

The Effectiveness of using English Animation Apps to Improve Students' Vocabulary Mastery at Grade V of Elementary School

Yosa Novia Dewi¹, Eka Melati², Khidayatul Munawwaroh³, Sadjiran¹ and Sherly Franchisca⁴

¹Universitas Putra Indonesia Yptk Padang, Jl. Raya Lubuk Begalung Padang, Sumatera Barat, Indonesia

²Institut Teknologi Mitra Gama, Jl. Kayangan no 99, Duri, Riau, Indonesia

³Universitas Batanghari, Jl. Slamet Riyadi, Broni-Jambi, Indonesia

⁴Universitas Ekasakti, Jl. Veteran Dalam No.26 B Padang, Sumatera Barat, Indonesia


Keywords: English Animation Apps, Vocabulary, Elementary School, Student, Effectiveness.


Abstract: A vocabulary is a repertoire of words that forms the basis for a person to be able to speak. A person's English skills depend on the quantity and quality of his/her vocabulary. However, learning and remembering vocabulary is not easy for primary school students. This is because English is not a language that is commonly used daily. So a learning media is needed that can help students in learning English vocabulary. English Animation Apps is an application that contains animated videos that can be used by students as a means of learning English vocabulary. This application is a child-friendly application because children can learn while playing, so learning does not become boring. This study is an experimental research that aims to measure the effectiveness of using English Animation Apps to improve the mastery of English vocabulary of grade 5 elementary school students. The students were invited to learn English by using animations in the form of games and light exercises. Furthermore, students were given pre and post-tests that would assess the improvement of English vocabulary mastery. The students are taught to remember several vocabulary words and simple grammar. The vocabulary in this study is measured into 4 aspects, namely: verb vocabulary, noun vocabulary, adjective vocabulary, and adverb vocabulary. The results showed that the application of English Animation Apps can improve students' mastery of English vocabulary.


1 INTRODUCTION


The language of English is one of the most important international languages that should be mastered by the Indonesian generation to be able to compete in the era of digitalization. English has even been taught since children were in primary education. English has even been included in the school curriculum as one of the languages that must be learned (Dewi, Zaim, and Rozimela 2022). People express themselves through language. It is used to share their ideas, emotions, and opinions with others in addition to expressing them (Karnedi and Utami 2022)


However, the results of EF (Education First) research in 2016 on English language skills show that Indonesia ranks 32nd out of 72 countries studied with a score of 52.94 or in the middle ability level category. This score is lower than 3 other ASEAN countries, namely Singapore in 6th place (score 63.52 with a very high proficiency level), Malaysia in 12th place (score 60.70 with high proficiency level), and the Philippines in 13th place (score 60.33 with very high proficiency level). Even Indonesia's English proficiency score is lower than Vietnam, which is one level above Indonesia's or 31st (score 54.06). This proves that it takes hard work from various parties to increase the level of English proficiency of the

^a <https://orcid.org/0000-0003-2923-0478>

^b <https://orcid.org/0000-0002-7960-0644>

^c <https://orcid.org/0000-0002-0926-5078>

^d <https://orcid.org/0000-0001-5347-7097>

^e <https://orcid.org/0000-0003-3398-3368>

Indonesian population to at least a high category level.

As an effort to improve students' ability in English, English subjects are directed to develop four skills that must be mastered, namely listening, speaking, reading, and writing. Furthermore, the key for these four skills to develop well is the mastery of vocabulary in English (Azizah 2020).

Vocabulary is the vocabulary of a language (Sayekti 2015). A person's vocabulary mastery can affect the way they communicate, if their vocabulary mastery is good, then someone will find it easier to arrange words into sentences than people with poor vocabulary mastery. Vocabulary should be taught from the basic level to give more time to learning English (Pitriana and Syahrudin 2013).

Adequate vocabulary mastery can determine the quality of a person in language. Without sufficient knowledge of English vocabulary, students will not be able to convey or receive messages effectively. Vocabulary learning must be done effectively, namely contextual vocabulary learning, learning that is following communication objectives, learning that is meaningful in everyday life, and carried out actively, creatively, and fun (Septina, Hasyim, and Sukirlan 2015).

