# CHAPTER IV

## THE RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher describes the data that have been gotten in the process of Classroom Action Research in each cycle.

## A. Finding

This classroom action research carried out in two cycles, and the procedure of this study include four stages: planning, implementing, observing, and reflecting. Before presenting procedures of the classroom action research, it is started by presenting preliminary study. The preliminary study was done before classroom action research conducted. Preliminary study consists of preliminary test. The researcher then asked permission to the head master of MI Darussalam Wonodadi, blitar and the English teacher to conducting the preliminary test. Preliminary test conducted on Friday April 5th 2019. Then after the researcher got the permission from head master of MI Darussalam Wonodadi, blitar and English teacher, the researcher started to give the test for 5th class to know the Vocabulary mastery.

From preliminary test it is showed the data of student's score that is showed 4 students passed the test and 21 students others failed on the test. For detail score in preliminary study can be seen in table 4.1.

**Table IV .1 The score of the student at the pre-test**

| NO. | NAME | Correct Answer | Ideal Score | Converted Score | Explanation |
|-----|------|----------------|-------------|-----------------|-------------|
| 1 | Adrian Maulana | 15 | 25 | 55 | Failed |
| 2 | Ailsa Faustina Salsabila | 16 | 25 | 55 | Failed |
| 3 | Amanda Duwita Sufiana | 18 | 25 | 75 | Passed |
| 4 | Aulia Zahra Anggraini | 16 | 25 | 70 | Failed |

| | | | | | |
|---|---|---|---|---|---|
| 5 | Jawalul Huda | 18 | 25 | 60 | Failed |
| 6 | M. Chaesar Ramadhan | 15 | 25 | 50 | Failed |
| 7 | M. Fauki Kurniawan | 21 | 25 | 80 | Passed |
| 8 | M. Hasmy Hasyq Saputra | 20 | 25 | 70 | Failed |
| 9 | M. Rakha Yafi Nabiha | 19 | 25 | 70 | Failed |
| 10 | Abdillah Yoga Pratama | 18 | 25 | 60 | Failed |
| 11 | Rizqi Aulia Putri | 18 | 25 | 50 | Failed |
| 12 | Sandi leonal Pratama | 14 | 25 | 65 | Failed |
| 13 | M. Zidni nuro | 13 | 25 | 60 | Failed |
| 14 | M. Azhar Aidil Zali | 17 | 25 | 70 | Failed |
| 15 | Nabila Sherlien | 18 | 25 | 75 | Passed |
| 16 | Agustin Shofiana | 15 | 25 | 50 | Failed |
| 17 | Pramuditia Cindi | 16 | 25 | 60 | Failed |
| 18 | Laili Fajrin | 19 | 25 | 75 | Passed |
| 19 | Sindi Lestari | 15 | 25 | 65 | Failed |
| 20 | M. Risky Pusna | 14 | 25 | 55 | Failed |
| 21 | Zulfa Mahendra | 16 | 25 | 60 | Failed |
| **Total** | | | | **1330** | |
| **Percentage Of The Success** | | | **19.04%** | | |

From the analysis table score above, the researcher analyzes the data as below:

P= Total student who get score 75 minimum X 100%
          Total student in the class

P= 4 X 100%
      21
P= 19.04%

Based on the pre-observation and pre-test conducted by the researcher, it can be identified that the vocabulary mastery of the fifth grade students in MI Darussalam Wonodadi, Blitar was still low. It should be improved by implementing a teaching technique which can overcome the problems. In implementing the teaching learning process, the researcher used animation video to improve the students' vocabulary mastery.

## 1. CYCLE 1

### a.) Planning

The following are the steps of planning activities.

### 1. Discussion with Observer

There were many things that the researcher shared with the observer. They were about the selection of the topic that would be taught by the researcher in the classroom which is suitable for the students based on syllabus, and the appropriate level of vocabulary to the fifth grade students.

Both observer and the researcher came to an agreement that there were three elements of vocabulary to be scored: pronunciation, covering memorization of the meaning of vocabulary, and the use of the vocabulary.

To find the accurate data of the classroom situation during the teaching and learning process, the researcher provided observation note for the observer.

### 2) Making Lesson Plan

The researcher had to prepare the lesson plan as her guide in teaching before implementing the action. The researcher also had to prepare the materials; He prepared materials from internet and some relevant books. The researcher chose materials which are suitable for the

students based on the topic in syllabus. He chose animation videos that are appropriate to the topic discussed in the lesson plans which can be easily understood by the students.

3) Preparing students' Worksheet

The purpose of preparing worksheet is to provide students with appropriate ways of directing attention to the lesson, and to focus the students' mind on the objectives of learning. In designing the students' worksheet the researcher adapted some materials by considering the students' level of language and activities that were challenging to do.

