



RESPON MAHASISWA TERHADAP PENGGUNAAN VIDEO ANIMASI DAN FLASH CARDS UNTUK MENINGKATKAN KOSA KATA

STUDENTS' RESPONSES ON THE USE OF ANIMATION VIDEO AND FLASH CARDS TO IMPROVE VOCABULARY ACHIEVEMENT

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A B S T R A K

Penelitian ini bertujuan untuk menyelidiki dan menganalisis tanggapan siswa terhadap penggunaan video animasi dan kartu flash untuk meningkatkan pencapaian kosakata di YP PGRI 4 Makassar. Populasi penelitian terdiri dari siswa kelas VII SMP YP PGRI 4 Makassar pada tahun ajaran 2023/2024. Sampel terdiri dari 20 siswa yang dipilih melalui teknik total sampling. Instrumennya mencakup angket berisi 20 item untuk mengumpulkan reaksi dan kritik siswa. Nilai rata-rata setiap pernyataan pada item kuesioner adalah 3,1 yang termasuk dalam kategori "Baik". Artinya sebagian besar responden setuju dengan pernyataan tersebut. Hasilnya menunjukkan bahwa penggunaan video animasi dan kartu flash dalam meningkatkan penguasaan kosakata efektif bagi siswa. Hasil ini menegaskan bahwa siswa setuju bahwa penggunaan video animasi dan kartu flash dapat diterima dalam membantu siswa selama pembelajaran penguasaan kosakata.

A B S T R A C T

This research aimed to investigate and analyze the students' responses to the use of animation videos and flashcards for improving vocabulary achievement at YP PGRI 4 Makassar. The study's population consisted of seventh-grade students from SMP YP PGRI 4 Makassar during the school year 2023/2024. The sample consisted of 20 students selected through a total sampling technique. The instrument included a 20-item questionnaire to collect students' reactions and criticism. The mean score for each statement in questionnaire items is 3,1 which is categorized into the "Good" category. It means most respondents agree with the statement. The results indicate that the use of video animation and flash cards in enhancing vocabulary mastery is effective for the students. This result confirms that students agree that the use of animation video and flash cards is acceptable in helping the students during the learning of vocabulary mastery.

INTRODUCTION

Vocabulary, an important aspect of English language education, goes beyond the classroom and is a lifelong activity. While grammar provides a formal framework for language, mastering is an ongoing process that extends beyond the constraints of a single academic term. Notably, vocabulary plays an essential part in language instruction; without a strong lexicon, students struggle to convey their ideas effectively.

Harmer (2007) makes a similar statement: "If the structure of the language constitutes the framework language, the vocabulary which provides the vital organs and flesh." This remark clearly states that vocabulary is more important than grammar for communication purposes. When students are asked to "respond to meaning" or "reveal meaning," vocabulary becomes vital in the correct context. Students cannot complete the curriculum unless they have adequate vocabulary mastery. As a result,

teachers must prioritize student vocabulary mastery.

Animation films are one type of media used in language acquisition. Animated films are considered audiovisual media. Larasati (2017) conducts research named "Learning Film Media Using 2-Dimensional Animation in Courses IPA Class V at Madrasa Ibtidaiah." She decided that technology is evolving so quickly that it generates inventions. Innovations are accompanied by an improvement and advancement of the human mindset. These changes include rapid advancements in computer technology, both in hardware and software. This is because of the various human needs in information processing, so that this information may be properly communicated, and the requirement for ease, speed, and the performance of duties in and outside the workplace.

Pariati (2018) conducts research named tenth-grade students at SMK PGRI used animation films to enhance their narrative writing skills throughout the 2017–2018 school year. She concluded that instructors can benefit greatly from using animated films in the teaching and learning process. Additionally, it might allow students the chance to hone their writing abilities, especially in the area of narrative writing. Additionally, it may be used to teach students new vocabulary and cultural concepts, alter context quickly and effortlessly when crafting narrative paragraphs, and make learning enjoyable for all of the students in the classroom. Under the title The Use of Animation Film, the researcher conducted a classroom action research study to learn how animation film media is used to improve students' narrative paragraph writing skills.

Sari (2015) researches the effectiveness of flash card learning media in teaching students in Class X at SMA Negeri 6 Yogyakarta how to write complex procedures. She concluded that using interesting media can make learning to write complex procedures easier and more fun. Among the several types of media described, flash card media is one of the most interesting because the information is delivered visually. Flash card media are image cards that do not contain words and are commonly used to encourage students to receive visual representations of content.

By with the aforementioned explanation, the researcher aimed to do a study with the title, "Students' Responses on the Use of Animation Video and Flash Card to Improve the Vocabulary Achievement."

Learning Vocabulary

Mastery of vocabulary is an important thing to master four main abilities such as speaking, reading, writing, and listening. Additionally, mastering foreign language vocabulary presents many difficulties for the learner.