Vocabulary is the basic element that a student should master before learning a language (Muhyidin 2018). If the vocabulary is not sufficiently mastered, the idea cannot be conveyed. The students should know the meaning of the vocabulary, be able to spell the vocabulary appropriately, be able to use the vocabulary appropriately in the sentence, and be able to pronounce it appropriately. Some problems in mastering vocabulary in students are very diverse ranging from errors in spelling, pronunciation, and choosing the right words in writing and speaking (Muhyidin 2018).

A vocabulary is a word treasury that is the basis for a person to be able to speak, a person's language skills depend on the quantity and quality of his/her vocabulary (Suryana and Septian 2019). However, learning and remembering a large vocabulary is not easy.

Therefore, a learning media is needed that can help students in learning vocabulary. The use of media or tools is very helpful in learning activities, especially in improving student learning outcomes (Rindawati, Thamrin, and Lusi 2022).

Nowadays, the advancement and sophistication of technology put all affairs at the fingers of humans, known as the cyber world. Wise and innovative utilization of technology can help increase students' interest in learning English. Therefore, learning

media in the form of applications is needed to make learning activities more interesting that not only use visuals but also audiovisuals. Zaim (2016), innovative learning media can be produced by utilizing technology. Technology-based learning media has the potential to transform the traditional classroom into an infinite world of imaginary environments. Students can learn independently so that they can learn anytime and anywhere without the need for intense guidance from the teacher. The students were able to use and learn English easily and efficiently.

Technological developments have produced a variety of smartphones that provide a variety of innovative and creative features, one of which is Android. Android is an operating system for mobile phones (mobile phones) that is assisted by Linuk. Android is a mobile device that includes an operating system, middleware, and key applications. Android provides an open platform for developers to create their applications for use by various mobile devices, by providing an open platform, android developers offer the ability to build very rich and innovative applications (Purnamasari and Wiranatha 2014)

Through the development of this technology, it provides an opportunity for learning to be carried out using the Android platform in helping students' understanding and fluency in learning English. (Purnamasari and Wiranatha 2014) explains that Android is an operating system for Linux-assisted mobile devices that includes an operating system, middleware, and applications released by Google. Android is provided openly (open source) so that developers freely develop applications. The nature of the Android free platform makes it easy for users to freely create applications with no royalties to pay, no membership, no testing fees, and no contracts required and can be freely distributed in various forms.

There are three types of learning media used by educators in classroom learning: auditive, visual, and audiovisual. From the aspect of cognitive development, audiovisual learning media is the right media to use at primary school age. Piaget's cognitive development theory explains that the age of 7-11 years is called the concrete operational phase, which is a phase that is characterized by the limited ability of children to understand things that are not concrete or abstract. The learning process, especially for children, is not easy because most children are not able to focus when learning. Another difficulty for children in learning is due to the tendency of children's learning patterns that prefer to play is also very influential so theoretical learning alone is not

optimal for learning English in children. In addition, English is not a language that is used daily by children and parents, so they are not used to capturing what the teacher says and pronouncing the pronunciation in English. This results in the length of time that children need to be able to communicate using English.

Hence, the use of audiovisual media is the right choice for them as the benefits and advantages of audiovisual media are mentioned earlier. Audiovisual media can make learning more meaningful, varied, and interesting, and enrich the learning experience of students (Fatmawati 2021).

Audiovisual learning media is one form of animated video. English Animation Apps is an application that contains animated videos that can be used by students as a means of learning English vocabulary. This app is a child-friendly app because children can learn while playing, so learning does not become boring. Play is a means of learning for children. Through play, children are invited to explore, discover, utilize, and draw conclusions about the objects around them. This makes a breakthrough as an educational or training program packaged in the concept of entertainment a solution in the learning process so that every child is almost unaware that they are being invited to learn.

The learning video that is packaged interestingly is one of the efforts to increase students' interest in learning, especially in memorizing English vocabulary. In the learning process, the media used must be able to attract children's attention so that it can foster learning motivation, teaching materials will be clearer in meaning so that they can be better understood by children and allow children to better master teaching objectives, and teaching methods will be more varied, not merely verbal communication through words by the teacher so that children are not bored and teachers do not run out of energy (Marlianingsih, 2016).

Therefore, this research is important to measure the effectiveness of using English Animation Apps in improving the English vocabulary of primary school students.

