International Summit on Science Technology and Humanity
ISETH 2024
ISSN: 2615-1588 (online)

The Effect of Using Animated Videos in Introducing English Vocabulary in Group B Children

Maya Nur Laila[1,*], Sri Slamet[1]

[1] Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

[*] Corresponding author: a520231062@student.ums.ac.id

Abstract

Purpose: This research aims to understand the impact of using animated videos in introducing English language learning to group B children at BA Aisyiyah Jetis 2 Sukoharjo in the 2023/2024 academic year.
Methodology: The study employs a quantitative approach using a pre-experimental design, specifically a one-group pretest-posttest model. The sample consists of 25 children in group B. Data were collected through observation, and statistical analysis was conducted using a t-test with SPSS 15.0 for Windows.
Results: The observation results show a significant improvement in English vocabulary recognition after the intervention. The average pretest score was 12.68, while the posttest average increased to 20.92. The t-test analysis yielded a calculated t-value of -16.449, which is less than the critical t-table value of -2.064. This indicates that the null hypothesis is rejected and the alternative hypothesis is accepted.
Applications/Originality/Value: The findings suggest that animated videos are effective in enhancing English language acquisition among young learners. This research provides empirical evidence for educators to integrate multimedia tools, especially animated videos, into early childhood language instruction to increase engagement and learning outcomes.

Introduction

Early childhood is the initial stage of the development process that occurs in children. At this stage, children experience very rapid growth and development, also known as the golden age. The golden age is a period where children are sensitive to stimuli from the outside. Early childhood encompasses the age range of 0-8 years. The growth and development process in various aspects is experiencing a fast pace within the range of human development. The learning process as a form of treatment given to children must pay attention to the characteristics of each stage of child development.

Formal education for children aged 4-6 years is kindergarten. It consists of the basic development areas outlined in Permendiknas No. 58 (2010). The Early Childhood Education Standards in Kindergarten cover 6 aspects of development: Religious and Moral Values, Physical Motor Skills, Cognitive, Language, Social Emotional, and Art. Of these six aspects, language is one of the most important aspects of development for children, as language is a tool used for communication and interaction with others. Through language, children can socialize and create a comfortable play and social environment.

Language is a means of communication between humans and explaining conversations between individuals. Children aged 5-6 years begin to understand language when they learn about spatial concepts, positions, and the use of more than 200 words. At this age, children also start to understand activities such as drawing, pasting, writing, and coloring as a way to express themselves. Children's skills in understanding language need to be nurtured and instilled from an early age. One way is to interact frequently, learn new words, and communicate. This is done so that children do not have difficulty speaking or expressing their desires when with others.

In introducing English vocabulary to young children, teachers must be creative in applying methods and strategies to stimulate the development of their English vocabulary. During vocabulary introduction, techniques and media should be used to enhance children's interest in learning so they can learn easily. To make English vocabulary learning more effective, one way to attract children's interest is by showing visual and audio visual content in the form of animated films.

Teachers need to be creative in teaching English vocabulary to young children by using various methods and strategies to stimulate their vocabulary growth. When introducing comprehension, it is important to use techniques and media that can enhance children's learning motivation so that the material is easily understood. In order to improve the effectiveness of acquiring English language comprehension, one interesting method is to use audiovisual media such as animated videos.

Animation is a visual that exists at all times and provides a great energy to multimedia projects. According to Asmoro et al., in Nurhayati (2014), animation comes from the Latin word anima which means "life", and animare means "injecting life into life". The term was then translated into English and became animate, which means giving life, or more commonly "animation", which means the fantasy of movement or life. However, animation is translated into Indonesian as animasi.

Animated videos are highly favored by all ages, especially young children. Young children love animated films because they have cute and cheerful characters, and there are also animated videos specifically designed for children. Animation can attract attention, as well as effectively convey a message that is relevant to life.

In an initial observation at BA Aisyiyah Jetis 2 Sukoharjo, several issues were identified in learning, including the lack of variation in the media used by teachers to teach English to students. This has resulted in children being less interested in learning the English language due to the lack of media variation and the ability of children to retain the knowledge taught. Therefore, a change is needed by utilizing animated videos to make children interested in learning English.