4) Designing Post-test

Post-test was a means to assess students' achievement after they had sufficient opportunities for learning. The result of the post-test was for assessing the success of the students and making adjustment in the lesson plan for the next cycle. Post-test was held at the end of each cycle covering three elements: pronunciation, memorization of the meaning of vocabulary, and use of the vocabulary.

**b.) Implementing**

In this step the researcher implemented the teaching technique using animation videos. In implementing the action, the researcher used the lesson plan that had been prepared before. The first cycle consisted of three meetings and post test.

1. First Meeting

The researcher conducted the first meeting on Monday April, 08 2019 in Room AVI. The researcher was helped by Mr.Ainul Yaqin SP, the observer. The students of 5 had just finished doing fun walk, which is held monthly. The researcher waited for the students in Room AVI. Two days prior to the meeting, when the pre-test was held, he had informed them to come to the room

for English lesson. After all students had come to the room, the researcher greeted the students and checked the students' attendance. He did not introduce herself because he had done it in the pre-test two days before.

He started teaching by doing some pre-activities; he gave some guided questions about the student's favorite characters in animation video, and how they look like. He asked the students orally. Some students participated actively in this brainstorming section. The researcher then played the animation video, Color. They were so excited with the humor in the video that they forgot their being exhausted after having fun walk. Having finished playing the video of Color researcher asked the students "what color in the rainbow?" then they answered "Merah, Kuning, Hijau, Biru" "What is Merah, Kuning, Hijau, Biru, in English?" and they answered "Red, Yellow, Green, Blue". They actively participated to answer the questions orally.

After that, the researcher distributed the worksheets and asked students to pay attention to their worksheet. He explained word by word to describe rainbow appearance. He also explained the meaning of those words in Indonesian and gave example of how to pronounce them. After that, the researcher read the descriptive text about Rainbow. The researcher asked the words' meaning in Indonesian, and the students answered actively because they had ever watched rainbow before. This helped them guess the meaning of the words. However, they had not understood the meaning of some words. The students actively asked about the words.

After that, the researcher drilled the students on pronouncing the vocabularies to describe Rainbow while giving some corrections on students' mispronouncing some words. They found it difficult to pronounce "Red", "Orange", "Yellow", "Green", "Blue", "Indigo", "Violet".

The researcher then closed the lesson, gave a home assignment to describe their favorite cartoon character. They were so excited and confirmed the

researcher if they might describe their own favorite cartoon character. Then, he ended the class by saying goodbye.

2. Second Meeting

The second meeting was conducted on Thursday, April 11, 2019. The researcher started the lesson by greeting the students and checking the students' attendance. Then she reviewed the lesson of the latest meeting. After that, he started teaching by doing some pre-activities. He gave some guided questions about whether the students like cooking or not, what food they usually cook, what they needed to cook (ingredients and tools) it and what the steps are. He asked the students orally.

The researcher played the animation video "Cooking" (Donald cooks Waffle Bread) and asked them to pay attention to the ingredients, tools, and the steps in the video. Then, he played the animation video "Cooking". After that, the researcher explained the vocabulary that was presented in the video, the vocabularies are *pour, add, mix, bake, flour, milk, eggs, bowl*, and *oven*. After that, the researcher distributed the worksheet. He read the example of the Procedure text "*How to Make Cheese Omelet*". He asked the students the meaning of the words in Indonesian, and the students answered actively because there were some words involved in the video. Then, the researcher asked the students to do (*finding the verb used in the procedure text "How to Make Cheese Omelet"*) in the worksheet. He then pointed some students to write their answer on the whiteboard. After the bell rang he closed her teaching and announced that next meeting there would be a post-test.

**c.) Observing the action**

When the researcher implemented the vocabulary mastery using animation video, the activities were observed by Mr. Ainul Yaqin S.Pd as the observer. The researcher prepared an observation form to be filled by the observer in each meeting. Those observation forms are very useful as the basic

for observing the action and as researcher's reflection to make plan for the next steps. There were some aspects which were observed: the development of teaching and learning activities, teacher's technique in delivering the materials, classroom management, the use of media, the use of language, and classroom situation. The English teacher as the observer gave some input and suggestion to the researcher. The following is the observer's comment summarized in Table IV.2

