The Efficacy of Animated Images in Teaching English Vocabulary at the Seventh Grade of Mts Muhammadiyah Bulukumba

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ABSTRACT: *The study used quasi experimental method with pre experimental design. The research subject of the study was the seventh grade of MTs Muhammadiyah Bulukumba for the 2024/2025 academic year. The number of students in class VII a consists of 15 students and class VII B consists of 15 students in MTs Muhammadiyah Bulukumba. This study selected a sample from the population using total sampling technique. The instrument of the research used was vocabulary test. The vocabulary test was used multiple choice test. The used of Animated Images significant in teaching English vocabulary or after the implementation of Animated Images in vocabulary learning between students who use Animated Images about noun (experimental class) and who do not used this method about verb (control class) significant in seventh grade at MTS Muhammandiyah Bulukumba. The resulth of the data anaylis showed that, there was a significant different between the mean score of pre-test and post-test. The mean score of post-test was higher than the mean score of pre-test and post-test. It can be concluded that there was significant difference between the students teaching English vocabulary before and after by using Animated Images in learning process which improved vocabulay with Animated picture media.*

KEYWORDS **-** *Animated Images, Improvement Students' Vocabulary*

I. INTRODUCTION

Norrish (1983) state that language was not a set of facts to be learned but a medium for expressing thoughts, feelings in communication with other people. It means that as the principal medium of communication, it plays an important and indispensable role in all aspects of human life, such as friendship, agreement, laws, convention, marriages and others. One learns a language like English to enable him to communicate in that language. He intends to be able to listen, read, speak and write in that language. In order for him to achieve these goals, he must pile up and master a host number of vocabulary, for he cannot communicate his ideas as clearly as he would like to, and he cannot grasp the ideas transmitted to him, or reads newspaper columns or popular magazines or even understands newscast on the radio or television if he does not have the basic vocabulary for particular or general purpose. English is one of subjects that should be taken in Junior High School level. In mastering the English subject, the students need to learn all skills in English such as; listening, speaking, reading and writing. Students' vocabulary achievement becomes a major factor in studying English. In fact, vocabulary achievement is crucial. Lack of vocabulary is very influential in mastering the four skills in English Vocabulary, especially in terms of speaking. While, speaking is an interactive process of constructing meaning that involves producing and receiving and also processing

information (Zaitun et al., 2021). Therefore, prioritizing the development of vocabulary is essential to empower students and ensure their holistic growth principles and success in their educational journey.

According to Okpiyani (2019), Animated Images have been investigated and there are significant results due to their ability to attract attention more efficacyly compared to static Images. Movement can reinforce visual messages, increase information retention, and create a more engaging experience for students, making it easier to communicate and understand information. While, according to Desymiary (2018), have studied Animated Images the efficacy of in teaching vocabulary. However, there are shortcomings or lack of significance identified because there is limited acces to the equipment or resources needed and a lack of collaboration with Animated practitioners who can provide practical insight. In the situation, most of students cannot get the best approach and experience in learning vocabulary especially junior high school in MTS Muhammadiyah Bulukumba. As the result, they would have difficulty in memorizing the spelling and meaning of English vocabulary. In fact, when writing, there is same spelling errors found in some words. In this case the students omitted some spelling of the words. Otherwise, when reading, the students did not understand the meaning of sentences. Based on the problems above, the researcher comes up with solutions. The solution of some the problems is the used learning process by using Animated Images. Otherwise, According to Ganges (1968), Animated Images are moving text and Images or simply interesting transitions between visual tableaus which can be an efficacy attention grabber that lay the necessary foundation for learning. Additionally, Hendry and Laura (2010), define Animated Images as "a rapid display of a sequence of static Images that create the illusion of movement.

1.1 Problem

The researcher found more the lack of motivation for vocabulary learning by the students of MTs Muhammadiyah Bulukumba especially noun. Based on the problems mentioned in thebackground of study, the researcher formulated the problems into research question as is the use of Animated Images significant in teaching English vocabulary in term of noun to seventh grade students of MTS Muhammadiyah Bulukumba?

1.2 Objectives of the Study

The aim of the research was to find out whether the use of Animated Images significant in teaching English vocabulary in term of noun to seventh grade of students of MTS Muhammadiyah Bulukumba

1.3 The Results of the Study
1.4 The Scope of the Sudy

The study focused on students' on the efficacy of using Animated Images significant in teaching English vocabulary at the seventh grade of MTS Muhammadiyah Bulukumba. Furthermore, this research has limited to noun and verb.