Method

This study uses a type of quantitative research with experimental research methodology. Research uses quantitative research because research data is in the form of numbers and analysis using statistics (Sugiyono, 2014: 7).
According to Sugiyono (2014: 72) experimental research can be interpreted as a research method used to seek the effect of certain treatments on others under controlled conditions.

According to Sanjaya (2013: 87) experimental research is a research method used to determine the effect of a certain action or treatment that is deliberately carried out on a certain condition. Experimental research is a research method used to seek the effect of certain treatments, in other words, experimental research aims to determine the relationship between two variables, namely the effect of the use of animated videos on English language skills in Group B children at BA Aisyiyah Jetis II Sukoharjo Academic Year 2023/2024. This research describes variables, and also tests the nature of the relationship between quantitative variables.

Research Design

According to Sugiyono (2014: 73-77) there are several forms of experiments that can be used in research, as follows.

a. *Pre - Experimental Design*
   Pre-Experimental Design is an experimental result which is the dependent variable that is not solely influenced by the independent variable. This can occur because there is no control variable and the sample is not randomly selected. There are several forms of *pre - experimental design,* namely *One - shot Case Study, One - Group Pretest - Posttest* and *Intact - Group Comparasion.*
b. *True Experimental Design*
   True Experimental Design is an experimental research design that uses a control group so that the researcher can control all external variables that affect the course of the variable. The main feature of *True Experimental Design* is that the samples used for experiments and as a control group are taken randomly from a certain population. The forms of *True Experimental Design* are *Posttest - Only Control Designs* and *Pretest - Control Group Designs.*
a. *Factorial Design*
   Factorial Design is a modification of the *true experimental design* by considering the possibility of moderator variables that affect the treatment (independent variable) on the results (dependent variable).
b. *Quasi Experimental Design*
   Quasi Experimental Design is a development of *true experimental design,* which is difficult to implement. This design has a control group, but cannot function fully to control external variables that affect the implementation of the experiment. *Quasi Experimental Design* has two forms, namely *Times - series Designs and None quivalent Control Group Design.*

This research uses a form of *pre-experimental design*, namely by using a *one group pretest - posttest* design as a research design. This form of experimental design begins with determining the subject as an experimental sample. Then before being given treatment, the subject is first given a test called a pretest (Sanjaya, 2013: 102). Thus the results of the treatment can be known more accurately, because it can compare with the situation before being treated. The form of experimental design can be described below:

Pretest	Treatment	Posttest
T1	X	T2

In this experimental study, researchers did not use *pretest* and *posttest,* but used initial observation and final observation. This is because the subject of this research is early childhood. Based on the above design, the procedure in this study is as follows.

a. Initial observation
   This initial observation is used to find out how much children recognize English vocabulary in children and how the teacher stimulates it. This initial observation was carried out for 3 days.
b. Giving treatment (action)
   At this stage the researcher provides treatment with experimental methods. The procedure for implementing the treatment that researchers do is to invite children to see English- language animated videos.
c. Final observation

After the experimental group was treated, the children's vocabulary pronunciation was measured.

This research uses a qualitative method. According to Saragih et al. (2021), qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject of behavior, perception, motivation, action, etc., holistically, and by means of description in the form of words and language, in a special context that is natural and by utilizing various natural methods. The research design used is qualitative descriptive, which is used to accurately describe some of the content of character values in the Indonesian textbook grade VII MTs.

This research was carried out at MTsN 13 Boyolali which is located on Sendangdowo street, Gejugan hamlet, Tanjung village, Klego District, Boyolali Regency. The data in this study are the content of character values contained in Indonesian textbooks and the results of interviews with students of the school. The data sources in this study are Indonesian textbooks and interviews with students. The data collection techniques used in this study are interviews, observations, and documentation. Through interviews with several students, the researcher explored data, information, and caption frameworks from the research subjects. Observations were carried out directly at MTs N 13 Boyolali to obtain data factually and objectively. Documentation is carried out by researchers to obtain data and information in the form of books, archives, and images that support the research.