Vocabulary learning requires a process. The learner should be in a successful state of learning vocabulary mastery in order to make a method efficient. Further, Thombury in Febriansyah (2015) states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. This will also help them to remember words over time and to be able to readily recall them. It may also establish techniques for addressing word differences, including dealing with unknown words, or new uses of unknown words.

These definitions mean that in the teaching process the teacher does not only provide necessary information for facilitating the learners, but also guiding, motivating, and counseling the learners to understand the lesson.

In teaching and learning process, teacher is the important element because whether or not the teaching-learning process is successful depends on the teacher in carrying out the process.

Difficulties in Learning Vocabulary

A student will undoubtedly encounter learning challenges when learning English. Less than the best possible student learning results may result from these challenges. Furthermore, pronunciation, vocabulary, and grammar are the three components of language that are crucial in supporting the four abilities; yet, mastering these components is never easy, as noted by Megawati (2016).

Tips and Tricks of Vocabulary Mastery

According to Center (2016:12), there were several tips, tricks, and quick methods to memorize a significant number of words in the English language, namely:

1. Used the word in sentences. After understanding the meaning of a word, use the word in sentences. Didn't just write it, but also spoke the sentence.
2. Read regularly. People with an exceptionally extensive vocabulary often read frequently. Various new vocabulary could be found in newspapers, books, magazines, and other types of publications.
3. Used personal associations. In this case, it was easier to improve vocabulary mastery by associating various words with personal things.

4. Tried playing games related to vocabulary. You could find various games that were not only fun but also very helpful in improving your English vocabulary mastery.
5. Repetition. One proven effective way to master new vocabulary was by repeating the use of those words.

Combining Animation Video and Flash Cards Media in Teaching Vocabulary

The steps for using flash cards according to an Ollie Johnston and Frank Thomas (2013) and Indriana (2011:138) creaky suggests in using animation video and flash card. The combination of two exclusion methods Animation Video and Flash-Cards allows students to maximize the potential harmful effects of the tactics by combining the strategies in conjunction with adhering to their language acquisition and knowledge in one meeting.

So, the procedure of combining Animation video and Flash Card as below:

1. Preparation: The flashcards, with animation principles and explanations, are arranged face down at chest level. The students should be gathered in a circle or seated in a way that allows them to easily see the cards when they're flipped.
2. Introduction: The teacher introduces the game by explaining that it will help students learn the fundamental principles of animation used in video and film production.
3. Explanation: The teacher flips over the first flashcard and explains the animation principle it represents. For example, if the card reads "Squash and Stretch," the teacher would explain that it involves giving life to objects by making them appear more lively through changes in shape.
4. Passing Cards: The teacher hands the explained card to a student who is closest to them. This student, in turn, shows the card to the others, ensuring all students have seen the card and heard the explanation. The card is then passed to the next student, and so on, until all students have seen and understood the principle.

METHOD

To test hypotheses and draw statistical findings, this study employed a quantitative research methodology that focused on gathering and evaluating numerical data. Based on the positivist philosophical paradigm, the study placed a strong emphasis on objectivity, empirical observation, and the investigation of causal relationships among variables. In order to guarantee that the results could be applied to a larger population, a representative sample of students from SMP YP PGRI 4 Makassar was chosen at random from the specific population under investigation. Utilizing research instrument like questionnaires intended to gauge English language proficiency is part of the data collection process.

FINDINGS AND DISCUSSIONS

Findings

The researcher distributed the questionnaire after the treatment stage in the experimental class. The purpose of the questionnaire is to find out the students' responses to the use of flashcards during the lesson. Besides, the researcher provided 20 statements on the questionnaire which 10 statements contain of positive statements and 10 statements conduct the negative statement based on the concept of students' vocabulary, vocabulary skill, and the use of video animation and flashcards. The researcher was able to achieve the students' response regard to the use of animation video and flash card flashcards to enhance the students' vocabulary mastery. The criteria of the questionnaire score can be shown as follows in Tabel 1.

Tabel 1. The Questionnaire Score Criteria

No.	Criteria	Score	Meaning
1	Very Good	4,1- 5,0	Most respondents strongly agree with the statement.
2	Good	3,1- 4,0	Most respondents agree with the statement.
3	Quite good	2,1- 3,0	Most participants expressed a degree of agreement with this statement.
4	Less good	1,1 -2,0	Most respondents disagree with the statement.
5	Not good	0 -1,0	Most respondents strongly disagree with the statement.

The best rating, good, indicates that the students feel the lesson during the study enhances their command of the word. However, the lowest classification is not excellent, indicating that the students' ability level is not being increased by using the flashcards during the study phase. Furthermore, students' response tends to be more favorable the higher their questionnaire response score. The following is the interpretation of the results of the questionnaire score can be seen in Tabel 2.