2 METHOD

A focus on recognizing different techniques is placed between quantitative and qualitative research (Karnedi, Zaim, and Mukhaiyar 2021). This is quantitative research. Data collection focused on the respondents' profile, English vocabulary acquisition, and English language skills before and after the

application of English Animation Apps. This research was conducted in the year 2021 on the 5th-grade elementary school students a total of 120 students who came from 4 schools in Padang Pariaman Regency.

The data in this research consisted of primary data. Primary data was collected through pretest, posttest, and student observation.

Data processing used Microsoft Excel version 2010. Data were inputted, cleaned, and tabulated, then categorized. After that, the data was analyzed using quantitative analysis.

Testing the effectiveness of using English Animation Apps in improving students' English vocabulary and language skills was obtained using a data collector in the form of a test. (Riduwan 2006) define a test as a data collection instrument as a series of questions/exercises used to measure knowledge skills, intelligence, abilities, or talents possessed by individuals/groups. The test was conducted in the effectiveness test in the form of a pre-test and post-test using the development product in the form of multiple choice.

The objective test in the form of multiple-choice items is known as an objective test in the form of multiple-choice items. The pre-test and post-test instruments to measure English vocabulary mastery consist of items that will assess students' vocabulary mastery in verbs, nouns, adjectives, and adverbs. Primary school students' English proficiency was measured by simple questions covering 4 (four) aspects of proficiency, namely: listening, speaking, writing, and reading.

3 RESULT AND DISCUSSION

This research is a type of experimental research that aims to measure the effectiveness of using English Animation Apps to improve vocabulary mastery in English for grade 5 elementary school students. The students are invited to learn English by using animations in the form of games and light exercises. Furthermore, students were given pre and post-tests that would assess the improvement of vocabulary acquisition and English language skills.

This research is interesting to do because technological developments make it easier for students to learn English. Advances in technology have produced a variety of interactive media, especially in the form of applications. Various applications are intended for all groups, from school-age children to adults. Children can use the app as a fun learning tool. Various studies have been

conducted to measure the effectiveness of learning using this technology.

Some of these studies show that learning that integrates technology and information in practice can build students' interest and improve their ability in learning. This is because the development of the digital world makes students either directly or will follow the development.

Huang (2018) developed an English language learning system using an Android (smartphone) application. The purpose of this research and development is to create a learning environment that can learn anywhere and anytime. The results of his research show that the designed application attracts students' interest in learning English. In addition, students' English skills also improved after using this application, especially listening skills.

In the Indonesian Minister of National Education Regulation No. 22, the Year 2006 concerning Content Standards for Primary and Secondary Education Units, there are three scopes in English subjects, namely: (1) Discourse skills, namely the ability to understand and/or produce oral and/or written texts that are realized in four language skills namely listening, speaking, reading, and writing in an integrated manner to achieve a certain level of literacy. The four skills are used to respond to or create discourse in social life. Therefore, English subjects are directed to develop these skills so that graduates can communicate and discourse in English at a certain literacy level; (2) The ability to understand and create a variety of short functional texts and monologues as well as shaped essays. The gradation of teaching materials appears in the use of vocabulary, grammar, and rhetorical steps; and (3) Supporting competencies, namely linguistic competence, sociocultural competence, strategic competence, and discourse-forming competence (DEPDIKNAS, 2004).

The sample in this research is 120 grade 5 elementary school students consisting of 70% female students and 30% male students. Female students are more than male students.

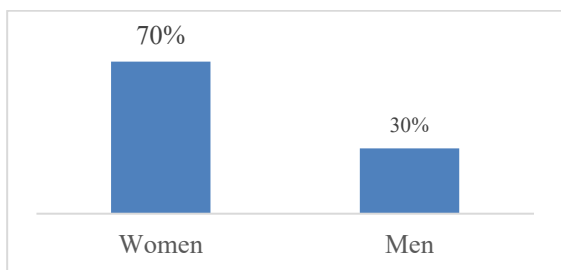


Figure 1: Percentage of Respondents based on Gender.

The English language has a lot of complex and irregular vocabulary and spellings. This is due to the fusion of various words from different languages. However, in this study, students were taught to memorize several vocabulary and simple grammar. A vocabulary usually starts with things seen around. For example, animals, number sequences, fruits, and so on.

The important thing in developing English in children is by introducing vocabulary. The vocabulary introduced to children can start with things that are very close to children's lives, for example, verbs, names of body parts, names of fruits, names of animals, and others (Salsabilah 2020).

