

TEACHING VOCABULARY TO YOUNG LEARNERS BY USING ANIMATION VIDEO

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ABSTRACT

This study is a classroom action research (CAR) on utilizing animation video in teaching vocabulary to young learners. Therefore, the objective of this study is to find whether the use of animation video can improve vocabulary mastery of grade IV students of SD Negeri 2 Baruga. This research is conducted within two cycles in which each cycle consisted of three meetings. Either first cycle or second cycle consisted of planning, action, observation/evaluation, and reflection. The subject of this study was students at grade IV of SD Negeri 2 Baruga. A number of the students in the class were 30 with 8 male and 22 female. Then, the instruments were used in this study include observation sheet of teacher's and students' activity, and vocabulary test. The researcher found that teaching English by using animation video can improve students' vocabulary at grade IV of SD Negeri 2 Baruga. The improvement could be seen in the result of students' achievement after conducting this study was 93 % proved that it achieved classical achievement. Moreover, percentage of teacher's and student's activity also achieved 82.14% and 68.70%. On other words, the students' vocabulary at grade IV of SD Negeri 2 Baruga improved by using animation video.

Keywords: Animation video, Vocabulary and Young Learner

INTRODUCTION

Based on the research observation and the students' value that given by the teacher at grade IV SD Negeri 2 Baruga showed that the classical completeness (KKM) of student in grade IV it is just 57.00%. With the mean score 65, meanwhile expected the classical completeness (KKM) according to school rule was 70%. It shows that there were problems that happened at grade IV in learning English because many students did not reach the KKM. Tracing back the current condition of the students, the researcher had discussed with the real teacher. The teacher said "in studying English the students' vocabulary mastery is still low. They still find it difficult in grasping the

meaning of the vocabulary. And also they are difficult in writing words correctly. Those problems arise because the students did not highly motivated in following English class and even they are easier to get bored in following English class. These factors are to motivate the researcher to use animation in teaching English vocabulary.

Considering the important of vocabulary, the teacher should ascertain teaching media that can help the students easier in learning English vocabulary. Besides, it should provide them to learn in an attractive way in order to make them more spirit in teaching learning process. There are so many teaching media which are applicable for English learning and teaching, one of them is video. Thus, this study would bring

forward the way of teaching vocabulary by using video in form animation video in order to make students being more interested in teaching learning process. Not surprisingly, animation is popular among children. They love something attractive, fun and imaginative. Animation video is great choice to deliver any material, including vocabulary. Devi (2005) states "animation for language learning has positive attributes even on adult learners at the beginner level".

In relation to this, the researcher is interested in conducting a study which is focused on improving vocabulary by using animation video in teaching and learning young learner students at grade IV of SD Negeri 2 Baruga. The researcher expects implementing animation video can motivated students in learning process and some great positive changes in the attitude of the students' vocabulary achievement. The result of this research is expected to be useful reference for some other teachers to used animation video in their English class.

The research question of this study is:

- Can animation video improve the young learner student's vocabulary mastery at grade IV students of SD Negeri 2 Baruga?

THEORETICAL FRAMEWORK

Teaching Vocabulary by Using Animation Video

Teaching vocabulary must be easy and enjoyable for the young learners. It is intended to help the students understand the material easily. Cakir in his journal (2006, p. 69) list

some practical techniques for video implication was classroom, those are:

1. Active Viewing

Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for the students to take an active part in video teaching presentations. The steps are as follows:

- a) Before starting the presentation, the teacher writes some key question on the board about the presentation so that the students get an overview of the content of it.
- b) After viewing the questions the students answer the question orally, or the students may take notes while viewing.
- c) For more detailed comprehension students are provided a cue sheet or viewing guides and let them watch and listen for specific details or specific features of language.

2. Freeze Framing and Prediction

Freeze framing means stopping the picture on the screen by pressing the still or pause button. This activity also fires the imagination of the students by leading them predicting and deducting further information about the characters. The steps are as follows:

- a) Teacher freezes the picture when he or she wants to teach words and expression regarding mood and emotions, to ask questions about a particular scene, or to call students' attention to some points.
- b) By freezing the scene the students can be asked what is going to happen next. So they

speculate on what will happen in the next act.

