THE USE OF ANIMATED VIDEO TO AID FIRST GRADE STUDENTS OF STARLIGHT TUITION IN MASTERING "NUMBER" FOR THE ACADEMIC YEAR 2021-2022

CAMEYYLIA NUR FATMASARI[1], DINA KARTIKAWATI[2]

[1,2] Program Studi Pendidikan Bahasa Inggris, FSH, Universitas Bhinneka PGRI

nurcameyylia@gmail.com, dina.kartika.fuad@gmail.com

Abstract

Most of the 1ˢᵗ grade students of Starlight Tuition 1 Tulungagung have difficulty in mastering English material, especially numbers. Therefore, researchers conducted research using the Video Based Learning method to facilitate mastery of the material. This study aims to describe how animated videos can improve the ability of first graders of Starlight Tuition in mastering numbers. This study involved 32 subjects from grade 1 students of Starlight Tutition 1 Tulungagung. Like other Classroom Action Research, this research also goes through 4 stages those are planning, action, observation, and reflection. During this research, the researcher also acts as the teacher. This research stopped in cycle 1 only because the students' test results were sufficient and met the criteria of success. After doing research and testing, the post test results greatly improved. In the pre-test, the total score of students was 2210 and the number of students who took the test was 32. The mean of students was 69.06. 13 children did not meet the criteria for success. But in the post-test, the total score of students was 2990 and the number of students was 32 students. The mean of students was 93.44. Only 4 children met the criteria for failure.

Keywords: *numbers, video-based learning, classroom action research*

Abstrak

Sebagian besar siswa kelas 1 Starlight Tuition 1 Tulungagung mengalami kesulitan dalam menguasai materi bahasa Inggris khususnya angka. Oleh karena itu peneliti melakukan penelitian dengan menggunakan metode *video-based learning* untuk mempermudah penguasaan materi. Penelitian ini bertujuan untuk mendeskripsikan bagaimana video animasi dapat meningkatkan kemampuan siswa kelas Starlight Tuition dalam penguasaan angka. Penelitian ini melibatkan 32 subjek dari siswa kelas 1 Starlight Tuition 1 Tulungagung.Seperti penelitian tindakan kelas lainnya, penelitian ini juga melalui 4 tahap yaitu perencanaan, tindakan, observasi, dan refleksi. Selama penelitian ini, peneliti juga bertindak sebagai guru. Penelitian ini dihentikan pada siklus 1 karena hasil tes siswa sudah mencukupi dan memenuhi standar keberhasilan. Setelah dilakukan penelitian dan pengujian, hasil *post-test* sangat meningkat.Pada pre-test, total nilai siswa adalah 2210 dan jumlah siswa yang mengikuti tes adalah 32. Rerata siswa adalah 69.06. 13 anak tidak memenuhi kriteria sukses. Namun pada *post-test*, total nilai siswa adalah 2990 dan jumlah siswa adalah 32 siswa. Rerata siswa adalah 93.44. Hanya 4 anak yang mendapat kriteria gagal

Kata Kunci: angka, *video-based learning*, penelitian tindakan kelas

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INTRODUCTION

As we already know, English is an international language used by most of the educated classes in around the world (Subiyati, 1995). This written fact further strengthens the position of English as an important subject to learn even from the elementary level. Talking about the importance of English for young learners, most of the 1st grade students in Starlight Tuition, one of the tutoring places in Tulungagung, ironically have difficulties in their English lessons, especially about "Numbers". The researcher found that the scores in English obtained by most of the students were below the standard of minimum completeness used by their respective primary schools. One of learning methods that is suitable for young students is Video-Based Learning. Why? That is because the characteristics of young learners who tend to be imaginative and active, get bored easily, like bright and cheerful visuals and full of expression.