In this study, a data validity test was used by triangulation of sources including archives and interview results. The archive in this study is in the form of an Indonesian textbook. The results of the interviews in this study are the results of interviews with grade VII students. The data analysis in this study goes through 3 stages, namely data reduction, data presentation and conclusion drawn. In data reduction, it is carried out to select and classify which ones are included in the focus of the analysis studied. The presentation of data is carried out in a descriptive narrative. The forms of data presentation discuss the character values contained in the Indonesian textbook grade VII MTs. While drawing conclusions in this study, the researcher tries to draw a clear conclusion so that readers can understand and understand the results of the research regarding the content of character values in the Indonesian textbook.

Result and Discussion

Data description

The data in this study are children's creativity obtained through initial observation before experimentation and final observation after experimentation by watching English animation videos. The observation guideline in this study consists of 3 indicators and is broken down into 8 observation items that are in accordance with the research. Based on the results of initial observations and final observations that have been carried out on children, data can be described about the introduction of children's English words before experiments and after experiments by viewing animated videos in English.

Description of data on early development of children's english vocabulary recognition before experimentation

Before conducting treatment or experiments using English-language video animation learning, researchers made initial observations of the B2 group children which aimed to see how much children recognized English vocabulary before seeing English-language animations.

The observation was carried out by the researcher by observing whether the child already matched the observation guidelines. After the initial observation was conducted, the researcher marked a checklist (√) on each observation item in the observation guidelines. The data obtained from the initial observation was then tabulated to determine the score of each child on each observation item.

After the initial observation activity was completed, the researcher tabulated the data from the obtained observation results. The tabulated data showed that the total score of all children before the experiment was 317 with an average of 12.68, a highest score of 18, a lowest score of 9, and a standard deviation of 2.116 (appendix 4). The creative scores of children before treatment can be categorized into 1-4. Score 1 for children who have not developed (BB), score 2 for children who are starting to develop (MB), score 3 for children developing as expected (BSH), and score 4 for children who are developing very well (BSB) (appendix 4). The frequency distribution and histogram of children's creativity before the experiment are as follows.Table 1. Results of Children's

Table 1. Results of children's data categorization before the experiment is conducted

Interval	Frequency	Percentage	Category
9 - 11	7	28 %	Undeveloped
12 - 14	15	60 %	Starting to Develop
15 - 17	2	8 %	Developing as expected
≥ 18	1	4 %	Developing Very Well
Total	25	100 %	

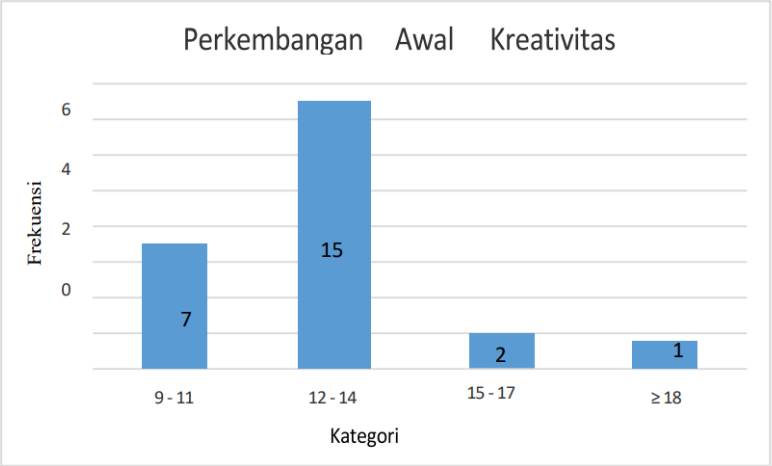

Figure 1. Histogram of early child development data

Based on table 1 and figure 1, it can be seen that before the experiment there were 7 children who were in the undeveloped category (BB) at the interval 9 - 11 with a percentage of 28%, there were 15 children who were in the category of starting to develop (MB) at the interval 12 - 14 with a percentage of 60%, there were 2 children who were in the category of developing as expected (BSH) at the interval 15 - 17 with a percentage of 8% and there was 1 child who was in the category of developing very well (BSB) at the interval ≥ 18 with a percentage of 4%.