**Table IV.2** *Observation of Teaching and Learning Process in Cycle 1*

| **Aspect** | **Comment** |
|---|---|
| 1. The activities of Teaching and Learning Process | The teacher had better point a student to answer rather than let them answer all at once. Besides, in the end of the meeting the researcher often forgot to review the lesson and let the students asks questions. She should do the review and let the students ask question. |
| 2. Teacher's technique in delivering the materials | The researcher gives interesting pre-activities to attract the students' attention. The materials taught had fitted the learning objectives. Please do not speak more slowly in order the students to understand your explanation easily. |
| 3. Classroom Management | The researcher was less firm in controlling the students. He should be more firm in giving punishment to the students who made noise and did not pay attention to the lesson. |
| 4. The use of media | The use for media was good enough and could help reinforce the explanation of the materials. The use of media was good and can help presenting the material more easily. |
| 5. The use of language | The researcher still very often used Indonesian when giving instruction to the students. |

| 6. Classroom situation | The researcher give a lot feedback to the students. |
|---|---|
| 7. Lesson plan and teaching materials | The researcher did not include scoring rubric and instruments by the evaluation stage within her lesson plan. |

In general, using animation videos made students' attention focused on the lesson. Using video made students motivated because the materials were entertaining. The video helped students visualize the clues. These clues gave students clearer context to interpret the meaning of vocabulary.

The eagerness of the students could also be seen when cartoon film was played. Most of them enjoyed learning the materials.

Based on the observer's field notes, the researcher realized that he still had many weaknesses. Although the second meeting was better, there are still some weaknesses that should be fixed in the next cycle.

**d.) The Result of Reflecting in Cycle 1**

After analyzing the observation result in the cycle one, the researcher did reflection in order to evaluate the teaching and learning process he did so far. He found that there was students' progression in mastering vocabulary. Observation result showed that there were some improvements achieved by the students after doing the action.

The researcher noted the students' improvement in mastering the vocabulary. First, the students could grasp the vocabulary meaning. In the beginning of the second and third meeting the researcher asked about the vocabulary in the previous meeting, and they still remembered the meaning of vocabulary that was taught in the previous meeting. There was an improvement in the pronunciation. Some students could pronounce the words that they were failed to pronounce when in the pre test or the words that they were mispronounced before. Second, there was an improvement in the students' score

in the meaning of vocabulary test section. The result of the research can be seen in the table IV.3

**Table IV.3 the students' Activities in the cycle I**

| No. | The description of students' activities | Checklist | | | | | Total score |
|-----|------------------------------------------|---|---|---|---|---|-------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1 | The students notice teacher's explanation | | | ✓ | | | 3 |
| 2 | The students is enthusiastic to teacher's question | | | ✓ | | | 3 |
| 3 | The students ask to the teacher | | | ✓ | | | 3 |
| 4 | The students do the treatment | | | ✓ | | | 3 |
| 5 | The students by using media | | | ✓ | | | 3 |
| 6 | The students ask each other | | ✓ | | | | 2 |
| 7 | The class is running well | | ✓ | | | | 2 |
| 8 | The students to the duty from the researcher | | | ✓ | | | 3 |
| 9 | The students join the learning process well | | | ✓ | | | 3 |
| 10 | Students do the duty more spirit | | | ✓ | | | 3 |
| **Total** | | | | | | | 23 |

In which:    Percentage

Poor       0% - 39%

Fair       40% - 59%

Average    60% - 74%

Good      75% - 84%

Excellent        85% - 100%

$$\text{Score} = \frac{23}{50} \times 100\% = 46\%$$

In cycle one, the mean score of the students increased. It could be seen  by comparing the result of the pre-test and post-test during the implementation of the action. The mean score of the post-test result done at the end of the cycle one was 61.90%. It was better than the mean score of the pre-test which had been done before the action, 19.04%. The more detail result of post test 1 can be seen in table IV.4 The format of the test was still the same as the previous one (Pre Test).

**Table VI .4 the score of the student at the post-test Cycle I**

| NO. | NAME | Correct Answer | Ideal Score | Converted Score | Explanation |
|-----|------|----------------|-------------|-----------------|-------------|
| 1 | Adrian Maulana | 18 | 25 | 70 | Failed |
| 2 | Ailsa Faustina Salsabila | 19 | 25 | 75 | Passed |
| 3 | Amanda Duwita Sufiana | 23 | 25 | 80 | Passed |
| 4 | Aulia Zahra Anggraini | 18 | 25 | 70 | Failed |
| 5 | Jawalul Huda | 24 | 25 | 80 | Passed |
| 6 | M. Chaesar Ramadhan | 23 | 25 | 80 | Passed |
| 7 | M. Fauki Kurniawan | 21 | 25 | 85 | Passed |
| 8 | M. Hasmy Hasyq Saputra | 24 | 25 | 80 | Passed |
| 9 | M. Rakha Yafi Nabiha | 19 | 25 | 65 | Failed |
| 10 | Abdillah Yoga Pratama | 24 | 25 | 85 | Passed |
| 11 | Rizqi Aulia Putri | 22 | 25 | 80 | Passed |
| 12 | Sandi leonal Pratama | 20 | 25 | 65 | Failed |
| 13 | M. Zidni nuro | 16 | 25 | 65 | Failed |
| 14 | M. Azhar Aidil Zali | 19 | 25 | 75 | Passed |