3. Silent Viewing

As video is an audiovisual medium, the sound and the vision are separate components. Silent viewing arouses student interests, stimulates thought, and develops skills of anticipation. In silent viewing, the video segment is played with the sound off using only the picture. This activity can also be a prediction technique when students are watching video for the first time. The steps are as follows:

- a) Play the video segment without the sound and tell the students to observe the behavior of the characters and to use their power of deduction.
- b) Press the pause button at intervals to stop the picture on the screen and get the students to guess what is happening and what the characters might be saying or ask students what has happened up to that point.
- c) Finally, video segment is replayed with the sound on so that learners can compare their impression with what actually happen in the video.

4. Sound on and Vision off Activity

This activity can be interesting and useful to play a section of video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but unable

to see the action. Through this activity the students predict or reconstruct what has happened visually depending only what they hear.

5. Repetition and Role-Play

When there are some difficult language points in the video unit, closely repetition can be a necessary step to communicative production exercises. The steps are as follows:

- a) A scene on video is replayed with certain pauses for repetition either individually or chorus.
- b) The students are asked to act out the scene using as much of the original version as they can remember.
- c) When students become confident with role playing and are sure of vocabulary and language structures, more creative activity can be introduced in which they are asked to improvise the scene to fit their views of the situation and the characters they are playing.

6. Reproduction Activity

After students have seen a section, students are asked to reproduce either what is being said, to describe what is happening, or to write or retell what has happened. This activity encourages students to try out their knowledge. Students will benefit from experimenting in English, even though it is challenging and mistakes are made. As it seems a bit difficult to perform, guidance, help and reassurance may be needed.

7. Follow-Up Activity

It is important that a video presentation should lead to follow-up activity as the basis for further extended oral practice. Discussion stimulates communication among students, and it helps to achieve communicative practice. With this activity students have an opportunity to develop sharing and cooperative skills.

The use video can be very powerful tool to engage students in the vocabulary learning process as well as provide a benefit to visual learners. Dealing teaching vocabulary mastery, some simple strategies can be used to allow lower level students to be creative in the classroom using video as a stepping stone to fun and communicative activities.

Considering the ideas above, I am interested in providing the procedures of teaching vocabulary using animation video as follows:

- 1) Teacher gives some brainstorming question related to the topic.
- 2) Teacher plays the video without pausing (Active Viewing activity)
- 3) Teacher plays the video to introduce the words and pause each picture to teach the meaning of the words (Freeze Framing and Prediction activity).
- 4) Teacher plays the video again and pause each picture to teach the spelling of the words (Freeze Framing and Prediction activity).
- 5) Teacher plays the video without picture and asked students to write its name (Sound On and Vision off Activity).

- 6) Teacher plays the video and asked the students to repeat the words.
- 7) Teacher plays the video without sound and asked students to pronounce word individually (Silent Viewing Activity).
- 8) Teacher explains how to make simple sentences using examples on the video.
- 9) Teacher gives exercise about words use.

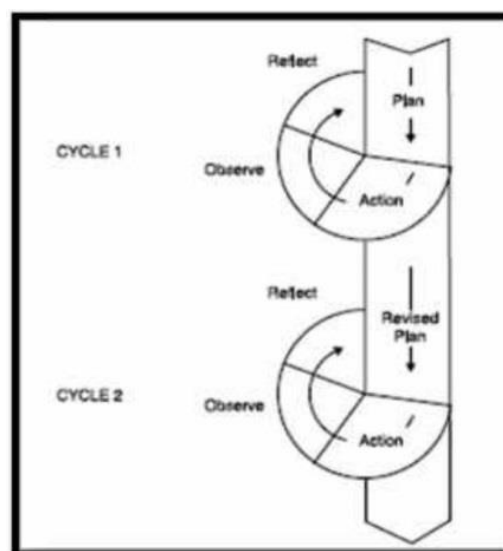
Learning English vocabulary by watching animation video is wonderful way to have fun as well as learn. Teacher can create activities which can be attracted by using it. Video provide young learners an opportunity to acquire new vocabulary and imitate to what they have hear and have seen. That is why it is a very good way to stimulating young learners in learning process.

