



**The Use of Flash Animation as a Teaching Medium to Improve  
Students' Vocabulary**

(An Action Research of the Fifth Grade Students of SD N Gumilir 1 Cilacap in  
the Academic Year of 2014/2015)

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submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

by

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## APPROVAL

This final project entitled *The Use of Flash Animation as a Teaching Medium to Improve Students' Vocabulary (An Action Research of the Fifth Grade Students of SD N Gumilir 1 Cilacap in the Academic Year of 2014/2015)* has been approved by aboard of examination and officially verified by the Dean of Faculty of Languages and Arts of Semarang State University on October 8<sup>th</sup>, 2015.

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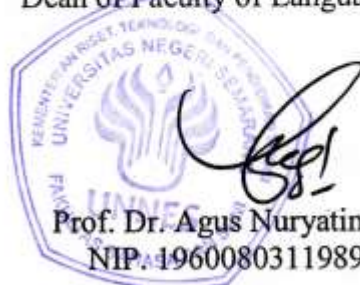


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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar hasil karya saya sendiri, kecuali kutipan dan ringkasan yang semua sumbernya telah saya sebutkan. Apabila di kemudian hari ditemukan adanya pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, maka saya bersedia menerima sanksi akademik dari Universitas Negeri Semarang.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

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Alfian Dwi Kurniawan

## **MOTTO AND DEDICATION**

You need to accept the fact that you're not the best and have all the  
will to strive to be better than anyone you face.  
(Roronoa Zoro, One Piece)

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## ABSTRACT

**Kurniawan, Alfian Dwi.** 2015. *The Use of Flash Animation as a Teaching Medium to Improve Students' Vocabulary (An Action Research of the Fifth Grade Students of SD N Gumilir 1 Cilacap in the Academic Year of 2014/2015)*. Final Project. English Department, Faculty of Languages and Arts, State University of Semarang. First Advisor: Rini Susanti Wulandari, S.S., M. Hum.

**Keywords:** Flash Animation, Vocabulary, Elementary School

This final project presented the use of flash animation to improve the students' vocabulary mastery. The objectives of this study were to find out whether teaching vocabulary using flash animation was effective to improve the students' achievement in learning vocabulary and to find out the students' responses toward the use of flash animation in learning vocabulary in SD N Gumilir 1 Cilacap in the academic year 2014/2015. This action research was carried out through a pre-test, cycle 1, and cycle 2. In each cycle, there was a test. Those were formative-test in cycle 1 and post-test in cycle 2.

Meanwhile, the tests, observation checklist, and questionnaire were used as the instruments in collecting data. The fifth grade students of SD N Gumilir 1 Cilacap which consisted of 16 male and 11 female were chosen as the subjects of this study. There were four meetings in this research. First meeting was used for conducting pre-test, the second meeting was used to conduct cycle 1 and formative-test, the third and fourth meeting was used to conduct cycle 2 and post-test.

The result of this study revealed that through the application of flash animation as the teaching medium, the teacher was able to improve students' vocabulary mastery. The flash animation was applied in an interesting way and relaxing environment so that most of the students had positive behavior during the teaching learning process. This result is based on the analysis of the observation checklist and the questionnaire. In addition, there was significant improvement of the result of the students' average score in each test. The average score of students' pre-test result was 22.96. In the formative test, it increased 52.74 points become 75.62. The average score of students' post-test was 97.22 and it was above the minimum score of SD N Gumilir 1 Cilacap. Therefore, it can be concluded that flash animation gives contribution to the improvement of the students' vocabulary mastery.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents introduction of the background of the topic, which consists of the background of the study, the reason for choosing the topic, the statement of the problem, the purpose of the study, the significance of the study, and the outline of the report.

### **1.1 Background of the Study**

English is an international language, which is used by people all over the world to communicate among nations either in spoken or written interaction. In addition, the use of English is very important as a means of communication so that the interest in learning English grows rapidly from time to time. A lot of people learn English because they have their own motivation that depends on their needs, interest and sense of values. Mackey (1965:125) argues that somebody has different motivation, by saying:

Motivation determines how much a person will learn and when he will learn it. This depends on what he wants to know and how badly he wants to know it. It depends on how he thinks, he can learn it, and on what he believes to be to his advantages. It depends on the needs, interest and sense of values of an individual.

It can be concluded that somebody has different motivation that depends on his/her curiosity in learning English and the advantages that he/she will get.

Seeing that English is an international language, our government has stipulated that English becomes the first foreign language in Indonesia, so English has been given more special attention than other foreign language.

In Indonesia, English is not a compulsory subject to elementary school students, which means that the government gives right to the school to decide whether it will have English subject or not. So, there are elementary school that has English subject and elementary school that has no English subject. Some of the elementary school develop curriculum in which English is given at the first grade, some from the fourth grade.

This research focuses on an elementary school, which has English subject in its curriculum. There, most of the materials of English subject are vocabularies, because it is one of the language components, which has to be mastered and acquired by the students in learning a language. It is in line with the statement that “vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.” (Richard, C. Jack, 2001:4). By learning vocabulary from the early age, the students may be able to communicate in English easily.

Teaching English vocabulary to the early age, especially at the elementary school is not easy and it is different from teaching vocabulary to adults. As a subject, English is still considered a difficult subject by most of the elementary school students, because we know that the students of elementary school use their native language in the society since they speak using it for the first time. On the other hand, they do not use foreign language as a means of communication, so when they are introduced to a foreign language, they may find some difficulties. Consequently, they have difficulty in understanding the lesson material and

especially for English vocabulary. This is a reason why the students' enthusiasm is low in learning English.