Rahmawati (2013) explains that in using learning methods and media to develop children's English vocabulary, it is also important to combine it with games. This is because playing for children is a fun activity. If in the past playing was done in the classroom and the field using only conventional media, then the innovation that can be created today is by utilizing media that is under the conditions of modern times today.

Figure 2 shows that there is an improvement in students' English vocabulary mastery after the application of English Animation Apps. Vocabulary mastery in this study is measured in 4 aspects, namely: verb vocabulary, noun vocabulary, adjective vocabulary, and adverb vocabulary.

The pretest score showed that the average score of students' English vocabulary acquisition before the use of English Animation Apps was 31.5 points, with details: verb (30 points), noun (35 points), adjective (30 points), and adverb (30 points). Meanwhile, after the use of English Animation Apps, there was an increase in students' mastery of English vocabulary by 31.5 points. The average score of students' posttest is 62.5 points, with details: verb (60 points), noun (65 points), adjective (65 points), and adverb (60 points).

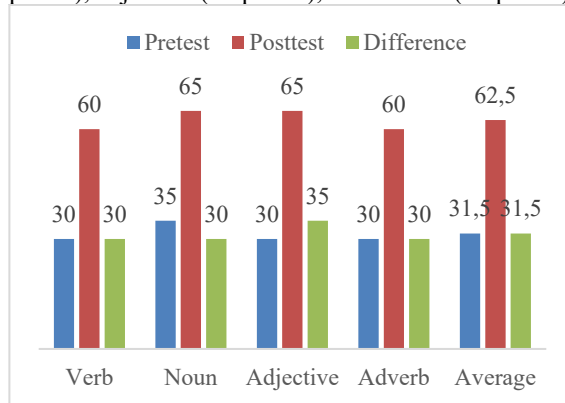


Figure 2: Score of Students' Vocabulary Mastery.

The results are similar to the research of Suryana and Septian (2019) who applied the Let's Learn English application to children aged 5-12 years. This android-based Let's Learn English application consists of 6 basic English vocabulary training materials regarding colors, numbers, fruits, letters, fruits, animals, and objects. The application is also accompanied by exercises and evaluations to measure children's understanding. This application is supported by images, sounds, and animations that are expected to attract children's interest in learning. The results of the application evaluation show that this application can improve learners' understanding of the material about basic English vocabulary with the application of fun interactive learning.

Furthermore, the results also show that more than 90% of students feel happy learning English vocabulary using English Animation Apps. This result is reinforced by the observation which shows that students seem enthusiastic in learning English. More than 80% of students were active during learning.

In addition to English vocabulary mastery, this study also measured students' English language ability after the use of English Animation Apps. Students' English proficiency was measured using pretest and posttest instruments. These pre-test and post-test instruments consist of questions that will assess students' English skills in 4 (four) aspects, namely: listening, speaking, writing, and reading. The questions in these 4 aspects relate to simple things in everyday life.

language skills in the curriculum at school usually include four aspects, namely speaking, listening, reading, and writing skills. Each skill is closely related to the other three skills in various ways. The four skills are one unit, commonly referred to as a game of single chess. Furthermore, each skill is also closely related to the thought processes that underlie language. A person's language reflects his or her thoughts. The more skillful a person is in language, the brighter and clearer his or her way of thinking. Skills can only be mastered through practice and training.

The assessment of English language learning is an activity to measure learners' mastery of English and to obtain information on the extent to which the indicators of success that have been formulated have appeared in learners' English language behavior. The results of the assessment can be communicated to learners qualitatively, in the form of descriptions of their language behavior, or quantitatively, in the form of grades, or both. Whatever the form, assessment is an integral part of learning activities and should have

a positive impact on the development of target competencies. Thus, assessment is conducted throughout the learning process (Panjaitan 2010).

Meanwhile, (Bachman 1990) terms communicative skills with the term language ability, which is a construct that should be measured in language tests. Thus, learning must be directed towards mastering the competence of the four language skills so that graduates can communicate. For example, for speaking skills, learning is directed at developing learners' competence in performing speech acts such as opening a conversation, maintaining it, closing a conversation, asking for help, greeting, expressing joy, apologizing, inviting, and so on in a particular context. For writing skills, learning is directed at developing learners' ability to perform communication (rhetorical) steps, such as elaborating, adding, sharpening ideas, and concluding.