According to Muhammad Ichsan (2016) in his journal, teaching is defined as an organizing activity or manage the environment as well as possible and connect with children, so that learning process occurs. Or, it can be taught as an effort to create favorable conditions for ongoing student learning activities. These conditions are designed so that children can develop optimally physically, mentally, physically and mentally. This understanding of education is that the main function of education is to create facilitative conditions, play an active role in finding and solving problems, and students are the ones who carry out many activities. According to Penny Ur (1996:60) vocabulary along with grammar and pronunciation, is one of the most important aspects of foreign language education. As a set of words that people use, it can be roughly defined as the words we teach in a foreign language. Vocabulary is also the basis for learning a foreign language. Alqahtani (2015) stated that being able to write grammatical sentences is not very valuable without vocabulary. Moreover, McKay (2008:1) states that young language learners are children who learn a language before or during their six years of formal schooling. At this age students have several characteristics, such as preferring to play rather than doing directed activities such as formal learning, being active, enjoying learning in groups, and enjoying doing things.

In process of teaching foreign language vocabulary to young learners, especially with regard to numbers, it is not always fluent and easy. Cameron (2001) stated that kids do have a much less complex view of the arena than older kids and adults, however this records does now no longer mean that coaching kids is absolutely and straightforward. According to Lelawati (2018), young learners are regularly greater enthusiastic an active as newbies. They could have an interest even if they don't definitely apprehend why or how.

Now days, many teachers use media as a means of learning. This is because the media gives a modern impression and is more suitable to be applied to the current generation. Media can be used in formal or informal learning, meaning that media can be used inside and outside the classroom. In teaching foreign languages such as English, teachers also often use media, especially for young learners, because media has a great appeal. There are lots of media that can be used by teachers, therefore teachers must be more selective in choosing which media is suitable to be applied. Nizwardi (2016: 4) concludes teaching media as everything related to software and hardware that can be used to convey the contents of teaching materials from learning resources to students (individuals and groups) that can stimulate students` thoughts, feelings, concerns and interests in such a way that the learning process (inside/outside the classroom) becomes more effective. By using animation videos, teachers can develop creativity and imagination that are matched to the abilities of their students. Videos also highlight visuals so that they can be made as attractive as possible and information can be absorbed more easily because the brain absorbs visuals that are accompanied by sound faster than just writing. Ainsworth (2008) found that the main advantage of using animated video is that animation makes it easier for learners to understand complex ideas.

Video-based learning, simply, has a definition as learning by using video as a medium. Video is designed in such a way to stimulate and speed up the brain in receiving information by movement or visuals. Based on the problem statement set above, the researcher stated the objective of the result in this study to describe how animated video can improve the first grade students of Starlight Tuition in mastering "Numbers".

RESEARCH METHOD

The researcher uses Classroom Action Research (CAR) as the type of this study. It is known as research conducted in the classroom by using an action to improve the quality of the teaching and learning process in order to obtain better results than before. This research was conducted in "Starlight Tuition" that is located in Kabupaten Tulungagung, Jawa Timur. This course has a Standard of minimum completeness of 75 for each subject, including English. There are 32 first graders who are the subjects. They consist of 15 girls and 17 boys. This research was conducted in the first semester of academic year 2021–2022. In this study that used Classroom Action Research, the researcher used Kemmis and Taggard design. According to this design, there are four phases within one cycle, those are planning, acting, observing, and reflecting.

Here are the details of each phase:

1) Planning Phase

   In this phase, the researcher made all preparations for teaching. Researchers prepared the necessary teaching materials such as lesson plans, teaching media (learning videos), and students' worksheet (tests).

2) Acting Phase

In this phase, the researcher begined to introduce learning video media in front of students. The researcher directed the students to watch an animated video about the explanation of numbers 1-10, then students were asked to repeat each number that appeared accompanied by its spelling. This process was done repeatedly (drilling method).

3) Observing Phase

In this phase, the researcher made observations during the acting phase process. Things that needed to be observed were problems during the process, class conditions, student activity, and the performance of the researcher herself.

4) Reflecting Phase

In this phase, the researcher reflected on the data that had been obtained. If in the first cycle the researcher had reached the target value, then there was no need to hold a second cycle. However, if the result was the other way around, it was necessary to do a second round.

The instruments used in this research were observation sheet, field note, and test. After the researcher collected the data, the researcher analyzed the results so that the researcher obtained valid data.