In line with this condition, to improve the students' enthusiasm, teachers as the material presenters, should be clever in presenting their lesson material by using suitable teaching techniques or using interesting media. In educational field, according to Locatis and Atkinson (1984:15), media are usually a key for the success of presenting information or providing learning experiences, but teachers and trainers provide additional guidance and instruction. Media such as power point slide show, television, animation, computer, etc. are very useful for the teacher to achieve the instructional goals of teaching and learning process and they can also be easily found in our daily lives.

Knowing that young learners pay short attention and concentration in a learning process, it is a better way to provide something playful than conventional learning process to them. The students were inclined either to play by themselves or to have chat with each other. Only a few students were concentrating on the lesson. The best way to force young learners to concentrate is by providing something that suits their interest. In this study, the writer tries to use an educational media, a flash animation program, for teaching English vocabulary to elementary school students.

Using the flash animation as an alternative medium of teaching young learners could be considered as the best way since it pleases them a lot. Furthermore, it is a precious resource to develop the students' ability in listening,

speaking, reading and writing. The writer is interested in using flash animation as a medium to enrich and improve the elementary school students' vocabulary mastery. By using flash animation, it is hoped that the students can understand and then apply the vocabulary that they get to communicate with other people easily.

## **1.2 Reasons for Choosing the Topic**

According to the explanations that are given by the English teacher in school that the writer chose, there are several reasons which become his concern in choosing the topic. Those are as follows.

- (1) Students who will be the subject of the study mostly have problem in mastering English vocabulary and pronouncing. It can be proved by the students' low response to the lesson that they have studied. The statement of the English teacher proves it.
- (2) The English teacher has not used a teaching method and media optimally to teach English in the classroom. Based on the observation, the teacher only uses blackboard and English book to explain the materials.; and
- (3) Flash animation will make the students fun in learning English, so they will be motivated to learn and memorized the vocabulary from the flash animation. With so many pictures and animations in the flash animation, the students will gain more enthusiasm in learning English.



### **1.3 Statements of the Problem**

This study is aimed at answering the following questions:

- 1) Can Flash Animation improve the fifth graders students' of SD N Gumilir 1 Cilacap achievement in vocabulary mastery in the academic year 2014/2015?
- 2) How are the students' responses toward the use of flash animation in their learning process?

### **1.4 Purposes of the Study**

The purposes of the study are:

- 1) to find out whether teaching vocabulary using flash animation can to improve the students' achievement in learning vocabulary, and
- 2) to find out the students' responses toward the use of flash animation in learning vocabulary in SD N Gumilir 1 Cilacap in the academic year 2014/2015.

### **1.5 Significances of the Study**

- 1) Theoretically, the study would give point of view about how flash animation medium has an influence to the language learning, so, the information would be a reference for the next researcher to conduct such similar research.
- 2) Practically, the study is expected to make the students enjoy in learning English and motivating them to be active in the class. The flash animation will also help them to understand the material easily

- 3) Pedagogically, the results of the study can be a source of information on how the teacher create supportive environment for the students to learn English maximally. Giving an alternative teaching medium will create opportunities for the students to becoming active in classroom.

## **1.6 Outline of the Study**

This study consists of five chapters. Chapter I is introduction which explains about general background of the study, reasons for choosing the topic, problems of the study, purposes of the study, significance of the study, and outline of the study.

Chapter II presents the review of related literature which contains the theoretical reviews, the previous study, and the theoretical framework.

Chapter III presents the method of investigation which includes the subject of the study, roles of the researcher, types of data, the procedure of data collecting, the procedure of data analyzing and procedures of reporting the results.

Chapter IV presents the data analysis and discussion of the research. It provides the overall explanation as a result of conducting the research done by the researcher.

Chapter V presents the conclusions of the study and also some suggestions in relation to the result of the study.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of review of previous studies, theoretical background, and theoretical framework of the study.

#### **2.1 Review of Previous Studies**

There have been some researchers that conduct research on using some techniques or media to improve the students' vocabulary mastery. Then, the writer would present some previous studies related to the topic, "The Use of Flash Animation as a Teaching Medium to Improve Students' Vocabulary."

The first study was conducted by Miatin (2014) entitled *The Use of Silent Card Shuffle Technique to Enhance Students' Vocabulary*. This experimental study aimed at finding out whether Silent Card Shuffle technique effectively enhances students' vocabulary. The population was seventh grade students of SMP Negeri 1 Pejagoan Kebumen. The students of 7C and 7E were chosen as the sample of the study. In this study, the students were asked to make groups of four, and then the teacher gave envelopes containing the cards of word on each table of the group. The teacher asks the students to arrange the cards into correct order. By that way, the students' vocabulary could improve. The result showed that Silent Card Shuffle technique effectively enhances students' vocabulary.

Another reviewed journal from Khodashenas, Farahani and Alishahi (2014) entitled *Flash Cards Versus Animated Cartoons: A Comparative Study in Vocabulary Teaching and Learning*. The study was attempted to investigate the effect of using flash cards in comparison to educational cartoons on vocabulary learning of the intermediate English as a Foreign Language learners. After administrating a vocabulary pretest all 44 participants of the study were randomly selected to form the experimental and comparison groups of the study. In the experimental group the participants were taught through the using of Magic English cartoons, while the participants of the comparison group were taught through the use of flash cards. After the instruction a post test was administered to both groups. The result of the study indicated that there was a statistically significant difference between the groups. Therefore, it means that the use of Magic English series could improve the students' vocabulary knowledge.

