

The Effectiveness of Animated Video to Teach First Grade Students of Starlight Tuition in Mastering Number

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Abstract

Teaching English for young learner is not a simple thing. They need different treatment in learning new things especially new language. Some teachers use games, videos, songs, etc. The researcher made an animated movie about “Numbers”. It can be used to teach first grade students to learn Numbers in English from one to ten. The researcher wants to know whether the video made is effective or not to teach first grade students in Starlight Tuition. The result is animated video is effective to teach vocabulary especial “Numbers” to young learner.

Key Words: Animated video

INTRODUCTION

Introducing new vocabulary to children is not as easy as teaching to adult. Teacher needs some tricks to attract children during the learning process. Teacher must be more creative in creating learning content to teach English, especially elementary school teacher whose students need guidance from he them related to the material.

Children need special treatment to learn new things, in this case new language. The researcher creates an animated video to help the teacher to teach English, especially a new vocabulary, in this case is learning Numbers.

Learning vocabulary is the most important thing in learning a new language. Vocabulary is needed in all language skill like speaking, reading, writing and listening. Without understanding the vocabulary, someone cannot understand what people say in a language. This is supported by Penny Ur (1996:60) that state vocabulary is one of the most important things of foreign language learning. Even it can be said that cocabulary is also the key for foreign language learning. Alqahtani (2015) argued that to write grammatically correct sentences also need vocabulary, without vocabulary the text will not valuable

Maximo (2000) suggested to consider vocabulary as an essential thing in language teaching. Second language learners will face a big problem if they lack of vocabulary. This statement also supported by Meara (1980) and Wilkins in Thornbury (2002)

Grauberg (1997: 15) cited by Rohmatilah (2004) showed the four stages of learning vocabulary. First step is discriminating. It is the basic step of learning vocabulary. In this step students distinguish sounds and letters from this step is called the base step. This step is a function that distinguishes adjacent sounds and letters of similar words in listening and reading to make them be able to write and speak differently. The second step is understanding the meaning that make the students know and understand the meaning of words and followed by remembering the words. The last step is consolidation and extension of meaning because learning vocabulary is not just in one moment but going on continuously.

McKay (2008) categorize five to twelve year-old children into young learners. Children learning a language before or during six year-old in formal school also categorized as young learner by McKay (2008). Students at this age have several characteristics. They prefer to play rather than sitting regularly or doing task in class. They are more active and prefer leaning in groups than individually. This is also supported by Piaget, cited in Shin (2009). Children are fast learners and they have strong memory. In responding something they do spontaneously.

The materials given to children are also simple materials like number (1 to 10), family, fruits and vegetables, colors, and part of body (Nurhadi, 2012). Teacher also should deliver the materials in a simple way. The phases of teaching methods are presentation, practice, and production (Nurhadi, 2012). In presentation phase, teacher presents or delivers the material to students. It is part of introducing new material, in this case is vocabulary is introduced in an attracting and suitable way. Teacher can use learning media in this phase, such as game, animated video, song, etc. After that students practice what they have learned so they can produce the vocabulary in correct way (pronunciation and spelling).

Teacher can introduce numbers of a new language to young learner through songs because it is a fun. According to Griffee (1992) in Dzanic (2016) songs can reduce anxiety. The teacher should be able to choose a suitable one or the students.

Beside songs, teacher also can use pictures or toys to teach “numbers” to young learner. Animated video also can be applied to teach “Numbers” to young learners because animated video consists of interesting visual, animation and even songs (Alimah, 2012).

Brown (2000) define teaching as an activity of learning to do something, giving instruction and knowledge, and helping students to understand the material. Teacher has a power to decide what media he/she will use to deliver the material. He/she can use an attractive media to help students to understand the materials.

Arsyad (2002) in Nizwardi (2016) divides media into four, print technology media, audio visual media, computer-based media, and combination between printed media and computer media. While Singh (2019) grouped media into “print media” such as journals, newspaper, magazine, book, “Non-print media” like projection media (a media that needs to be projected in to screen) and non-projection media (3D and 2 D object), and “Electronic media” such as audio visual media, audio media, and visual media.

Audio visual media is a media that give experience to students both to listen and see at the same time. It can be in the form of animated movie.