METHODOLOGY OF RESEARCH

Design of the Study

Design of this study was Classroom Action Research (CAR). Design of classroom action research in this study used the type of CAR by Kemmis and Mc Taggart (1998) who categorized classroom action research involved four steps were planning, action, observation, and reflection. Those above steps could describe in the following:

Graphic 1. Classroom action research



using simple present improves or not after being treated with animation video.

(Kemmis and Mc Taggart, 1998. P. 9 as cited Anne Burns, 2010)

Subject of the Study

The researcher chosen classroom action research at one of elementary school in Kendari. The subject was students of IV A grade consist of 30 students. The reasons of using the class as the subject of the study were firstly the class was as young learner level Secondly, the class was used monotonous method, vocabulary was usually taught through listing vocabulary then memorizing it. The last one was because the class did not seem to have interest to study English. With used classroom action research, researcher was seen the teaching learning process used animation video what could motivate young learners in the classroom and to improve the young learners in acquiring vocabulary. This research was conducted in two cycles.

Factor Observed

The role of the researcher in this study was the teacher in the class, and the real teacher of the class become the observer who observed the teacher, while another volunteer who trained by the researcher was the other observer who observed the students.

There were several factors which were observed in this study were as follows:

- a) The researcher carefully assessed the young learner ability in acquiring vocabulary. At last, the researcher may have determined whether their ability in

- b) The observer observed the preparation and the action that was done by the researcher, and to do this research helped the researcher to observe the researcher throughout the process of teaching.

Research Procedure

Researcher applied 2 cycles, the first cycle consists of three meetings and the second cycle consists of three meetings. Further, the procedure consisted of four steps followed through in a cycle namely planning, action (implementing plans), and observation (systematically), and reflection. (Kemmis and Mc Taggart, 1998 as cited in Anne Burns, 2010). Each cycle completed in three sessions.

1. Planning

Activities that were done in this step are:

- a) The researcher determined vocabulary problems happening to the students of grade four of SD Negeri 2 Baruga
- b) The researcher informed the students that they used animation video to improve their vocabulary in English teaching.
- c) The researcher prepared and arranged lesson plans for the classroom.
- d) The researcher made research instrument which involved observation sheet, and vocabulary test.
- e) The researcher prepared the instruments of the research that may be needed to collect the data.

2. Action

In this phase, the researcher as a teacher used animation video in teaching vocabulary. Cakir in his journal (2006, p. 69) and the steps done as follows:

a. Pre Activities

- 1) Greet the students
- 2) Brainstorm the students by showing picture related with the topic to students.
- 3) Explain about learning objectives/topic

b. Main Activity

- 1) Asking students to express what their knowing about the topic
- 2) Appreciating students
- 3) The researcher played the video without pausing.
- 4) The researcher paused each picture and teaches the spelling and meaning of word.
- 5) The researcher played the video again and asked students to pronounce the words.
- 6) The researcher played the video without picture and asked them to repeat the word.
- 7) The researcher gave exercise about word use.
- 8) Distributing the worksheet
- 9) Explaining the exercise and asking students to fill the exercise.
- 10) Discussing the answer with the class and giving feedback.

c. Post activity

- 1) Concluding the material
- 2) Ending the class

3. Observation and evaluation

In this step, the observer observed all of the activity in action whether the activities were appropriate to the lesson scenario. Then, the evaluation was done to evaluate the accomplishment of lesson scenario.

4. Reflection

Reflection was an act of evaluating strength and weakness of the previous classroom activity. In this step, writer and English teacher worked together analyze the result of action and observation.

The weakness that found in learning teaching activities would be continued then fixed in the next cycle. It meant that since the students did not reaches the target of the vocabulary mastery. When the second cycle did not reach the target, the researcher stopped the action.

