ABSTRACT

This study aims to identify: (1) whether or not and to what extent animation video can improve students’ vocabulary and (2) the strength and weaknesses of implementing animation video in improving students’ vocabulary mastery. The research focuses on solving the problems of sixth grade students of MIN Nglungge, Polanharjo. The problems are the students get difficulties in spelling words correctly, most of them get mispronounce English words, the students get difficulties in grasping meaning of words and the students get difficulties in recognizing words.

The writer used action research method. In the procedures of action research, there are six steps, namely; initial reflection, preliminary analysis of field, planning, action, observing the action and reflection. The data of the research were collected by using qualitative and quantitative techniques. The quantitative data are gotten from individuals’ score from beginning of the research up to the end of the research. They come from the test given. The qualitative ones are collected by observations, interviews, documents, photographs and test.

The result of the research shows that animation video can improve the students’ vocabulary mastery. It could be seen from these indicators: (a) students could spell the vocabularies; (b)
most students were able to pronounce words correctly; (c) students could grasp the meaning well; and (d) students could recognize vocabularies. The students' vocabulary improvement is reflected in the tests scores. The mean score between pre-test and post-test I improve from 53.29 to 70.61. It improves again in post-test II which was 80.06. It shows that there was a significant improvement of the students' vocabulary mastery before and after the research. The improvement supported by the strengths of animation video in their learning vocabulary, they are; (a) images contextualized in animation video could help to convey meaning (b) in the part of Listen and Repeat, the students learn pronunciation (c) animation video is an effective way of studying body language (d) subtitle or oral text in animation video can precisely play an important role to help learners increase and strengthen their foreign language vocabulary. Although this can be very effective, there are some weaknesses including; (a) no clues from visual articulation (b) the use of unusual voices (c) the teacher restricted to the programming and content chosen by the original producers. In line with the result, the writer suggests that animation video is one of the effective technique presentations as to increase the students’ enthusiasm and their achievement in learning vocabulary. This result hopefully will motivate teachers to use animation video in teaching vocabulary to young learners.