| 15 | Nabila Sherlien | 23 | 25 | 80 | Passed |
|----|-----------------|----|----|----|--------|
| 16 | Agustin Shofiana | 21 | 25 | 75 | Passed |
| 17 | Pramuditia Cindi | 18 | 25 | 70 | Failed |
| 18 | Laili Fajrin | 22 | 25 | 80 | Passed |
| 19 | Sindi Lestari | 18 | 25 | 65 | Failed |
| 20 | M. Risky Pusna | 19 | 25 | 70 | Failed |
| 21 | Zulfa Mahendra | 20 | 25 | 75 | Passed |
| **Total** | | | | **1570** | |
| **Percentage Of The Success** | | **61.90%** | | | |

From the analysis table score above, the researcher analyzes the data as below:

P= <u>Total student who get score 75 minimum</u> X 100%
                Total student in the class

P= <u>13 X 100%</u>
     21

P= 61.90%

From the reflection of the observation result, the writer concluded that the implementation of teaching English using animation videos was able to improve the students' vocabulary mastery. The teacher however still found several problems about vocabulary use and pronunciation in the first cycle, so he needed to conduct the second cycle. The problems in cycle one should be solved. It seemed necessary for her to use the same method but in different way.

## 2. CYCLE II

### a.) Revised Plan

Based on the results of the reflection above, it could be seen that the action showed both the positive results and weaknesses. Therefore, the researcher thought that it was necessary to make the next planning and to conduct the next cycle in order to solve the problems and the weaknesses that appeared in the first cycle. In the next cycle the researcher made a revised plan to teach vocabulary in Cycle 2 based on the observation and reflection from teaching learning process in Cycle 1 and planned to conduct four meetings in Cycle 2. The topic in Cycle 2 is vocabulary.

First of all, the researcher planned to concern more on the vocabulary use by giving some more exercises on it. To improve students' vocabulary use in Cycle 2 the researcher had them make some sentences and to fill incomplete sentences with the words explained/involved in the video, so that they knew the meaning of the words and they would feel it easier to make sentences and to fill the incomplete sentences. The researcher gave more time to practice the use of vocabulary in Cycle 2. In each meeting, there were 2 tasks for practicing the use of vocabulary, in Cycle 1 there was only one task.

Next, the researcher would focus on pronunciation by doing more drilling and more focus on the students whose pronunciation was still poor. To improve students' pronunciation, the researcher played some animation videos of 'Disney Magic English' to teach some words. Then, he did repetition of the words' pronunciation, drilled the students, and had them practice pronouncing the words randomly. He then pointed some students who still got difficulty in pronunciation. The researcher would give more time to practice pronunciation in Cycle 2, every meeting there was two tasks for pronunciation practice, unlike in cycle 1 in which there was only one task.

The researcher also planned on giving warning and punishment to the students who did not pay attention to the lesson by giving some questions dealing with words' meaning, pronunciation, and use. He would also give the students the equal chance to ask questions.

**b.) Implementing**

1.) First Meeting

The researcher conducted the first meeting on Thursday, April 18, 2019 in Room AVI. The researcher was helped by Mr. Ainul Yaqin S.Pd, the observer. The researcher came first to set the LCD projector, and waited for the students in Room AVI. After all students had come into the room, the researcher greeted the students and checked the students' attendance.

He told the topic they would study, *Describing Mountain*. He started teaching by doing some pre-activities; He gave some guided questions about the mountain, he asked the students orally. "Anybody knows what mountain is?", "Class, have you been to a mountain?", "What can you see in the mountain?", "What do usually you do on the mountain?" Some students participated actively in this brainstorming section although most of them answered the questions by using Indonesian language.

The researcher then played the Animation video, *Mountain* (Disney Magic English). In the video, there was a text line to explain the picture/scene in the video, for example when it shows Donald in the mountain, there was a text line "Donald in the mountain", "He is camping". Then, he asked the students to pay attention to some activities that can be done on a mountain based on the video. After showing the video, the researcher asked the students to do Task 1 in the worksheet, in which they had to write the name of the activity that they had found in the vide.

After that, she read the descriptive text of "Mount Bromo", he asked the students the meaning of the words in Indonesian, and the students answered actively because some words in the text were explained in the video. This helped them guess the meaning of the words in the text. Then she pointed some students to ask the meaning of the words "What is Lake in Indonesian?", "What is Camping?" "What is ice climbing?". Students found it easy to answer the questions, since some words in the text was explained in the video, although they answered with wrong pronunciation. After that, he gave example of how to pronounce some words in the video listed in Box 1 and then the researcher drilled the students on pronouncing the words, and pointed some students who still got difficulty in pronunciation, then he gave some corrections on students' mispronouncing some words. They found it difficult to pronounce "mountain", "lake", "edge", "sunrise", "ice", "climbing".