It uses the formula as below:

1. To calculate the score of the correct answer.

$$\text{Score} = \frac{\text{Students correct answer}}{\text{Total number of item}} \times 100$$

2. To analyze the numerical data the researcher measures the average or mean of students' vocabulary score.

$$\ddot{X} = \frac{\sum x}{N}$$

Notation:

X   : Mean score

∑x   : The sum of all score

N   : The number of students

Qualitative data is taken from the observation sheet and fields note applied during treatment in each cycle. Data analysis in qualitative research was carried out before entering the field, for the field, and after completion of the field.

FINDING AND DISCUSSION

Research Finding

Planning

At this stage the researcher prepares various tools and instruments needed. Researchers prepared exercises in the form of tests (Pre-test and Post-test), lesson plans, learning video, field notes, and observation sheets. The questions in the pre-test and post-test contain 10 different questions. In it there are 10 pictures that will be counted and the results are written by the students. Learning videos contain animations that display numbers 1-10 as material that students will listen to, watch, and memorize. Lesson plan was prepared by the researcher as a reference in teaching. Field notes contain the researcher's notes about the activities carried out during the teaching process. The observation sheet contains a list of statements that must be checked by the researcher. The criteria for the success of this research is if the average student has reached or exceeded a passing grade of 75. This is in accordance with the standards used by Starlight Tuition in teaching operations by adjusting school standards in general.

Acting

At this stage the researcher conducts the research process in this case teaching in accordance with the lesson plans that have been made previously by using video learning. First, the researcher gave an explanation of the material using only the blackboard and books as media. Second, the researcher gave a pre-test to a total of 32 students. The third stage was to provide treatment in the form of presenting learning videos as learning media. Further, the researcher gave the first test that was the pre-test which consisted of 10 questions. In this simple test, students simply counted the number of pictures. The question of pre-test can be seen in appendix.

The results of this pre-test were quite disappointing due to obstacles such as many students being bored, numbers that are difficult to remember, pronunciation, and writing, and students did not seem interested in the material so they chose to talk to each other or play alone. The next step is to provide treatment by applying video learning that has been prepared previously. In the learning videos, numbers, pronunciation, and spelling were shown. After the video was played once, the researcher again asked for some numbers and then the video was played a second time. However, the researcher paused for a moment part by part while repeating the pronunciation and spelling. After the second screening, the researcher again asked questions about some numbers. The next process is to give a post-test. Just like the pre-test, in the post-test there will be 10 pictures that students have to count.

Observing

Observing stage is the stage where the researcher pays attention to every detail of the class. Both in the form of student and teacher activities, student attitudes, learning fluency, and the emergence of disturbances

in teaching. In this process, it can be said that students are very cooperative. The following are the results of the two tests conducted by students:

The Pie Chart of Pre-Test
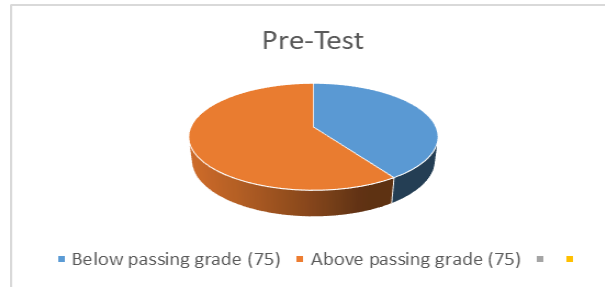
From the diagram of pre-test above, the total score of students was 2210 and the number of students who took the test was 32 students, so the mean score was:

$$X = \frac{\sum x}{N}$$

$$= \frac{2210}{32}$$

$$= 69, 06$$

From the diagram above, students' ability in mastering numbers 1-10 was still low. The mean of students was 69. 06. From the criteria 13 students got unsuccessful result, in the other side 19 students got successful result. It could be concluded that the students' understanding in numbers 1-10 was still low and it could get better result.