The third study was conducted by Wafi (2013). It was entitled *The Effectiveness of Using Animated Pictures Program in Learning English Vocabulary among the Fifth Graders in Gaza*. The study aimed at investigating the effectiveness of using animated pictures program in learning English vocabulary among the fifth graders in Gaza. The target domains were productive and receptive. The population was fifth graders of Haifa primary school for girls. The sample of the study consisted of 64 students distributed into two groups. An experimental group and a control group that consisted of 32 students each. The animated pictures program was used in teaching the experimental group while the traditional method was used in teaching the control group. The result indicated

that there were statistically significance differences between both groups in favor of the experimental one, in receptive vocabulary, productive vocabulary and the total score due to the animated pictures program.

Next, the writer reviewed the journal from Setianingsih (2013) entitled *English Guessing Pictures Game for 4<sup>th</sup> Grade Elementary School Students*. The research was purposed to produce and examine the appropriateness of English guessing pictures game for 4<sup>th</sup> grade elementary students using Macromedia Flash 8. Method that was used in this research was Research and Development (R&D). The results of this research were evaluation from media experts got percentage of appropriateness 85,75% which include in appropriate category. Evaluation from material experts got percentage of appropriateness 86,25% which include in appropriate category. Evaluation from students got percentage of appropriateness 83,72% which include in appropriate category.

The fifth study was conducted by Ningtias (2010). It was entitled *Teaching Vocabulary to Elementary Students Using Contextual Teaching Learning (CTL) Strategy*. This action research was conducted to the four graders of SD Negeri 2 Ketangi Rejo Purwodadi in the academic year of 2009/2010. The purpose of the research was to find out whether CTL strategy can improve the students' achievement in English vocabulary. The students were divided into groups. The teacher became the model that gave examples and explained the materials using pictures. The result of the research showed that there was an improvement in score of the test achieved by the students after they have been taught using CTL strategy.

The sixth study is *The Use of Circle Games as a Strategy to Improve the Students' Mastery in English Vocabulary*, conducted by Nugroho (2007). The objectives of the study were to give meaning of game in teaching vocabulary to young learner and to explain how the use of circle game could improve the students' vocabulary mastery related to noun. The population was fourth grade students of SD 01 Banyumanik. In this study, the teacher gave each student a piece of paper and a pencil color. Then, the teacher plays music and the students drew whatever came into their minds as long as the music plays. In the end of the class, the pictures collected by the teacher. The teacher showed them to the students, and guesses what pictures those were. The result showed that the students' progress in vocabulary mastery related to noun during the activity was good.

Then, another study was conducted by Pujiastuti (2006) entitled *The Use of Cartoon Film as a Media in Teaching Vocabulary to Elementary School Students*. The study was an action research which used Cartoon Film as a media to improve the mastery of vocabulary of the fourth graders of SDN Angkatan Kidul 01 Pati in the academic year of 2006/2007. The aim of this study was to find out whether teaching vocabulary using a cartoon film was effective to improve the students' achievement. The result of the research showed that the use of cartoon film was effective in increasing the students' vocabulary mastery. Meanwhile, from the questionnaire that was given to the students, it can be concluded that the students' interest and motivation in learning English is high after having activity by using cartoon film.

There are some similarities between this study and the previous studies mentioned above. The first similarity is the area of this study and the previous studies focused on. They aimed at finding a good strategy to improve students' vocabulary. They used technique and media to motivate the students to enrich their vocabulary. It is believed that the technique and media can give many advantages in teaching learning process. The other similarity is the research design they used. In conducting their research, Ningtias (2010), Nugroho (2007), Pujiastuti (2006) and this study used action research design.

On the other hand, there are some differences in their studies. The first difference lies on the type of media and technique used to improve students' vocabulary mastery. Miatin (2014) used Silent Card Shuffle Technique to Enhance Students' Vocabulary. The study by Ningtias (2010) using Contextual Teaching Learning (CTL) Strategy to teach vocabulary. Nugroho (2007) using Circle Games as a Strategy to Improve the Students' Mastery in English Vocabulary. Pujiastuti (2006) used Cartoon Film as a Media in teaching vocabulary to elementary school students.

According to the studies mentioned above, it can be seen that there are some studies which have been done by investigating new ways in improving the quality of teaching vocabulary. The researchers successfully used interesting way as a strategy to motivate students to improve their vocabulary mastery.

## **2.2 Theoretical Background of the Study**

In this subchapter, the researcher will explain the theoretical background. They are general concepts of vocabulary, teaching vocabulary, media, flash animation as a media and action research. The explanations of those theoretical backgrounds are as follows:

### **2.2.1 General Concepts of Vocabulary**

Vocabulary is one of the language components that is learned by the students since they start learning English. It has been mastered if they want to master English well. It is impossible to be successful in studying a language without mastering its vocabulary. Vocabulary is a central of language and of critical importance of typical language. Without sufficient vocabulary, people cannot communicate effectively or express their ideas in both oral and written form. To support the speaker's interaction in communication, vocabulary becomes important because it can be used as foundation to construct a word into a good sequence of sentence. Vocabulary is the easiest aspect at a second language to learn and it hardly requires formal attention in the classroom as stated by Celce-Murcia and McIntosh (1978). Meanwhile, Hornby (1965:1331) defines vocabulary as a list of words used in book, etc. usually with definition and translation.