After finished drilling the pronunciation, the researcher asked the students to answer the questions in Task 2 and Task 3 in the worksheet in five minutes. But they were confused of how to answer questions in Task 3 (*Circle the word which haves different rhyme*), so he asked the students to answer the question together with him, but he still gave chance to the students to speak their own answer. And then the researcher asked the students to do Task 4 (making sentences from the words *recreation, scenery, camping, mountain*, and *hiking*). He walked around the class to help the students who find it difficult to make sentences. Since the bell rang, the researcher told the students that Task 4 was for their homework, and then she ended the teaching learning.

2.) Second Meeting

The researcher conducted the second meeting on Monday, April 22, 2019 in Room AVI. As usual, after the researcher greeted the students and checked the students' attendance, then he reviewed the lesson of the last meeting. Teacher pointed some students and asked question to them to check whether they remembered the previous lesson or not. Most of them still

remembered the vocabulary about *Mountain*. Because in the last meeting the researcher had given homework, the researcher asked ten students to write their sentences. Teacher checked and corrected the students' sentences.

He told the topic they would study, *Describing Sea*. He started teaching by doing some pre-activities; he gave some guided questions about the sea, he asked the students orally. "Anybody know what sea is?", "Class, have you been to a sea?", "What can you see in the sea?", "What do usually you do in the sea?" Some students participated actively in this brainstorming section although most of them answered using Indonesian language.

The researcher then played the animation video, *The Sea* (Disney Magic English). In video *The Sea* there was text line to explain the picture/scene in the video, for example when it shows Beach, there was text line "It is Beach", "Guffi playing in the beach". He asked students to pay attention to the animals that they found in the video "The Sea". After showing the video, teacher asked students to do Task 1 in the worksheet. They had to write the name of animals/things that they had found in the video.

After that, he read the descriptive text of "Bunaken Sea", he asked the students the meaning of the words in Indonesian, and the students answered actively because some words in the text (seashore, sand, fish, whale, starfish, etc) was explained in the video. This helped them guess the meaning of the words in the text. After that, the researcher explained the words in the text and in the Vocabulary Box (which contains of vocabulary word of Sea). Then he pointed some students to say the meaning of the words "What is *Sand* in Indonesian?", "What is *Octopus*?" "What is *Whale*?". Students answered actively because they felt it easy to answer since some words in the text was explained in the video, although they answered with wrong pronunciation. After that, he gave example of how to pronounce words in the video and in Vocabulary Box, then the researcher drilled the students on pronouncing the words, and pointed some students who still got difficult in pronunciation, then gave some corrections on

students' mispronouncing some words. They found it difficult to pronounce *"Octopus", "Turtle", "sunbath", "seashore", "sightseeing".* After finished drilling the pronunciation, the researcher wrote some sentences to the whiteboard to give example. The researcher asked 5 students to write their sentences. Teacher checked and corrected the students' sentences. Since the time was up, the researcher ended the lesson and said goodbye.

**c.) Observation**

In Cycle 2, Mr. Ainul Yaqin S.Pd still acted as the observer. Just like in Cycle 1, in this cycle the researcher prepared an observation form to be filled by the observer in each meeting. Those observation forms are very useful as the basic for observing the action and as researcher's materials for reflection. The aspects to observe were also the same: the development of teaching and learning activity, teacher's technique in delivering the materials, classroom management, use of media, language use, and classroom situation. The English teacher, as the observer, gave some input and suggestion to the researcher. The following is the summary of the observer's comment.

**Table IV.5** *Observation of Teaching and Learning Process in Cycle II*

| Aspect | Comment |
|---|---|
| 1. The activities of Teaching and Learning Process | The researcher got better in the time management so that he could enough time lat the students review the lesson and ask question. Overall, the teaching learning process was good |
| 2. Teacher's technique in delivering the materials | The researcher gives interesting pre-activities to attract the students' attention; use as what she did in cycle<br><br>The materials taught had fitted the learning objectives. |

| 3. Classroom Management | The researcher was less firm in controlling the students. He should be more firm in giving punishment to the students who made noise and did not pay attention to the lesson. |
|---|---|
| 4. The use of media | The use for media was good enough and could help reinforce the explanation of the materials. The use of media was good and can help presenting the material more easily. |
| 5. The use of language | The researcher still very often used Indonesian when giving instruction to the students. |
| 6. Classroom situation | The researcher made some interesting exercises about the video played for the students that made the students attracted and actively answer the question. Animation video made the student fell enjoy and no pressure in doing the exercises. |
| 7. Lesson plan and teaching materials | The researcher had included scoring rubric and instruments by the evaluation stage within her lesson plan. The materials were relevant syllabus and fifth graders. |

From the table above, it can be seen that there was an improvement from Cycle 1 to Cycle 2 from the points of view: classroom activity development, classroom management, the use of language, classroom situation and lesson plan.