Instrument of study

1. Observation sheet

Whereas, observation sheet meant that in this research was to observe the teaching learning activities with aim to know the students' and teacher's activities in teaching learning process.

This observation divided into two parts namely observation for teachers and students which covered some aspects about the teacher during lessons, such as did the teacher always came on time in class, whether the teacher always brainstorming when learning begins, whether teachers provided learning material, whether the teacher explained about the material taught and whether the teacher responded to student opinions and errors, and

whether conclusion was given appropriately to the students.

For the students, this observation was done to see whether students enjoy the material provided by the teacher, whether the students acquire some vocabulary from the teaching.

2. Testing

Testing mean was to know the development of students' vocabulary achievement after being taught by animation video. The test was developed from the material given to the students throughout the meetings.

3. Documentation

Documentation used in this study involve lesson plan, list of student's value and picture which taken during learning process.

Technique of Data Collection

To collect data during and after the action in each cycle, then the researcher did the following steps as follows:

1. Observation sheet

This study used observation guide of implementation animation video in learning. The observation was focused in teacher and student' activity during learning process is going on.

2. Vocabulary test and Documentation

Test used in this study includes multiple choices, complete the word, and jumble letter and matching the word which conducted in the end of each cycle. Documentation is taking the teachers and students' picture in the class.

Technique of Data Analysis

1. Quantitative Data

Analysis of students' achievement was conducted to determine improvement of individual value, mean and percentage of achievement.

- Improvement of students' achievement follows the school' rule that the students pass each test if they get ≥ 70 score with the highest score is 100. Hence, in this study also used the rule of school, to measure each respondent's value used formula:

Graphic 2. The formula of students' mark

$$\text{Students' Mark} = \frac{\text{Total of Correct Answer}}{\text{Total of Maximum Score}} \times 100\%$$

- Improvement of students' achievement also was observed from improvement of mean in each cycle test. Formula to determine mean in value distribution could be used formula:

Graphic 3. Mean's formula

$$\bar{X} = \frac{\sum X}{n}$$

Where: $\bar{X}$ = mean score
 $\sum X$ = sum of all X scores students complete
 n = total number of subject.

(Nurgiyantoro, 2001, p. 360)

2. Qualitative Data

Based on Kriyantono in Atika, A., & Rusli, T. I. (2016) Qualitative approaches are used to explain the phenomenon in depth through the collection of data as deeply as possible. Analysis of qualitative applied to analysis of implementation of animation video in teaching vocabulary to young learner. This analysis is conducted through analyzing the level success of implementation animation

video in teaching and learning process. Data as a result of observation is analyzed to know the success of strategy by using observation sheet as guide. Assessment is known from result from of chick list (✓) in column of “yes” or “no” in observation sheet.

Marking Scheme

The marking scheme of this study was one (1) for the right answer and zero for the wrong answer.

Table 1. The Criteria of Student' Vocabulary Improvement

Classification	Value
Very Good	80-100
Good	70-79
Fair	60-69
Low	50-59
Very low	0-49

Indicator of Completeness

1. Indicator of process

In terms of the process, learning is successful if all or at least 70% of students actively involved. In addition, students must be able to demonstrate the spirit of learning and self-confidence during the learning process.

2. Indicator of result

In terms of results, learning process is successful if 70% of students have achieved a score > 65.

Action hypotheses

The hypothesis of this study is “integrating of animation video can improve the young learner students vocabulary mastery at grade IV students of SD Negeri 2 Baruga

DISCUSSION

Finding

Before conducting the action, firstly the researcher carried out the observation in the class directly. Based on observation result at the classroom of grade IV A it found that students were found it difficult in grasping the meaning of the words. They were also hard remembering and pronouncing the words. Besides that, they less motivated to learning English.