II.   Some Pertinents Idea

2.1 Concept of Effeicacy

According to Mahmudi (2010: 143-166) efficacy is the extent to which the units issued are able to achieve the set goals. According to Sudjana (1990:50), efficacy can be interpreted as the successful action of students to achieve certain goals that can bring maximum learning results. The efficacy of learning is related to the paths and efforts of techniques or strategies used in achieving goals quickly and accurately. Efficacy is the level of success achieved in accordance with the objectives, namely from the application of a learning model or media, in this case it is measured from student learning outcomes, if student learning outcomes increase, the learning model or media can be said to be efficacy, on the other hand, if student learning outcomes decrease, then the model or learning media.

2.2 Concept of Vocabulary

According to Cameroon, Alqahtani (2015: 22), Handayani (2021: 17), vocabulary is one of the language aspects which should be learning. Learning we have to know vocabulary seventh. A person said to

know a word if they can recognize its meaning when they see it. Hornby states that vocabulary is central to language and is of great significance to language learners It means vocabulary is part of the language because a language is formed by words, so that significant to the language learner. It can be vocabulary is the basic aspect in learning language especially foreign language.

2.3 Concept of Learning and Theory Vocabulary

Teaching vocabulary is clearly more than just presenting new words Harmer (2002: p235). Harmer adds to be able to study the vocabulary, a student should have the following knowledge about one word, namely: meaning, word use, word formation and word grammar. Vocabulary can support the development of the four skills: Reading, Writing, Speaking, and Listening (Ningrum, 2020: 23).

2.4 Concept of Noun and Verb

According to Mulyana (2013:2) Mardhatillah (2020: 17) verbs, Nouns, Adverbs and Adjectives are also called Vocabulary Words, because all of them make up more than 99% of the words in the English dictionary. Noun is word that refers to a person, a place, or a thing, a quality or an actively. Noun is one of the class's of part of speech which is commonly used to name people, place, thing or action (Oxford Learner's Pocket Dictionary, 2008), Juliana (2019). According to the Meriem-Webster dictionary (2020), a verb is a word that indicates anaction, behavior, or event experienced by the subject.

2.4.1 Noun

According to Murphy (1985), Rohmatullah (2020) countable nouns are things we can count. Countable noun that can be singular or plural by in the final. Countable nouns always take the form of singular and plural.

2.4.2 Verb

According to Herring (2016: 309), Mardhatillah (2020:20) verb is divided into seven major categories there are:

a) *Action verbs refer to actions that someone or something can do, for example: running, eating, and writing.*

b) *Linking verbs are verbs that connect a subject with additional information or captions, suchas "is, "am, "or"are." For example: she is happing.*

c) *Helping verbs (auxiliary verbs) are verbs that form the time, aspect, or mode of a sentence. For example: is, have, and will.*

d) *Modal verbs are verbs that express possibility, necessity, or ability. For example: can, must, or should.*

e) *Transitive verbs are verbs that require an object to complete the meaning of the sentence.For example: sheeats apples.*

f) *Intransitive verbs are verbs that do not require an object to complete the meaning of the sentence. For example: hesleeps*

g) *Dynamic verbs are those that describe visible actions. For example: sing or run.*

2.5 Concept of Animated Images

According to Ganges (1968), Animated Images are a moving text and Images orsimply interesting transitions between visual tableaus which can be an efficacy attention grabber that lay the necessary foundation for learning. Moreover, Betran court and Tversky (2002) states that Animated Images are any application which generates a series of frames, so that each frame appears as analteration of the previous one.

III.   Research Method

The method used in this research was quasi experimental method design with non-equivalent control

group design. The design that was used pre-test and post-test design involving one experimental class. According to Sugiyono (2017), total sampling is a sampling technique where the number of samples is equal to the population. The researcher used total sampling in selecting two classes from the population to become experimental and control class. The researcher used total sampling because this sampling method is one of the most efficacy and time efficacy sampling methods available.

3.1 Research Instrument

This instrument is used as a tool to measure and collect data about a variable. So based on the explanation above, researchers conclude that the research instrument is to collect the data needed to answer the research question. The instrument of the research was vocabulary test. The vocabulary test that used was Multiple Choice test consisting 20 nouns and 20 verbs. The pre-test score to know the students' vocabulary in teaching before treatment gave. The post-test score to know significant the students' vocabulary in teaching after being treatment.