According to Finnochiaro (1974: 73) there are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary refers to the



words the students' understands, can pronounce correctly and use them constructively in speaking and writing. On the other hand, passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing.

Based on the definition above, the writer conclude that the more vocabulary the students have, the easier for them to develop their four skills (listening, reading, writing, and speaking) and learn English as the foreign language generally.

### **2.2.2. Teaching Vocabulary**

Vocabulary is very important for second language learners; only with sufficient vocabulary, learners can effectively express their ideas both in oral and written forms. Language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Thus, they should have to know how to expand vocabulary mastery, so that they can improve the learners' interest in learning the language.

Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all of the language skills (speaking, listening, writing and reading). Besides, vocabulary will make the students express similar ideas or feeling they express in their native language (Finnochiaro, 1974:38).

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from books. The teacher uses and adds other vocabulary which is relevant to the students. The teacher should have knowledge on their teaching materials. When they have to teach the students about vocabulary, they should know the general knowledge of vocabulary, words and the meaning. The words or vocabulary can be spoken or written.

Wallace (1982:207) explains that teaching vocabulary should consider these following factors:

**1) Aims**

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

**2) Quantity**

The teacher has to decide the number of vocabulary items to be learned. The learners will get confused or discouraged if they get many new words. Therefore, the teacher should select new words, which the learners can easily understand.

**3) Need**

In teaching vocabulary, the teacher has to choose the words that really needed in communicate by the students.

#### **4) Frequent exposure and repetition**

Frequent exposure and repetition mean that the teachers should give much practice on repetition so that the students could master the target words well. They also give opportunity to the students to use words in writing or speaking.

#### **5) Meaningful presentation**

In teaching vocabulary, the teacher should present the target words clearly. In other words, the meanings of the target words are perfectly understanding and unambiguous.

#### **6) Situation and presentation**

The teacher tells the students that they have to use the words appropriately. The use of the words depends on the situation in which they are used and depends on the person to whom they are speaking.

From the explanation above, the writer conclude that the teachers must know the factors of teaching vocabulary. In addition, understanding the above factors is very important for the teacher before teaching vocabulary to elementary school students.

### **2.2.3 Teaching Vocabulary to Elementary School Students**

Teaching English to elementary school students as a local content has a goal that the students are expected to have the skills of the language in English vocabulary

with emphasis on listening, writing, reading and speaking skill using selected topics related to their environmental needs.

Related to the objective above, the materials covers center of interest that the students often face in their life. The topics include part of body, so it is easier for them to remember the words given which are about their family.

There is no basic regulation on how many words should be given to the elementary school students. As the beginner of the English learners, elementary school students should not be given too many words. It is better to give them about seven or eight new words at one meeting.

To help the learners in learning foreign language, Mary Slattery and Jane Willis (2003:4) suggest some ways to teach them. They are (a) make learning English enjoyable and fun, (b) don't worry about mistake, be encouraging; make sure the children feel comfortable and not afraid to take part, (c) use a lot of gestures, action, picture to demonstrate what we mean, (d) talk to them using English, especially about things they can see, (e) play game, sing a song, and say rhymes and chants together, (f) tell simple stories in English, using pictures and acting with different voices, (g) do not worry when they use their mother tongue, (h) consistently recycle new language but do not be afraid to add things or to use words they want to know, (i) plan lesson with varied activities, like sit, stand, move, quiet and sometimes make noise.

From the explanation above, the writer concludes that in teaching vocabulary to the elementary school students, teacher should not give the students

too many words in a lesson. It is better to drill them a lot the words given in order to achieve comprehension. Few words would help them memorized the words quickly and to internalize them.

#### **2.2.4 Reasons for Testing Vocabulary**

According to Read (2002, 311) "Perhaps the most common reason for testing vocabulary is to find out if students have learned the words that were taught, or that they were expected to learn." Schmitt (2000, 164) also adds "Vocabulary tests are considered as a means to motivate students to study, to show students their progress in learning new words, and to make selected words more salient by including them on a test."

The words and the range of words to be selected for testing purpose vary from test to test. Schmitt (2000, 164-166) states that "if the teacher wants to test students' class achievement, then the words tested should obviously be drawn from the ones covered in the course". He also adds "Vocabulary tests used for placement or diagnostic purposes may need to sample from a more general range of words." And "Vocabulary tests that are part of proficiency tests need to include the broadest range of words of all. Some of the words on these tests must be uncommon enough to allow the highest-level test takers to demonstrate their superior knowledge."

Moreover, Nation (2001, 213) confirms that "testing the selected vocabulary, to a large extent, depends on what aspects of these selected words we want to test". For example, if we want to test whether the students know how the

selected words are written and spelled, we can have a "dictation"; if we want to test whether they know what other words they can use instead of the selected words, we can ask them to identify the words with the closest meanings in a multiple-choice vocabulary test; if we want to test whether they know the grammatical functions, the collocations and the constraints on the use of the selected words, we can make a cloze test, or a guided writing test to elicit the relevant lexical knowledge from the students.