**d.) The Result of Reflecting in Cycle 1**

After implementing the second cycle, the researcher compared the result of first cycle and the result of second cycle. There were some improvements between the first cycle and the second cycle.

In Cycle 2, the researcher found some improvements. The teaching learning process became more effective than before. The class was also well-managed. The students were more enthusiastic and become more active in joining the class because they felt comfortable with the animation videos. It was

proved by the students reducing their noise and paid attention to the lesson, they were easy to ask to come in front of the class, and they answered teacher's questions actively, the next point was the students' progress in determining details information that they can find from the videos. When the researcher reviewed what they had seen in the animation videos about the topic they were going to learn, most of the students could mention the details information about the video. It was because animation videos stimulated them to be relax to learn vocabulary, it made the students feel enjoy and no pressure in doing the exercises. Besides, they became more active because they were able to answer questions and tasks given by the researcher. It was because all questions and answers could be learnt through the animation videos. They paid attention to the animation videos, so they can easily answer the questions.

There were also some improvements in students' vocabulary mastery. The students were more able to use the vocabulary words. It was shown by the students' exercises in their worksheet which had only fewer mistakes in make sentences or in another exercise in using vocabulary words. The students' pronunciation were also improved, the quantity of students who can pronounce certain words correctly was increased. The improvement of students' vocabulary mastery and classroom situation were summarized in table VI.6 as follows:

**Table IV.6 the students' Activities in the cycle II**

| No. | The description of students' activities | Checklist | | | | | Total score |
|-----|------------------------------------------|---|---|---|---|---|-------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1 | The students notice teacher's explanation | | | | ✓ | | 4 |
| 2 | The students is enthusiastic to teacher's question | | | ✓ | | | 3 |
| 3 | The students ask to the teacher | | | | ✓ | | 4 |
| 4 | The students do the treatment | | | ✓ | | | 3 |

| 5 | The students by using media | | | | | ✓ | 5 |
|---|---|---|---|---|---|---|---|
| 6 | The students ask each other | | | | ✓ | | 4 |
| 7 | The class is running well | | | | ✓ | | 4 |
| 8 | The students to the duty from the researcher | | | | ✓ | | 4 |
| 9 | The students join the learning process well | | | | ✓ | | 4 |
| 10 | Students do the duty more spirit | | | | ✓ | | 4 |
| **Total** | | | | | | | 39 |

In which:       Percentage

Poor          0% - 39%

Fair          40% - 59%

Average       60% - 74%

Good          75% - 84%

Excellent     85% - 100%

$$\text{Score} = \frac{39}{50} \times 100\% = 78\%$$

One of the indicators that the action is successful is the improvement of the students' mean-score. The mean score of the pre-test was 19.04%. While the mean score of the post-test in cycle 1 was 61.90%. And the mean score of the post-test in cycle 2 was 80.95%. From the comparison between the mean score of the pre-test and post-test, it can be identified that the implementation of animation videos could improve students' vocabulary mastery. The more detail result of post test 2 can be seen in Table IV.7. The format of the test was still the same as the previous one (pre-test and post-test 1).

**Table VI .7 the score of the student at the pos-test Cycle II**

| NO. | NAME | Correct Answer | Ideal Score | Converted Score | Explanation |
|---|---|---|---|---|---|
| 1 | Adrian Maulana | 22 | 25 | 75 | Passed |
| 2 | Ailsa Faustina Salsabila | 24 | 25 | 80 | Passed |
| 3 | Amanda Duwita Sufiana | 25 | 25 | 90 | Passed |
| 4 | Aulia Zahra Anggraini | 23 | 25 | 80 | Passed |
| 5 | Jawalul Huda | 22 | 25 | 80 | Passed |
| 6 | M. Chaesar Ramadhan | 23 | 25 | 80 | Passed |
| 7 | M. Fauki Kurniawan | 24 | 25 | 85 | Passed |
| 8 | M. Hasmy Hasyq Saputra | 21 | 25 | 80 | Passed |
| 9 | M. Rakha Yafi Nabiha | 20 | 25 | 75 | Passed |
| 10 | Abdillah Yoga Pratama | 22 | 25 | 80 | Passed |
| 11 | Rizqi Aulia Putri | 24 | 25 | 85 | Passed |
| 12 | Sandi leonal Pratama | 18 | 25 | 70 | Failed |
| 13 | M. Zidni nuro | 19 | 25 | 70 | Failed |
| 14 | M. Azhar Aidil Zali | 15 | 25 | 80 | Passed |
| 15 | Nabila Sherlien | 16 | 25 | 80 | Passed |
| 16 | Agustin Shofiana | 23 | 25 | 85 | Passed |
| 17 | Pramuditia Cindi | 17 | 25 | 75 | Passed |
| 18 | Laili Fajrin | 20 | 25 | 80 | Passed |
| 19 | Sindi Lestari | 15 | 25 | 70 | Failed |
| 20 | M. Risky Pusna | 19 | 25 | 70 | Failed |
| 21 | Zulfa Mahendra | 24 | 25 | 85 | Passed |
| **Total** | | | | **1660** | |
| **Percentage Of The Success** | | **80.59%** | | | |