Ainsworth (2008) claimed that animated video is an easy way to help students to understand the complex materials.

METHOD

The design of this study is pre-experimental design, with one group pre-test and post-test design.

Table 1. Test Illustration of One Group Pre-test and Post-test Design.

Pre Test	Independent Variable	Post Test
Y 1	X	Y 2

Ary (2002: 313)

The population of this study is third grade students of Starlight Tuition. It consists of 32 students. The researcher used all students as the subject research.

There are two variables of this study; they are dependent variable (variable that is not influenced by others) and independent variable (variable that is influenced by others). The dependent variable of this study is teaching using animation video while the independent variable is English.

The data of experimental research can be analyzed by t-test formula. The data of experimental research can be analyzed with computer program. This study will use Minitab program to analyze the data.

FINDINGS AND DISCUSSIONS

Findings

Table 2. The result of pre-test and post-test is:

Number	Pre Test	Post Test
1	80	100
2	30	50
3	30	60
4	100	100
5	100	100
6	80	90
7	80	100
8	100	100
9	70	100
10	80	100
11	90	100
12	90	100
13	100	100
14	90	100
15	90	100
16	50	70
17	70	100
18	80	100
19	30	90
20	20	70
21	100	100
22	30	80
23	60	90
24	100	100
25	100	100
26	60	100
27	0	100
28	20	100
29	90	100
30	80	100
31	10	90
32	100	100

Table 3. The characteristic of pre-test and post-test is:

Variable	Mean	Variants	Min	Max
<i>Pre Test</i>	69.06	976.51	0	100
<i>Post Test</i>	93.44	171.67	50	100

It can be seen that the mean of pre-test is 69.06 with variants 976.51. The lowest score of pre-test is 0 and the highest score of pre-test is 100. While post-test, the mean is 93.44 with variants 171.67. The lowest score of post-test is 50 and the highest score is 100.

Table 4. Correlation between pre-test and post-test

<i>Pre Test and Post Test Score</i>	Correlation	P-value
	0.575	0,001

The table above shows the correlation between pre-test and post-test is 0.575. It means the two variables are high correlated.

Table 5. T-test

<i>Pre Test and Nilai Post Test Score</i>	df	Ttest	T _{table}	P-value
	41	4.07	2.0195	0.00

The Table above shows T_{test|} is 4.07, it is higher than T_{table}, that is 2.0195 and P-value is 0, that is lower than α, that is 0,05.

Discussions

The data found in this research show score enhancement from pre-test and post-test. The mean of pre-test is 69.06 while the mean of post-test is 93.44. The data also show the correlation between them. The result of calculation, the pre-test and post-test are high correlated in 0.575.

Next, the calculation of T_{test|} is used to know the comparison between pre-test and post-test. The hypothesis of this research are:

H₀ : $\mu_1 = \mu_2$ (There is no differences of in the level of effect of effectiveness between pre-test and post-test)

H₁ : $\mu_1 \neq \mu_2$ (There is differences of in the level of effect of effectiveness between pre-test and post-test)

The significant level (α) is = 0,05

Rejection area: H_0 is rejected if $|T_{\text{test}}| > T_{\text{tabel}}$ and $P\text{-value} < \alpha$

Statistical test : $|T_{\text{test}}|$

Based on the statistical test, the result of T_{test} is 4.07 where it is higher than T_{tabel} in the score of 2.0195. It means that the decision to reject H_0 is obtained. It means there is a difference in the effect of the level of effectiveness between pre-test and post-test. In other words, the use of animated media is effective to teach vocabulary especially in the topic “Numbers” to the first grade students of Starlight Tuition.

The animated media used in the teaching process is designed as attractive as possible for young learners. It is supported by Ainsworth (2008) that animated media can easily help students to understand complex material.

The researcher also applied drilling method in this research because by repeating the video, the students are able to memorize the materials quickly.

CONCLUSIONS AND SUGGESTIONS

Animated video is an attractive media to teach a new language especially vocabulary. The researcher used animated video to teach “Numbers” to first grade students of Starlight Tuition. The result is show that animated media is effective to teach “Numbers” to them.

The further researcher can develop other researchers especially in developing animated media to help teachers to teach English to young learner, especially foreign language young learner.

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