Description of Child's Final Development Data After Experimentation

This study focused on the creativity of children in group B at BA Aisyiyah Jetis 2 Sukoharjo. This study used a *pre-experimental* design *(pre - experimental desaigns)*, namely with *one group* pretest - post test *(the one group pretest - posttest)*.

In this study, researchers treated children with activities to see English- language animations. After the final observation, the researcher gave a *checklist* sign (√) on each observation item contained in the observation guide. The data generated by the final observation obtained is tabulated to determine the score of each child on each observation item.

The results of data tabulation can be seen from the total score of all children after the experiment is 523 with an average of 20.92 with the highest value of 25, the lowest value of 14 and a standard deviation of 3.316. Score 1 if the child has not developed (BB), score 2 if the child starts to develop (MB), score 3 if the child develops as expected (BSH) and score 4 if the child develops very well (BSB). The frequency distribution and histogram of children's creativity after the experiment are as follows.

Table 2. Results of categorizing children's data after experimentation

Interval	Frequency	Percentage	Category
14 - 16	3	12%	Undeveloped
17 - 19	5	20%	Starting to Develop
20 - 22	7	28%	Developing as expected
23 - 25	10	40%	Developing Very Well
Total	25	100%	

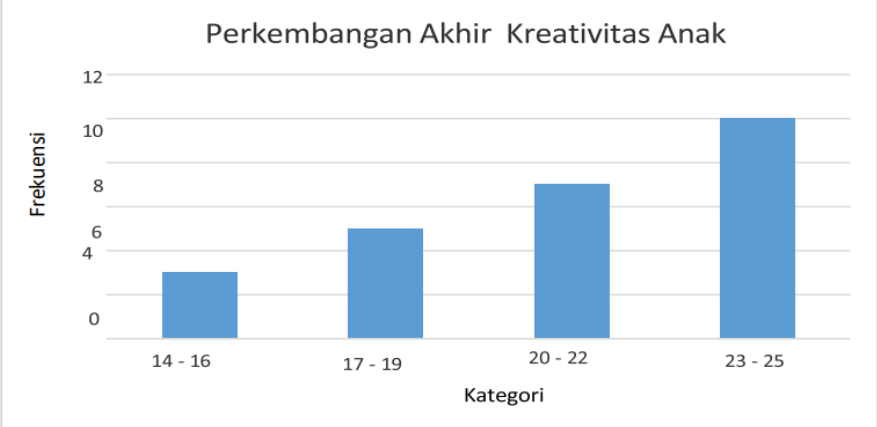

Figure 2. Histogram of the final development data of children's creativity

Based on table 2 and figure 2, it can be seen that after the experiment there were 3 children who were in the undeveloped category (BB) at the interval 14 - 16 with a percentage of 12%, there were 5 children who were in the category of starting to develop (MB) at the interval 17 - 19 which has a percentage of 20%, there were 7 children who were in the category of developing as expected (BSH) at the interval 20 - 22 with a percentage of 28% and there were 10 children who were in the category of developing very well (BSB) at the interval 23 - 25 with a percentage of 40%.

Data analysis results

The results obtained in the data analysis of this study used hypothesis testing using the t-test analysis system using the *SPSS 15.0 for windows* computer program. The test was conducted to test the hypothesis about children's language development in group B at BA Aisyiyah Jetis 2 Sukoharjo in the 2023/2024 school year.

Table 3. *Paired Sample Test* Output

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair Initial Observation -1 Final Observation	-8.240	2.505	.501	-9.274	-7.206	-16.449	24	.000

Based on the output of the data analysis results above obtained after using the t - test obtained t count of - 16.449, ttabel = (db / df = 24, α = 5% or 0.05 / 2 (2 *tailed* = 0.025) so that ttabel can be seen from the table of critical values of t distribution which is 2.064 (attachment 9). Based on the comparison of t count with t table, it can be seen that t count - 16.449 < - ttabel - 2.064 then Ho is rejected. So, it can be interpreted that there is an effect of viewing animated videos in English in group B at BA Aisyiyah Jetis 2 Sukoharjo.