Tabel 2. The Students' Total Response to Questionnaire Class Experiment

Respondent	Statement Number																				Mean	Category	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
R1	5	4	5	4	4	4	4	4	4	4	5	1	2	1	2	2	2	2	2	5	1	3,15	Good
R2	5	5	5	4	5	4	4	4	4	5	5	1	1	1	2	1	2	2	2	4	2	3,2	Good
R3	5	4	4	5	4	4	4	5	4	3	5	1	2	2	1	2	2	1	2	3	3	3,1	Good
R4	4	4	5	5	5	4	4	4	4	4	4	2	2	1	1	1	2	2	2	5	2	3,15	Good
R5	5	4	5	4	4	4	4	4	4	4	4	1	2	1	2	2	2	2	2	5	2	3,15	Good
R6	4	5	4	4	4	5	4	5	3	4	2	1	2	2	2	2	1	2	1	3	1	2,95	Quite Good
R7	4	4	5	5	3	4	4	4	3	4	2	2	1	1	3	2	2	2	2	3	1	2,95	Quite Good
R8	5	5	5	4	4	5	5	4	3	5	1	1	1	2	2	1	1	2	4	1	3,05	Quite Good	
R9	4	5	4	4	4	5	5	4	3	4	2	1	2	2	2	2	1	1	2	3	2	3	Quite Good
R10	5	4	5	4	4	4	5	4	3	4	1	2	1	2	2	2	2	1	2	4	2	3,05	Quite Good
R11	5	4	4	4	4	4	5	4	5	5	1	2	2	2	2	2	2	1	2	4	2	3,2	Good
R12	5	4	5	5	5	4	5	4	4	5	1	2	1	1	1	2	1	2	5	2	3,2	Good	
R13	5	5	4	4	5	5	4	5	3	5	1	1	2	2	2	1	1	2	1	3	2	3,05	Quite Good
R14	5	4	5	5	5	4	4	4	5	5	1	2	1	1	1	2	2	2	2	4	1	3,15	Good
R15	5	4	4	4	4	5	5	5	4	4	1	2	2	2	2	2	1	1	1	5	1	3,1	Good
R16	5	4	4	4	4	4	5	4	3	4	1	2	2	2	2	2	2	1	2	3	1	2,95	Quite Good
R17	4	4	5	4	3	4	3	4	3	4	2	2	1	2	3	2	3	2	3	3	3	3,05	Quite Good
R18	5	4	5	4	4	4	5	4	4	4	1	2	1	2	1	2	2	2	5	2	3,15	Good	
R19	5	4	5	4	3	4	5	4	4	4	1	2	1	2	3	2	1	2	4	2	3,1	Good	
R20	4	4	5	4	5	4	5	4	5	4	2	2	1	2	1	2	2	2	5	2	3,25	Good	
Mean Score																					3.1	Good	

Through table 2 above, it reveals that students agree with the positive statements and disagree with the negative statements. The mean score for each statement is 3,1 which is categorized into the "Good" category. It means most respondents agree with the statement. The results indicate that the use of video animation and flash cards in enhancing vocabulary mastery is effective for the students. This result confirms that students agree that the use of animation video and flash cards is acceptable in helping the students during the learning of vocabulary mastery.

Discussions

Overall, the study highlights the effectiveness of incorporating multimedia tools, such as animation videos and flashcards, in language instruction. The significant improvement observed in the experimental group indicates the potential of multimedia-based approaches to enhance vocabulary acquisition among students. This underscores the importance of utilizing innovative teaching methodologies to optimize learning outcomes in educational settings.

Dinda (2019) entitled "The Impact of Using English Animation Video on Students' Speaking Ability" showed that using English Animation video as a treatment was helpful and effective to improve students' speaking ability because it can give the students view on how to interact in a conversation. Also, the use of animation video in the class can get enrich knowledge, vocabulary, grammar, pronunciation, and fluency. Using animation video as a treatment not only make students can listen to the language but also, they can see it, in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen, and also to interpret the video.

According to (Arsyad, 2011). Flash cards are little cards with text, symbols, or pictures on them that serve as a reminder or guide for students on certain topics connected to the pictures. They can be used for vocabulary building and spelling practice.

CONCLUSION

Based on the results of the research conducted in the seventh grade of SMP YP PGRI 4 Makassar during the academic year 2024/2025, the researcher concludes that the use of animated videos and flashcards in English language learning improves students' positive responses and scores. Particularly, there is an observed enhancement in students' vocabulary mastery, especially in nouns and verbs. It is important to note that students responded well to teaching methods involving visual media such as animated videos and flashcards. This indicates that this approach is effective in enhancing the English language skills of seventh-grade students. By incorporating these elements into the learning process, the research shows an improvement in students' learning outcomes.

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