3.2 Technique Collecting Data

In this research, the procedures of collecting data are as follow:

a) *The researcher selects two groups of students from MTs Muhamadiyah Bulukumba.*

b) *There was control group and experimental group.*

c) *Administer a pre-test to both groups to assess their initial English vocabulary.*

d) *The researcher implements Animated Images in the teaching process for experimental group. While, control group was continue with conventional learning.*

e) *Record the number of vocabulary words introduced and practiced during the intervention period for experimental group. Then, monitor and document for remember vocabulary and performances of both groups.*

f) *After the intervention period, administer a post-test to both groups to evaluate their English vocabulary. Use the same assessment tools as the pretest for consistency.*

g) *Compare the pre-test and post-test scores of both groups using statistical analysis.*

h) *Analyze the data to determine if there is a significant difference in English vocabulary between the control and experimental groups.*

i) *Interpret the data from the pre-test and post-test to draw conclusions about the impact of Animated Images learning in English vocabulary.*

j) *Determine if the quasi-experimental research supports the hypothesis that Animated Images enhance students' vocabulary.*

3.3 Technique Collecting Analyzing

The quantitative data was taken from the result during conducted research in eighth meating. The treatment applied for eighth meetings and each meeting takes 2x40 minutes in the class. After treatment, the post-test gave for both of the group (experimental and control class) and it aims to find out the students' significant, the post-test used to know the used of Animated Images significant in teaching English vocabulary or after the implementation of Animated Images. The pre-test was provided Multiple Choice test. The test was allocated about 40 minutes.

IV.   Research Findings and Discussion

4.1 Findings (Improvement English Vocabulary Animated Images of Noun)

The researcher the test result was used in teaching English vocabulary about the effecacy of using animated images on students' at the seventh grade students of MTS Muhammadiyah Bulukumba. The experimental class (VII A) consisted of 15 students who followed the process of vocabulary learning in the used of animated images (noun). While control class (VII B) consisted of 15 were not given the application

of vocabulary learning in the used of animated images (verb). The researcher focused of noun and verb, verbs are types of words that express actions, circumstances, or changes that occur. For example: run, eat, and drink. Noun is word that refers to a person, a place, or a thing, a quality or an actively. Noun is one of the class's of part of speech which is commonly used to name people, place, thing or action. Before giving the material, the researcher gave the pre-test for experimental class and control class before treatment to measure the students' ability improving students vocabulary Because there are still many students who lack learning knowledge about noun and verb before the researcher applied Animated Images, it aims to know the students' previous ability. The treatment applied for eighth meetings and each meeting takes 2x40 minutes in the class. So, the researcher taught a material related to Animated Images of the study.

4.1.1 Description Animated Images of Noun and Verb

The result of the research was presented as data description based on the test result. The data analysis result obtained through vocabulary test. Here was the table description of pre-test and post-tes scores;

Table 4.1 The Students' Pre-Test Scores of Noun and Verb

Component	Pre-test	
	Noun	Verb
Mean Score	44,66	44,33
Standard Deviation	2,64	17,28

From the mean score pretest of noun was 44,66. 10 (66,6%) students who obtained poor classification, there was only 1 (6,66%) student who obtained good and there were no students' obtained very good from 15 students' and standard deviation in pre-test was 2,64. The mean score pre-test of verb was 44,33. 4 (26,66%) who obtained very poor classification, here was only 1 (6,66%) student who obtained good and there were no students' obtained very good from 15 students' and standard deviation in pre-test was 17,28.

4.1.2 Description Animated Images of Noun and Verb

The results of research on applied animated images of noun and animated pictures of verb in learning teaching vocabulary and the researcher found the difference score in post-test.

Table 4.2 The Students' Post-Test Scores of Noun and Verb

Component	Post-test	
	Noun	Verb
Mean Score	82	81,33
Standard Deviation	23,95	6,67

The table 4.4 above showed the mean score post-test of noun was 82 which classified as good and the standar deviation in post-tes was 23,95. While the mean score post-test of verb was 81,33 which classified as good and the standar deviation in post-tes was 6,67.

V.   Conclusion

Based on the findings and discussion of the research, it can be concluded that. The researcher concluded that there was significant difference between the students' vocabulary of MTS Muhammandiyah Bulukumba before and after the used Animated Images method. In other words Animated Images method improved students' vocabulary. The used of Animated Images significant the students' in teaching vocabulary in term of noun at the seventh grade of MTS Muhammandiyah Bulukumba.

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