From the statements, the writer concludes that testing a vocabulary has a reason to find out if students have learned the words that were taught, or that they were expected to learn. From this reason, the writer done the vocabulary testing in the form of matching pictures. Matching exercises provide students with a fun, engaging way to learn. Not only does it give students an opportunity to learn object/word definitions, but it also challenges them logically. By using such techniques as inversion, diversion, and the process of elimination, students are able to greatly increase the probability of answering questions correctly. This is an important skill to have, as it is commonly found on nearly all standardized tests.

### **2.2.5 Media**

Definition of media based on Gerlach and Elly (1980:241) are any person, material, or event that establishes condition which enable the learner to acquire knowledge, skills and attitudes. Media will help to establish the conditions for the learners to identify or describe someone or something. It is used to motivate students in learning (Hammalik, Oemar. 1989:18). And for the teachers, media are

the tools or the physical things to facilitate the instruction. (Brown et al, 1969:2-3). From the definition above, the writer concludes that media are the means for delivering messages to motivate students in learning.

According to Kimtafsirah (1998: 4), media for teaching language can be classified into:

- a) Games and simulation,
- b) Visual media are the aids which can be seen. Some of the examples are an OHP (Overhead Projector), a blackboard and picture,
- c) Audio media, what is meant by audio here is media that are useful because of its sound. The example are radios which are turning on and then producing sound and recording in cassettes which is being played,
- d) Audio-visual media, which are useful because their sound and picture. The example is TV which is being turned on then producing sound and pictures as well.

In this study, the writer chooses audio-visual media because he will use the flash animation on the computer as the medium in teaching and learning process.

#### **2.2.6 Flash Animation as Media**

Flash technology has become a popular method for adding animation and interactivity to web pages. Flash is commonly used to create animations, advertisements, various components, to integrate video into web pages, and more recently, to develop the internet applications.

Flash is a set of multimedia technology developed and distributed by Adobe System since April 2005, when Adobe System acquired Macromedia that was firstly introduced by Ren & Stimpy on October 15, 1997.

According to Zeembry (2006: 3) flash is a program which is used to create animation, games, interface web and interactive animation. In addition, flash is a popular authoring software developed by Macromedia, used to create vector graphic-based animation programs with full-screen navigation interfaces, graphic illustrations and simple interactivity in an anti-aliased resizable file format that is small enough to stream across a normal modem connection.

Commonly teachers use pictures or graphics, whether drawn, taken from books, newspapers and magazines, or photographs to facilitate their teaching and learning process (Harmer, 2001: 134). Nowadays, flash animation becomes an alternative medium that can be used in teaching-learning process. Flash animation provides not only for children and young learners, but also teens and adults. Moreover, based on Zeembry's statement (2006: 1) animation is appropriate to become a communication medium and an effective learning medium to anyone. According to the *Chambers Dictionary of Science and Technology*, animation is the apparent movement produced by recording step-by-step a series of still drawings, three dimensional objects or computer-generated images. Another definition of animation is defined by Jonathan Martinez (2014) that animation is the rapid display of a sequence of images of 2-D or 3-D artwork or model positions in order to create an illusion of movement. It is an optical illusion of motion due to the phenomenon of persistence of vision, and can be created and



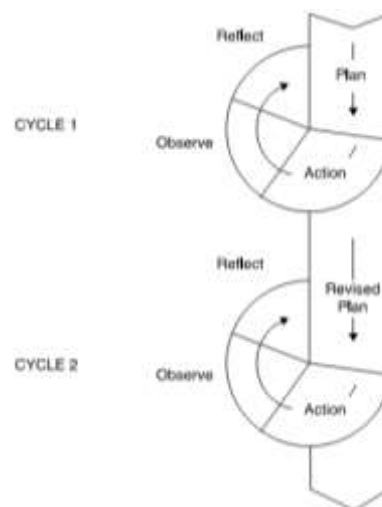
demonstrated in many ways. The most common method of presenting animation is as a motion picture or video program, although several other forms of presenting animation also exist.

From the statements above, the writer draw a conclusion that flash animation is a set of multimedia technologies to create the interactive animation object by recording step-by-step series of still drawings, three dimensional objects, or computer-generated images.

As a teaching medium, especially in teaching vocabulary, flash animation provides many inspirations to be explored by the students. It is argued that by using this medium, the learning and teaching process becomes interesting and fun. The students are interested and motivated to study more and more because they enjoy flash animation in learning and teaching process. Thus, it makes the students understand deeply because they do not only hear and write the teacher's explanation but also watch the flash animation related to the teacher's explanation.

### **2.2.7 Action Research**

There are many models of action research promoted by Kemmis and McTaggart (1998). They propose a model of action research involving four broad phases in a cycle of research. They are planning, acting, observing and reflecting.



**Figure 2.1 Clinical Action Research Model Based on  
Kemmis and McTaggart**

The first phase is planning. At this point, the writer identifies a problem or issue and develops a plan of action to improve what is already happening. Planning is conducted before starting the research.

The next phase is acting. Acting means putting the plan into the real action. The plan that has been planned is being implemented in this phase. The acting is done in order to reach the intended purpose which is the improvement of what already happens.

In the observation phase, the writer observes systematically the effects of the acting and records anything that happens using the observation sheet. Finally, in reflecting phase, the writer reflects on, evaluates and describes the effects of the action as the basis for the further planning to improve the situation.