The Pie Chart of Post-Test
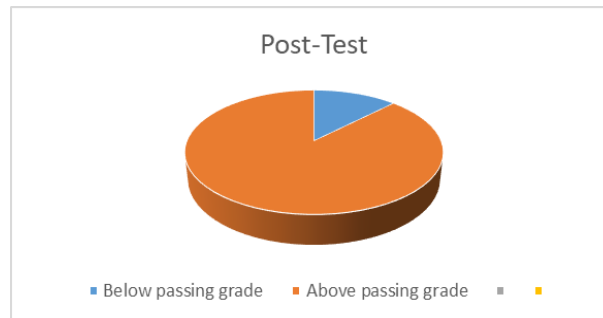
From the diagram of post-test in cycle I, the total score of students was 2990 and the number of students was 32 students, so the mean was:

$$X = \frac{\sum x}{N}$$

$$= \frac{2990}{32}$$

$$= 93,44$$

From the table above, students' ability in mastering numbers 1-10 had been increasing. The mean of students was 93.44. From the criteria 4 students got unsuccessful result, in the other side 28 students got successful result. This result was classified well while doing action research on cycle I. This statement can be seen from the success criteria of this study, namely the average value of students who reach or exceed 75. It is necessary to record the data during teaching activities. These activities are in the form of student participation and learning activities. This is needed as a reference whether the animated video presented by the researcher can overcome the problems experienced by students. The biggest problem that researcher faced was dealing with students. Students tend to get bored easily if there was nothing interesting to pay attention to, this triggered the emergence of other activities those were playing and talking outside the learning context. By the implementation of video learning, student activity increased. This was directly proportional to their level of interest in the learning process where their activity also increases. This is necessary to record everything in detail that may not be covered by the observation sheet. The researcher noted important things that could suddenly appear during the teaching process. This is also important for the purposes of the next meeting. The results of the field notes was that students obeyed the direction of the researcher. Starting from pre-teaching, during-teaching, and post-teaching activities. It was just that they sometimes made a little fuss or show boredom in class.

Reflecting

Based on the pre-test, there were 13 students who did not succeed with an average score of 69.06. In the post-test, only 4 students failed with an average score of 93.44. Seen an increase in the average value.

Learning video was considered simple enough so that it was easy to understand by children aged 6-7 years. It is proven by the post test results which have increased rapidly so the author decided to do one cycle only. With the post-test results, it can answer the research problem of this research, namely how animated videos improve the ability of first graders in the Starlight course in mastering numbers. The average score of students has reached and exceeded the average passing grade that is 75.

Discussion

Based on the data processing activities that have been carried out, it can be seen that the video based learning method, namely the use of animated videos, can improve children's ability to master numbers. In the pre-test, it is known that the average score is 69.03. This value is below the average passing grade value of 75 which is the benchmark for research success. In the post-test the average grade point is 93.44. This value has increased drastically and is much higher than 75. This proves that video-based learning or in this case using video animation is considered quite effective. The results of this study are relevant to the research conducted by Anggi Juwita Rahayu with the title "Improving Students' Vocabulary through Magic English Video Watching (Classroom Action Research in Grade IV SD AL-FATH Cirendeu). In this study the mean value of the pre-test was 65.83. There are 21.43% of students who did not reach the passing grade. The average in post-test 1 was 72.71. This means that as many as 52% of students achieve the KKM score. In post-test 2 the average score is 83.75. This means that as many as 85.71% of students achieved passing grade. With this, it is proven that Video Magic English can improve students' vocabulary.

CONCLUSION

Learning videos are very helpful in the teaching and learning process. This method is very suitable to be applied to children. By applying this method the teacher can change the atmosphere of the class that was boring to be more lively by increasing the enthusiasm of the children. Starting from planning which includes activities to prepare lesson plans, pre-test and post-test, field notes, observation sheets, and animated videos. Then proceed with acting which includes direct activities in the field, observing, and taking notes. The next step is observing which includes data processing activities. And the last is reflection that is evaluating activities. The results of the observation sheets and field notes are that the classroom atmosphere can be handled well by the teacher if the teacher applies the correct method. In this case, video-based learning is very useful when viewed from the increasing level of student enthusiasm. Through data processing, it can be concluded that animated videos can improve students' mastery of numbers. This is evidenced by the increase in the average score from pre-test (69.06) to post-test (93.44).

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