From the analysis table score above, the researcher analyzes the data as below:

P= Total student who get score 75 minimum X 100%
                 Total student in the class

P= 17 X 100%
      21

P= 80.95%

5) Revised Plan

The researcher decided to stop the cycle since the result in the last cycle had shown better improvements of students' vocabulary mastery. Thus, the researcher did not revise the plan.


**B. Research Findings**

The findings of the research were gathered from several sources of data. They included pre-observation report, field notes, interviews, questionnaires, research diaries, photograph, lesson plans, and the score of pre-test and post-test. The findings answered the research questions stated in chapter 1. The research findings were as follows: the improvement of the students' vocabulary mastery and the improvement of the classroom situation in the English class when animation videos were implemented. This section focuses on answering research questions in Chapter I as well as describing other findings during the implementation of animation videos in teaching vocabulary.

The problems identified were the students' vocabulary mastery which was low and the classroom situation which was not alive proved by the students' interest and motivation are low as well. The researcher proposed a solution to the problems that was using animation videos in teaching vocabulary. The implementation of animation videos in vocabulary class consisted of two cycles; the first cycle consisted of four meetings and the second cycle consisted of two meetings. In each meeting the students'

vocabulary mastery improved, so did the classroom situation because the students' motivation and interest increased. Two major aspects in students' improvement are: 1) the students' competence in vocabulary mastery, 2) the classroom situation when animation videos were implemented in vocabulary class.

## 1. Improvement of Students' Vocabulary Mastery

Animation videos improved the students' vocabulary mastery. The improvement showed that the students were able to pronounce the word correctly. Before the research, the students mispronounced words because they had not been familiar with pronouncing English words, so they read the English word according to the letters.

In teaching pronunciation, the teacher of the class acted as the model pronouncing words. This technique was less attractive. Besides, there was no guarantee that the way pronounced the words was correct, since he is not English native speaker. Answering to this problem, animation videos gives not only visual stimuli but also audio stimuli to the students, and animation videos give modeling of correct pronunciation as well. After they had been taught by using animation videos several times, the researcher found that the students have fewer mistakes in pronouncing the words. By using the narrator from the videos, it is very useful to emphasize the use of certain scene in animation videos. Teacher repeats it continuously so that the students had enough chance to be familiar with how to pronounce certain words by repeating after it.

The next problem that was improved is the ability of memorizing the meaning or names of object. After taught using animation videos several times, we found that the students have fewer mistakes in answering teacher's question related to the lesson about the meaning of words/object. In the beginning of Cycle 1, the students still found it difficult memorize words, but by the guidance from the researcher using animation videos, which give a description to help them learn the meaning vocabulary, they improved. By the final

meeting, they could easily memorize words' meaning. It was shown by their ability to answer the questions given by the researcher to let them review what they had learnt the previous meetings in the beginning stage of each meeting. By this finding, the researcher concludes that in order to memorize the meaning of words easier, the students need something real and clear to help them to visualize vocabulary that they are learning. Then, animation videos provide picture that represent the meaning of the object. Prior to the research, the students had difficulties to remembering the meaning of vocabulary because there were no media which helped them to visualize the meaning of vocabulary. By using the media, the students can easily memorizing the meaning of the vocabulary when answering teacher's question related to the lesson about the meaning of words/object.