From the explanation above, the writer concludes that in conducting action research, there are several cycles that need to be implemented. While, a cycle of action research consists of four basic phases which have to be through by the writer. They are (1) identifying problems and developing a plan, (2) putting the plan into the real action to improve what is already happening. (3) reflecting on, evaluating and describing the result of the acting for the basis of further planning of the following cycle(s) to achieve more improvement. Since we have to conduct more than one cycle, those four phases of action research also should be done in the next cycle in order to get the improvement.

### **2.3 Framework of Analysis**

Many researchers have investigated many ways to improve the students' skill in mastering vocabulary using various kinds of technique and media. There are still many uninvented possible ways to improve the students' vocabulary, as Harmer (2001: 51) stated, "The chances of success will be greatly enhanced if the students come to love the learning process." To make the students enjoy the learning process, one thing that can be afforded by the teacher is an interesting media which can create enjoyable learning conditions.

In this study, the writer chose flash animation as the teaching medium to improve the students' vocabulary mastery. The reason why the writer chose it is because, based on the previous studies and review of literature above, it can be seen that using interesting media can be effective and interesting in improving the

students' vocabulary mastery. Therefore, hopefully after learning vocabulary using flash animation, they are expected to enrich their vocabulary.

## **CHAPTER III**

### **METHOD OF INVESTIGATION**

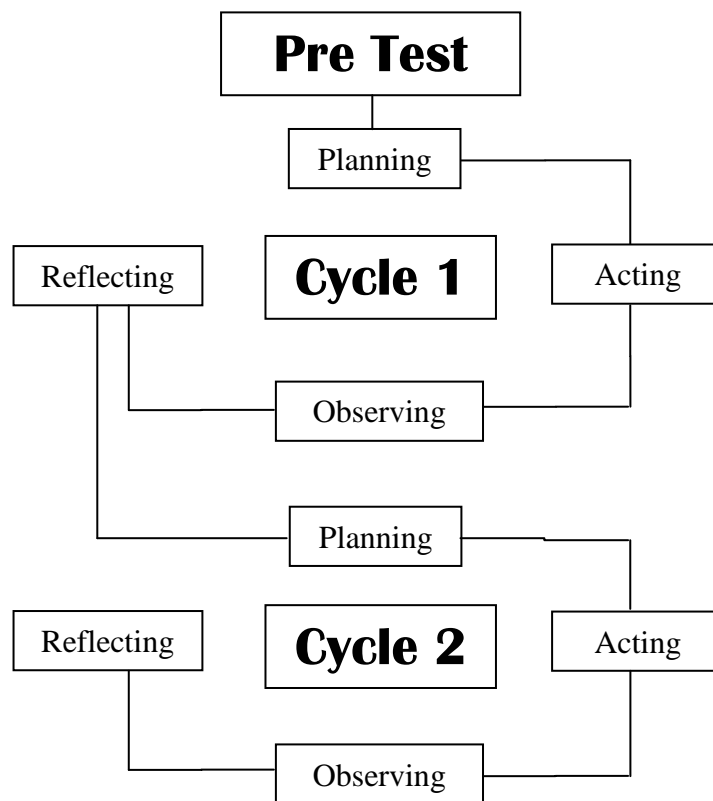
This chapter provides the information of method to collect and analyse the data. It consists of the research design, the subject of the study, roles of the researcher, the instruments for collecting data, the procedure of collecting data, and the procedure of analysing the data.

#### **3.1 Research Design**

A research method which is used in this study is action research, while the approach is qualitative. Arikunto (2006: 2) also claims that action research is a kind of research done by someone who conducts the research on what he/she is really doing without changing its system. Another definition of action research came from Jean McNiff and Jack Whitehead (2006: 7). They stated that:

“Action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work. They ask, ‘What am I doing? What do I need to improve? How do I improve it?’ Their accounts of practice show how they are trying to improve their own learning, and influence the learning of others.”

Action research has some procedures. Kemmis and Mc Taggart as quoted by Arikunto (2006: 97) draws the action research’s design as follows:



**Figure 3.1 Diagram of Action Research Cycles**

Based on the figure above, there are three steps. They are pre-test, cycle 1, and cycle 2. Each cycle consists of four steps. Those steps are planning, acting, observing, and reflecting.

### **3.2 Subject of the Study**

The subjects of this research were students in the fifth graders of SD N Gumilir 1 Cilacap in the academic year of 2014/2015, which consisted of 16 male and 11 female. The writer chose the fifth grade students of elementary school because he found that the material was appropriate with the curriculum. Moreover, it would

help them to understand more about the material which was vocabulary. The number of students in fifth grade was 27 students.

### **3.3 Roles of the Researcher**

In this research, the writer plays the role as a teacher, data collector and data analyser. As a teacher, the writer provides the materials, teaches the materials to the students and tests the students' achievement. As a data collector, the writer collects the data obtained from observation, tests and questionnaire. Finally, as a data analyser, the writer analyses the collected data using certain formula.

### **3.4 Instruments for Collecting Data**

Arikunto (2006: 136) states that research instrument is a device used by researcher while collecting data to make the work become easier and the result is better, complete, and systematic in order to make the data easy to be processed. Saleh (2012: 43) states that "the word instrument refers to research tools for data collecting".

An instrument could be in form of questionnaire, observation checklist, interview, conversation, recorded conversation, and test. In this case, the writer used observation checklist, pre – test, formative test, post- test and questionnaire. The explanations of each instrument are as follows:

### **(1) Test**

Test is an important part of every teaching and learning experience. Test is a set of question that is used to assess the skills, knowledge, intelligence, and talent of an individual or a group. As stated by Brown (2002:3), “Test is a method of measuring a person’s ability, knowledge, or performance in a given domain”.