There were several problems and weakness in this cycle. The researcher discussed with Mrs Irawaty Haeruddin, S.Pd as the real teacher who know more about her students. She asked to the researcher to continue her teaching activity such as in the observation sheet and complete the activity which the researcher had not done. For example the teacher should give interesting technique such as game or song. The summary of the students' problems and the weakness of learning teaching process could be seen in the table below:

Table 2. Summary of the student's problem and Weakness in the First Cycle

No	Students	
	Planning	Problem
1.	The teacher would give more intents attention to the teacher by asking the students after explaining.	The students did not pay attention to the teacher's explanation

2.	The teacher would give the advice that speaking while doing the test made their friends annoyed	Several students spoke with their classmate.
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Table 3. Summary of the teacher's problem and Weakness in the First Cycle

No	Teacher	
	Planning	Problem
1.	The teacher would explain about a couple of words	Almost of the students found it difficult in looking for a couple of words
2.	The teacher would give time to observe the animation video.	The teacher did not give chance to students to observe the animation video clearly.
3.	The teacher would give the paper and asked the students to read. After that the teacher explained to the students how to make the simple sentence.	The students were still difficult to recognize the words.

From the reflection above, it could be stated that Cycle 1 did not give a satisfactory. Based on the result in Cycle I, the researcher

needed to solve the problem. The researcher revised the previous action and prepared the new lesson plan, material and animation video. There were still some weaknesses in the Cycle 1, so the researcher decided to go to the next cycle.

In the generally, the weakness and the problem still took place in the class. So, the idea of this case is as the teacher should do the best prepare all about the learning process such as the materials, media, and classroom management. Then, still remember to take note if there is something happens to overcome in the next meeting. The unsuccessful of learning teaching process in this cycle was not failed at all. Still there was improvement but they maximal. The progressing of this research was not expecting errors but observer and the researcher continuously reset the learning. The observer and the researcher decided to stop these cycles. Therefore there were no more cycle and justify that the research was succeeded.

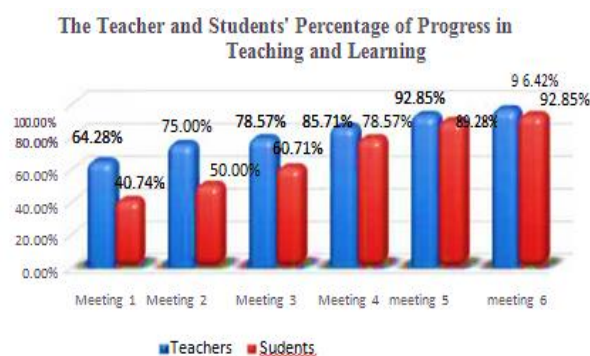
Table 4. The Summary of The Problems and Weakness in the Second Cycle

No	Students	
	Students' Problem	Planning
1.	The students had lack the vocabulary to arrange and complete the Words	The teacher would ask the students to always memorize and spell the vocabulary at Home.

2.	Some the students bother their friends when anyone was in front of the class.	The teacher would give more motivation and suggestion to the students so that they would not bother their friends
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Clearly, it can be seen the improvement between students' and teacher's progress in the chart below during teaching and learning process in each meeting. Moreover, the following chart described the result of the students' observation sheet in each cycle:

Graphic 4. The progress of teaching and learning



Discussion

The results of this study showed the similarities and differences with the results of previous studies conducted by Boris Ramandhika (2014) entitled *Improving Student's Listening Skills Using Animation video for the Eight Grade students of SMPN Magelang*. Where research are both lead to a very significant improvement. Then, the equation of this research among which the students made good improvement in listening

and their vocabularies, they are more enthusiastic in learning because it is a new thing for them. Besides that, teaching using animation video in both these study can also make the students feel fun and comfort.

Then, the previous research above was conducted on Junior High School especially in the Eight Grade students. But the writer tried to conduct a research with different subject that is young learner students or elementary school. In addition, in his study focused of how animation video could help students in improving listening skill, but in this study focused of how the animation video could improve the students' vocabulary.

In this study, before applying the animation video students often got difficulties in recognizing and remembering word given to them. Sometime they need much time to answer the teacher's questions because they must the words given first. However, after they learn vocabulary by watching animation video, they found it easier to be recognized and memorized since the animation video not only showed the words but also the picture of each word mentioned. It made the students become easier in learning English vocabulary.

