-test to find significant difference between the mean score of the pre-test and post-test by calculating the value of the test by using the following formula:

$$t = \frac{\frac{\sum D}{N} - D}{\frac{\sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N^2}}}{N - 1}}$$

Where:

t = Test of significant

$\sum D$ = The sum of all score

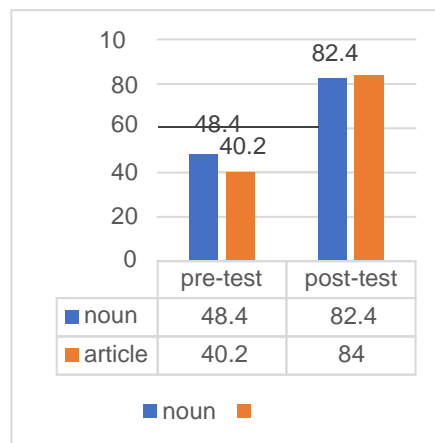
D = Mean score

N = Total of sample

FINDING AND DISCUSSION

The improvement of the vocabulary was known from the result of pre-test and post-test. The result of pre-test and post-test was compared each other. If the result of pre-test was higher than post-test it means that this media was not effective but if the result of post-test higher than pre-test it means that this media run effectively.

For comparison percentage of indicator of vocabulary mastery, during pre and post-test, using Computer Animation Picture in teaching can be seen as follows:



Based on the figure above, it showed the improvement of students' score from pre-test to post-test. The differences between pre-test and post-test for indicator noun was 34%, the difference between pre-test and post-test for indicator article was 43,8%.

There was influence of using animation picture media in teaching English vocabulary mastery. It can be seen from the difference on pre-test and post-test percentage above.

Table 3. The Classification Percentage of Pre-Test Score

Classification	Score	Frequency	Percentage
Excellent	80-100	-	0
Good	66-79	2	7%
Sufficient	56-65	13	48%
Low	40-55	9	33%
Poor	>40	3	11%

The table above shows that none of students got excellent classification. About 7% of the students got good classification, 48% of the students got sufficient classification, 33% got low classification, and 11% of the students got poor classification. It means the students vocabulary mastery was still low.

Table 4. The Classification Percentage of the Post-Test Score

Classification	Score	Frequency	Percentage
Excellent	80-100	23	85%
Good	66-79	4	14%
Sufficient	56-65	-	-
Low	40-55	-	-
Poor	>40	-	-

The table above shows that none of the students got poor, low, and sufficient classification. About 85% of the students got excellent classification, and 14% of the students got good classification. It means that the students vocabulary mastery was improved.

From the result above, this research found that the use of computer animation picture can improve students' vocabulary in MTs Muhammadiyah Pasaman Barat. Before the treatment, the pre-test score showed there were 4 students got poor classification and 17 students got low classification, it means that there were 15% and 62% of the students possessed very low ability in vocabulary mastery. About 4 students possessed sufficient classification and 2 students possessed good classification. It means that 15% and 7% of the students possessed medium ability in vocabulary mastery. None of the sample possessed excellent classification in vocabulary mastery.

The post-test result showed that there have been 23 of the students got the excellent classification. It means there was 85% of the students had good ability in learning vocabulary mastery. And 4 of the students got good classification, it means 14% of the students had medium ability in learning

vocabulary mastery. None of the sample showed that the students got poor or low classification, it means the vocabulary mastery at MTs Muhammadiyah Pasaman Barat had significant improvement. The finding above in line with the Arsyad (2002) that media animation picture is able to convey something complex concepts visually and dynamically, able to convey a message better compared with other media usage. Students also provide a longer memory to the media that are dynamic in the appeal of media that is static, and able to offer a more pleasant learning media. It is also stated by Geocitiesws (2017) that animation movie help students harden their understanding of abstract ideas.

CONCLUSION

Based on the result above, it can be concluded that the use of computer animation picture is effective in improving students' vocabulary mastery in MTs Muhammadiyah Pasaman Barat. It also showed that from the difference of pre-test and post-test score, it could be seen on students' mean score for each test. It showed that the post-test got higher after doing treatment by using computer animation picture than pre-test before doing treatment, that is 81 for post-test and 46,29 for pre-test. The students' vocabulary mastery by using computer animation picture has improved.

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