Here the writer applied an achievement test to measure the students’ vocabulary mastery after they were taught by using flash animation in their learning process. The first test was pre-test. The pre-test consisted of 10 items related to ‘Parts of Body’. They were about matching pictures with helping words. The second test was formative-test. In this test the writer asked them to naming the pictures that they see in their answer sheet. The last test called post-test. The test consisted of 8 items related to ‘Parts of Body’.

### **(2) Observation Checklist**

The observation checklist was used to record the students’ behavior. The aspects that will be observed are the students’ attention, participation, response toward the media and interest in new vocabulary given.

### **(3) Questionnaire**

The last instrument that used in the research was questionnaire. The writer handed out some questions regarding to the use of flash animation in learning process after all the research process had been done. The result



described about the students' interest and response toward the conducting of the flash animation in the class. Besides, it also described about students' activity, students' attendance and students' participation during the teaching and learning process.

### **3.5 Procedure of Collecting Data**

In this study, the writer collected the data from three sources. They were from the observation checklist, tests, and questionnaire.

Observation checklist functioned to describe the students' behavior. Then, the writer also gave three tests in three times. They were pre-test, formative-test, and post-test. The tests were given to measure the students' vocabulary mastery before and after the action research was conducted.

The last instrument was questionnaire. It was used to find out the information about the students' response toward their enthusiasm in learning English, vocabulary mastery, and the teaching learning process using flash animation as a medium.

The writer used action research in this study. It has been mentioned in the previous explanation that in doing action research, there are three steps to do. They are pre-test, cycle 1 and cycle 2. In each cycle, there are four steps: planning, action, observation, and reflection. The description of those activities are as follows:

### 3.5.1 Pre-Test

At the first meeting of this study, the writer gave a pre-test to the students. Pre-test had been conducted before he gave the treatment which was teaching vocabulary using flash animation as the media. The test was aimed to know the students' vocabulary mastery before he gave the treatment.

### 3.5.2 Cycle 1

Cycle 1 was done in the second meeting. In cycle 1, the writer used flash animation as the media in teaching learning process. He gave some treatments related to the materials. There were also four steps in conducting cycle 1:

#### *(1) Planning*

##### (a) The preparation of research planning

What the writer did for his research planning was arranging the schedule with the classroom teacher.

##### (b) The preparation of teaching material

The teaching material that the writer prepared was the lesson plan. He also prepared the instruments needed for the meeting that he would give to students.

##### (c) The preparation of classroom facilities

Facilities that used for cycle 1 were laptop, projector, speaker, whiteboard and board markers.

(d) The preparation of measurement tool

The measurement tools for the cycle 1 were formative-test and the observation checklist.

(e) The preparation of evaluation scores.

The writer prepared the rubric of the scores to analyze the result of the formative-test.

(2) *Acting*

The cycle 1 consisted of one meeting. The writer plays the flash animation to the students. There were paused in some parts of flash animation. While the flash animation paused, the writer asked some of the students to repeat the word in flash animation. Afterwards, he played a game called Name Chain. In the end of the meeting, the writer gave the formative-test to the students.

(3) *Observing*

Observing was done during the treatment. The writer had an observation checklist to observe the students' behavior in cycle 1. Based on his observation, it could be concluded that there were some problems in cycle 1, as follows:

(a) the students did not fully pay attention during teaching learning process, and

(b) the students could not pronounce the vocabulary given correctly.

(4) *Reflecting*

Reflecting was the last phase in the cycle 1. In this stage the writer had gotten the result of cycle 1 and formative-test. From the result, he could find out the weaknesses in cycle 1. It was happened because of some reasons; (a) the

writer did not speak loudly in delivering the materials, (b) the students was not familiar with the words given, and (c) the students too enthusiastic in watching the flash animation. After getting the result, the writer planned the materials that he would give for the cycle 2.

### **3.5.3 Cycle 2**

Cycle 2 was done in the third and fourth meeting. The activities in cycle 2 were actually similar with cycle 1 but with some revisions.

According to the observation checklist in cycle 1, firstly the writer asked the students about the words previous cycle. He check whether the students were remember or not. After that, he played the flash animation and continued the treatment.

The post-test was done in the last meeting which is the fourth meeting. In this meeting, the students did the pot-test. The form of the post-test was naming the pictures. After finishing their post-test, the writer counted the students' score. There were also four phases in conducting cycle 2:

#### **(1) Planning**

##### ***(a) The preparation of research planning***

What the writer did for his research planning was arranging the schedule with the classroom teacher.

***(b) The preparation of teaching material***

The teaching material that the writer prepared was the lesson plan. He also prepared the instruments needed for the meeting that he would give to students.

***(c) The preparation of classroom facilities***

Facilities that used for cycle 2 were laptop, projector, speaker, whiteboard and board markers.

***(d) The preparation of measurement tool***

The measurement tools for the cycle 2 were post-test, observation checklist, and the questionnaires.

***(e) The preparation of evaluation scores.***

The writer prepared the rubric of the scores to analyze the result of the post-test, observation checklist and the questionnaire.

**(2) Acting**

The cycle 2 consisted of two meetings. The writer played the flash animation to the students. After playing the flash animation, the writer asked the students to pronouncing the words related to the theme. Afterwards, he played a simple game that would increase the students' enthusiasm through the learning activities. In the second meeting, the writer gave the post-test to the students.