Part of this discussion also will look at what is causing this study showed an increase in a percentage 30% in first meeting of first cycle become 66.67% in the second cycle. The first reason, the researcher tried to combine game in teaching English vocabulary using animation video in the second cycle. The game made more students happy and not bored. Tarigan et al. (1991, p. 389), states that a game is very good to educate students to use a wide-variety of language. In addition, games also

could create an enjoyable learning atmosphere.

In addition, some students said “*mom lebih bagus belajar dengan game mom, biasanya ibu gurunya kita hanya menuliskan kata, jadi kita bosan mom*.” That is way, the teacher expected when teaching vocabulary is not only write the vocabulary, but also played following the learning environment of students who more communicative and active.

The second reason for the increase in the first cycle and second cycle especially in second meeting the teacher asked students to translate a word from the language to English or vice versa. This activity was very effective and the students tend to be enthusiastic when translating. Besides that, the translating the word is also very important to measure the student's ability to understand a new word. According to Cook (2011) point out using translation is surely a natural and obvious means of teaching someone a new language. It has lots of good effects. It can be used to aid learning, practice model what has been learned, diagnose problems, and test proficiency.

Other treatment, teacher also asked students to guess the scenes of the video by saying the name of the screen. This is very useful because the students could understand the meaning of words just by looking at the context. According to Nation (2001, p.231) incidental learning via guessing from context is the most important of all sources of vocabulary learning. In this activity, the students were very active and they tried to answer the first. Even though, there are four students who needed to be encouraged. The teacher knew that they could do it but they were afraid.

According to Nunan (1999) elaborates the causes of the students' lack motivation e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program.

Whatever as the researcher describe before that there are some problems during the learning process both of the researcher and students. In the first cycle, when the teacher explained the material, there were several students who did not give much attention in classroom activity and made noisy namely by speaking with their friends. To overcome this problem, the teacher asked the students to come on time in the class, and then give motivation to be more pay attention in learning process. In addition, teachers also encourage students by ice breaking. According to Johnson (2007) ice breaking activity is very important in learning process to freshen the atmosphere of learning, to eliminate boredom and drowsiness that can be faced by anyone, including students and to create positive attitudes in learning. Directly, all students very spirit to shout the yell. And, that they had less attention to be more ready to hear the teacher's instructions.

The other problem in this cycle some students were still difficult to recognize the words. It happened when the teacher asked the students to observe and guess the words on animation video. They could recognize words which has simple writing. Besides that, they also still afraid to mention the word individually, for example when the teacher asked them to pronounce the words they just

smiled and shy to do it. Faced this problem, the teacher would repeat to mention the words together with the students and asked them randomly to do it. In fact in the next meeting the students can do it well when the teacher asked the students to mention the word which they get and most the students could recognize words related to the topic given.

Some of the students could not mention new vocabulary they get before, it proven when the teacher asked the students to re mention the words which they got, they could not do it. In the first cycle students need much time to remember words given before. Faced this problem, the teacher played the animation video and asked the students to observe the video and mention the new words together with the students and asked the students randomly to do it. In fact in the next meeting students could mention vocabularies given to them before.

The problems and the weaknesses that occur in the first cycle were done by researcher and students and effect on the students' scores achievement for classical completeness of the first cycle reached 60% (With the KKM score was 70). This means that the KKM have not reach, and there were still 12 students which did not get the KKM score. That still needed to achieve the appropriate score. Further, the result showed that in this first cycle, there were 18 students who reached the target and there were 12 students did not. From 30 students the total grades of students were 2075, the student who got higher score 80 and the student got lowest 40. There were 30 students KKM with mean 69.16%.

Whatever there still occurs some problems and weaknesses in the first cycle, but in addition, students' achievement of second cycle the result showed that there were 28 students who completed and there were 2 students not completed in this cycle. From 30 students the total grades of students were 2395, the student who got higher score 90 and the student got lowest 60. The classical completeness in this cycle was 93% of 100% which was hoped. There were 33% improvement of students achieve KKM from the first cycle.