Figure 3 shows that the pretest scores indicate that the average score of students' English language skills before the use of English Animation Apps was 15 points, with details: listening skills (10 points), speaking skills (15 points), writing skills (30 points), and reading skills (20 points). Meanwhile, after the use of English Animation Apps, there was an increase in students' English language skills by 17.5 points. The average student posttest score is 32.5 points, with details: listening ability (25 points), speaking ability (30 points), writing ability (35 points), and reading ability (40 points). This means that the use of English Animation Apps can improve the English language skills of elementary school students.

These results are in line with the results of research by (Leong and Ahmadi 2017) who conducted research related to factors that affect students' English language skills, especially in speaking. The results showed that English language ability is influenced by several factors including students' interest in learning English, teachers' teaching methods, teaching materials and learning media used by teachers, and students' level of practice in speaking English. Teachers should be able to increase students' confidence in speaking English so that students feel more comfortable. In addition, interactive learning materials can improve students' ability to speak English. This is because students can learn and practice English with more fun.

Furthermore, the results of Salsabilah's research (2020) also show that the use of English educational video games can help children increase their English vocabulary. In addition, the use of English video games can attract interest and increase children's

interaction in learning so that the introduction of English vocabulary will be more effective.

Therefore, it is important to pay attention to the material, duration, ability level, and specificity of the children.

It can be done by introducing English vocabulary to children about things that are closest to the child's life through English educational games. This can make children interested and not easily forgotten by children. Through English educational video games by considering children's distinctiveness, language development, and language acquisition theory, it can be an effective way to develop children's English vocabulary.

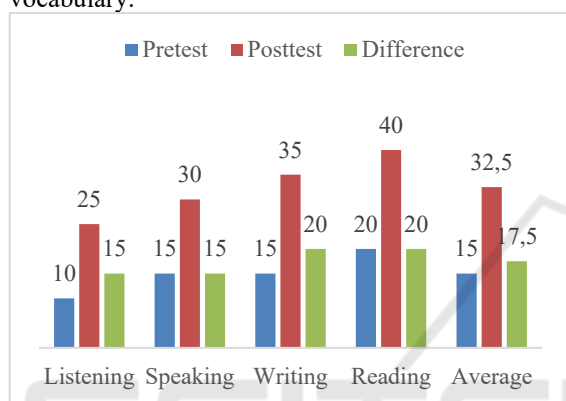


Figure 3: Score of Students' English ability.

4 CONCLUSIONS

Some of the problems in mastering vocabulary in students are diverse ranging from errors in spelling, pronunciation, and choosing the right words in writing and speaking. This is because English has a lot of complex and irregular vocabulary and spelling. However, in this study, students were taught to memorize several vocabulary and simple grammar. A vocabulary usually starts with things seen around. For example, animals, number sequences, fruits, and so on. Vocabulary mastery in this study is measured in 4 aspects, namely: verb vocabulary, noun vocabulary, adjective vocabulary, and adverb vocabulary.

Advances in technology have produced various interactive media, especially in the form of applications. Various applications are intended for all groups, from school-age children to adults. Children can use apps as a fun learning tool. Various studies have been conducted to measure the effectiveness of learning using this technology.

Some of the research results above show that learning that integrates technology and information in practice can build students' interest and improve their

ability in learning. This is because the development of the digital world makes students either directly or will follow these developments.

Testing the effectiveness of using English Animation Apps in improving students' English vocabulary and language skills was obtained using a data collector in the form of a test. The pre-test and post-test instruments to measure English vocabulary mastery consist of questions that will assess students' vocabulary mastery in verbs, nouns, adjectives, and adverbs. Meanwhile, the English language skills of primary school students were measured from simple questions covering 4 (four) aspects of ability, namely: listening, speaking, writing, and reading.

The research results show that there is an increase in students' English vocabulary mastery after the application of English Animation Apps. The pretest score showed that the average score of students' English vocabulary acquisition before the use of English Animation Apps was 31.5 points. The average post-test score was 62.5 points. This means that after the use of English Animation Apps, there was an increase in students' mastery of English vocabulary by 31.5 points.

The results also showed that more than 90% of students felt happy learning English vocabulary using English Animation Apps. This result was reinforced by the observation which showed that students seemed enthusiastic in learning English. More than 80% of students are active during learning.

Further, the results also show that the use of English Animation Apps can improve the English language skills of primary school students. The average score of students' English proficiency before the use of English Animation Apps.

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