Table 4. *Paired Sample Statistic* Output

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Initial Observation -	12.68	25	2.116	.423
1 Final Observation	20.92	25	3.316	.663

Judging from table 4, it can be concluded that the average value of children's English before being treated (initial observation) is 12.68 smaller than the average value of children's creativity after being treated (final observation) which is 20.92, which means that the treatment or experiment is said to be successful.

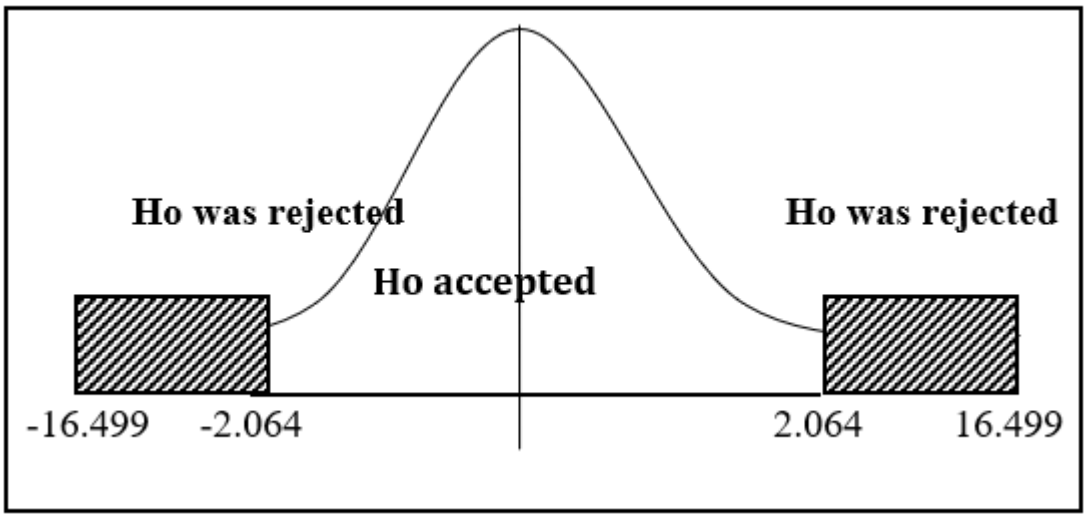

Figure 3. Critical area hypothesis testing result curve

Based on the results of testing the critical area hypothesis shown in Figure 3, we can read that the t count is located in the shaded area, namely the rejection area or it can be called Ho rejected, it means that there is an effect of using animated videos in introducing English vocabulary to group B children at BA Aisyiyah Jetis 2 Sukoharjo.

Conclusion

According to the researcher, data analysis shows that the initial observation score of children before watching the English-language animated video experiment is 317, with an average of 12.68, a highest score of 18, a lowest score of 9, and a standard deviation of 2.116. After observing the final scores of children after the English-language animated video experiment, the results show a score of 523 with an average of 20.92, a highest score of 25, a lowest score of 14, and a standard deviation of 3.316. By analyzing the hypothesis testing data, if the calculated t-value of -16.499 is smaller than the critical t-value of -2.064, then the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, it can be stated that the use of animated videos has an impact in introducing English language knowledge to children in group B at BA Aisyiyah Jetis 2 Sukoharjo Academic Year 2023/2024.

References

Marlianingsih, N. (2016). Pengenalan Kosa Kata Bahasa Inggris melalui Media Audio Visual (Animasi) pada PAUD. *Jurnal Ilmiah Kependidikan*, *3*(2), 133–140.

Nurhayati. (2014). Penggunaan Media Film Animasi dalam Meningkatkan Kosakata Anak Usia 4–5 Tahun di Taman Kanak-Kanak Islamiyah (Skripsi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Pontianak).

Permendiknas No. 58. (2010). *Standar Pendidikan Anak Usia Dini*. Jakarta: Kementerian Pendidikan Nasional.

Sadiki, S. (2016). Using multimedia in Teaching Vocabulary to Young Learners in an EFL Context. *Prosiding Seminar Pendidikan Nusantara*.

Sanjaya, W. (2013). *Penelitian Pendidikan: Jenis, Metode dan Prosedur*. Jakarta: Kencana Prenada Media Group.

Sugiyono. (2014). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.