Based on data obtained from research findings, it could be seen that the implementation animation video gave contribution toward the students' vocabulary mastery. This research shows that the students could recognize the words given easily since they learn by using animation video because it is not only showing the writing of words but also its pictures. More often the students watch vocabularies shown on the video, it will be much easier for them to memorize it.

In this study, the finding also shows that the students can be easier in grasping the meaning of words. Wade (2010) in Devi states that the visual image of video help to convey meaning. Similarly, Wilson (2000) who suggests that images contextualized in video can help to reinforce language learning, provide learner can see immediate meaning in terms of vocabulary recognition. Therefore, use animation video was able to make the students easier in learning vocabulary.

Therefore, it can be concluded that completeness of application animation video in each cycle improved in line with students'

achievement of each test. In the first cycle 18 students complete the KKM and in the second cycle rise become 28 students complete the KKM. In second cycle, based on the observation sheet weaknesses of application of animation in first cycle could be overcome so all activities in learning process was done maximally and completely it seen there was improvement of students' and teacher's activity in each meeting during teaching and learning process, i.e.; 64.28% at the first meeting, 75% at the second meeting of the first cycle, at third meeting 78.57% at first cycle, while on the second cycle, the teacher could complete it, i.e.; 85.71% at the fourth meeting and 92.85% at the fifth meeting and 96.42% in the sixth meeting. It means that, if we should be determining the learning process during 2 cycle of teaching in the class, the teacher reached 82.14%. Percentage of the students' performance of the table above describe that they had tendency the improvement each meeting to meeting during teaching and learning process, i.e.; 40.74% at the first meeting, and 50% at the second meeting, 60.71% at the third meeting, while on the second cycle, the students completed it, i.e.; 78.57% at the fourth meeting, 89.28% at the fifth meeting and 92.85% at the sixth meeting. It means that, if we should be determining the learning process during 2 cycle of teaching in the class, the students' reached 68.70%.

In conclusion, the result of this study confirms that teaching vocabulary by using animation video can help young learner students to improve their ability in improving vocabulary. This indicates that using animation video is effective in improving students' ability

in inquiring vocabulary of grade IV SD Negeri 02 Baruga.

CONCLUSION

On the whole, this study aimed to see the improving of students' ability at grade IV SD Negeri 2 Baruga by using animation video through before conducting the researcher, the researcher made an assumption that this study could improve students' vocabulary. Thus, with this research, the research tries to investigate whether there is improving students' vocabulary by using animation video.

The result of the learning process in this research describes that teacher's and student's activities always improve in each cycle. In teacher's observation result in first cycle, the first meeting reached 64.28% in second meeting 75%, third meeting 78.57%, in second cycle the first meeting reached the second meeting 85.71% and the second meeting 92.85% and the third meeting 96.42%. However, there are still weaknesses of applying animation video in learning process, but in second cycle more than 90% teacher's activity can be done maximally so that teacher's activity in this study is successful.

Students' activity in first meeting in first cycle can be achieved 40.74% in second meeting 50% third meeting 60.71% in the second cycle in first meeting 78.57%, 89.28% in second meeting and 92.85% in the sixth meeting. Students' activity in first cycle also has any weakness and it can be improved in second cycle where student's problem can solve in the learning process. Thus,

completeness of the students' activity as long as learning process in this study is successful

Based on the student's achievement, this study had proved that using animation video could improve students' vocabulary. This could be seen from progress that students could achieve from first cycle to second cycle. In the first cycle, there were 18 students who reached the target and there were 12 students did not. From 20 students the total grades of students were 2075 the student who got higher score 85 and the student got lowest 40. There were 18 students KKM with mean 6916. The classical completeness in this cycle was 60%. While in the second cycle, there were 28 students who completed and there were 2 student not completed in this cycle. From 30 students the total grades of students were 2395, the student who got higher score 90 and the student got lowest 60. The classical completeness in this cycle was 93% of 100% which was hoped. There were 33% improvement of students achieve KKM from the first cycle.

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