Before the study, it was found that students had low vocabulary scores. The improvement of their vocabulary mastery could be seen from the improvement of students' scores from cycle to cycle. The mean score in pre test was 19.04%, the mean score in Cycle 1 was 61.90%, and the mean score in Cycle 2 was 80.95%. The improvement of the vocabulary scores is illustrated by Graph VI.1.
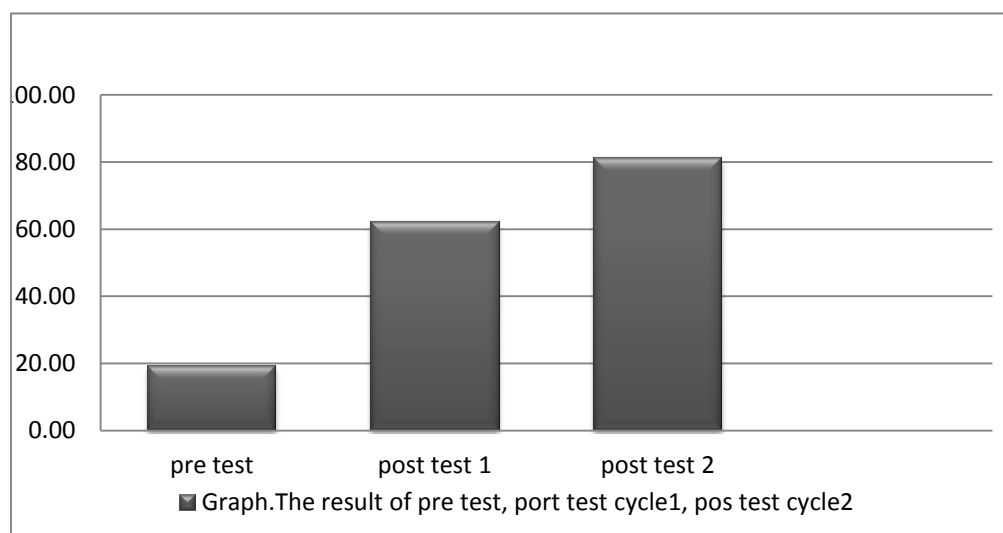


**Graph VI.1 The result of pre test, port test cycle 1, pos test cycle 2**

Based on the graph above, it can be concluded that the students had a better achievement at the test in cycle 2. Their score increased from Cycle 1 to 2.

**2. Improvement of Classroom Situation**

The finding on the teaching and learning process shows that there was a change of situation before and after the implementation of animation videos. First, the teaching and learning process using animation videos was more alive; the students were more enthusiastic and become more active in joining the class because they felt comfortable with the animation videos. For example, students are more diligent and more active. After using this media, the students were easy to ask to come in front of the class, and they answered teacher's questions actively. Besides, the students' progress in determining details information that they can find from the videos. In addition, the teaching and learning process became more interactive, proved by the interaction occurred between the researcher and the students in the classroom. For example, when the researcher asked the students some questions dealing with the video they had just seen, the students directly raise their hands meaning that they wanted to answer the questions. Therefore, animations videos help stimulate interaction between teacher and students.

**C. Discussions**

The research, which applied classroom action research to use animation videos in improving students' vocabulary mastery, brought satisfying result both in term of the improvement of students' vocabulary mastery and classroom situation. The findings then can be theorized in two major points as follows: 1) animation videos can improve students' vocabulary mastery; 2) animation videos can improve classroom situation. In this section, those findings are discussed by justifying them with the theories in Chapter II. In more detail, each of the findings is described as follows.

**Animation videos Improves Students' Vocabulary Mastery**

**a. Animation videos improve students' competence in pronouncing the words**

Penny Ur (1996:  60-62) mentions that pronunciation is one of elements that need to be taught in teaching vocabulary. She says *"The learner has to know how a word is pronounced (its pronunciation) and what it looks like (spelling)".* These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned". On the other hand, Roger (1995: 43) says that pronunciation is one of the difficulties of learning vocabulary.

**b. Animation videos improve students'  competence  in  memorizing  the meaning  of vocabulary**

Penny Ur in (1996: 60-62) also says that meaning is one of elements that need to be taught in teaching vocabulary, in order to memorize the meaning of word more easily, the students and something real and clear to help them to visualize vocabulary that they are learning.

Similar to the benefits of Animation videos by Wittich and Schuller as  a  verbal illustration for the point of pronunciation above, in this point animation videos also act the same way, but on the point of memorizing the meaning of words, animation videos were used as a visual illustration.

In this research animation videos helped the students to memorize the meaning of the words, because animation videos provide pictures that represent the meaning of objects. By using animation video, the students can easily memorize the meaning of the vocabulary when answering teacher's question related to the lesson about the meaning of words/objects. It is related to the use of media teaching by Levie & Lentz (1982) that is on the cognitive point. Cognitive is related to the achievement in catching, memorizing, showing, sharing

everything to the other. Media help the student to be easier in catching the target of learning process.

**c. Animation video improve the students' competence in using the vocabulary**

Students should acquire an adequate number of words and should know how to use them accurately. To support the students' learning how to use vocabulary accurately, the researcher used animation video from 'Disney Magic English'. Within the video, there were some text lines explaining each scene in the video. For example, "there are many fish under the sea" and "elephants live in the forest". These can be used to teach the students how to make a sentence. By doing so, the researcher could insert some explanation about grammar and word choice to the students. It is more interesting to the students than having them see their teacher writing a sentence on the board. By using this media, after the research had been implemented the students were able to make sentences correctly according to their level. This finding is confirmed by Wittich and Schuller suggesting that animation are suitable to explain the concepts of literature and grammar (1962: 137-139).