### (3) Observing

Observing was done while the treatment was conducted. The writer had an observation checklist to observe the students' behavior in cycle 2. Whether any improvement of their behavior or not. Another instrument to observe the students' behavior was questionnaire. They were given the questionnaire in the end of the meeting in cycle 2 to observe their behavior related to English subject and the flash animation as the media that the writer used.

### (4) Reflecting

Reflecting was the last phase in the cycle 2. In this phase, the writer had gotten the result of the post- test, observation checklist and questionnaire and analyzed the result.

## 3.6 Procedure of Analysing Data

In this research, to find out the students' average score in pre - test, formative test, and post – test, the writer used the scoring technique from Arikunto (2006: 189). The formula of the mean score of the cycles test can be calculated with the formulas as follows:

$$M : \frac{\sum x}{N}$$

Which

M : mean score

$\sum x$  : the total score

N : the number of sample

The observation checklists were analyzed by the result of the criteria on the observation checklists. The result described the students' interest and response through the use of flash animation as the teaching medium in the class. Furthermore, in analyzing the data from the result of the questionnaire, the writer gathered the data from the students. Then, he analyzed it carefully and got the result. From the result of the questionnaire, he obtained the students' response toward their enthusiasm in learning English, vocabulary mastery, and the teaching learning process using flash animation as a medium.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

Based on what has been discussed in the previous chapters, in this part a conclusion of the study is drawn to answer the research questions. Some suggestions related to the study are also presented for language learning.

#### **5.1 Conclusion**

This study was trying to find out the use of flash animation as a teaching medium to improve students' vocabulary mastery. After discussing the findings in the Chapter 4, the conclusion of the study can be drawn from the analysis of the used instruments in this study.

Based on the finding of the research, it can be concluded that the flash animation can improve the students' vocabulary mastery. It was supported by the significance difference of the average score of the pre-test result (22.96) with the average score of the post-test result (97.22), which means after they were taught using the flash animation, the students' vocabulary mastery improved.

Most of the students were very enthusiastic in mastering vocabularies using flash animation. They were active in the discussion, responsive, and they could pronounce the words correctly. Moreover, the students thought that flash animation could help them mastering vocabulary, and learning using it should be given regularly. The result is based on the analysis from the observation checklist about students' behavior and the analysis of the questionnaire.



Based on the questionnaire, most of the students state that the teaching learning activities by using flash animation can help them mastering English vocabulary. The main factors which affect those successes are the students' interest in the media given and the relevancy between the vocabulary offered in this activity and the vocabulary that the students used in their daily activities. In addition flash animation helps them knowing the correct pronunciation of words with the pictures given. Therefore, the purpose was accomplished well.

## **5.2 Suggestion**

Based on the conclusions, there are some suggestions that presented as follows:

First, it is important for the teacher to use interesting media in teaching vocabulary to elementary school students. It has the purpose to make the students interested in following the class activities. Flash animation is one of the media for the students in learning English vocabulary. Through this medium, teachers are able to improve students' interest and motivation in learning English vocabulary.

Second, to improve their vocabulary mastery, the students should practice their English continuously, for example, by playing the flash animation under the teacher's supervision. Furthermore, the students should pay more attention to any feedback given by the teacher.

For the readers who will conduct an action research with the same topic as this study, the writer hopes it can be one of the references. The readers can

explore any other media and combine with various techniques to be applied in English class. They are also able to do further research on this topic.

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# APPENDICES

## Appendix 1

### **Lesson Plan**

School : SD Negeri Gumilir 1 Cilacap

Subjects : English

Grade : 5/ Semester 2

Time Allocation : 2 X40 Minutes

#### **I. STANDART OF COMPETENCE**

7. Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah.

#### **II. BASIC COMPETENCE**

- 7.1. Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana.

#### **III. INDICATORS**

1. The students are able to imitate the words.
2. The students are able to memorize the words.
3. The students are able to perform by mentioning the words in front of the class.

#### **IV. LEARNING OBJECTIVES**

At the end of study,

1. Students are able to imitate the simple words correctly.
2. Students are able to use the simple words that are given by the teacher correctly.
3. Students are able to read the simple words that are given by the teacher correctly.

## **V. CHARACTER BUILDING**

1. Discipline
2. Self confidence

## **VI. LEARNING MATERIALS**

Parts of Human Body

## **VII. METHODS**

1. Questions and answer
2. Drill

## **VIII. SOURCES/MEDIA**

1. Flash animation
2. Laptop
3. Speaker
4. Projector
5. Questions sheet

## **IX. LEARNING ACTIVITIES**

- Opening

Learning Activities	Time (minute)
1. Students respond the teacher's greeting and checking attendance.	5'
2. The teacher gives a motivation in order to interact the students.	
3. The teacher mentions the objectives of the study.	
4. Students respond the question and explanation given by teacher related to the material that will be given.	



- Main activities

Teacher's Activities	Students' Activities	Time (Minute)
1. Teacher plays flash animation.	1. Students are watching the flash animation.	70'
2. Teacher gives example of the correct pronounce of the words given.	2. Students pay attention to the example given by the teacher	
3. Teacher asks the students to pronounce the words in the flash animation.	3. Students pronouncing the words.	
4. Teacher explain the students the rule of Name Chain game..	4. Students pay attention to teacher's explanation.	
5. Teacher prepare for the formative-test.	5. Students prepare the tools to have a formative-test.	

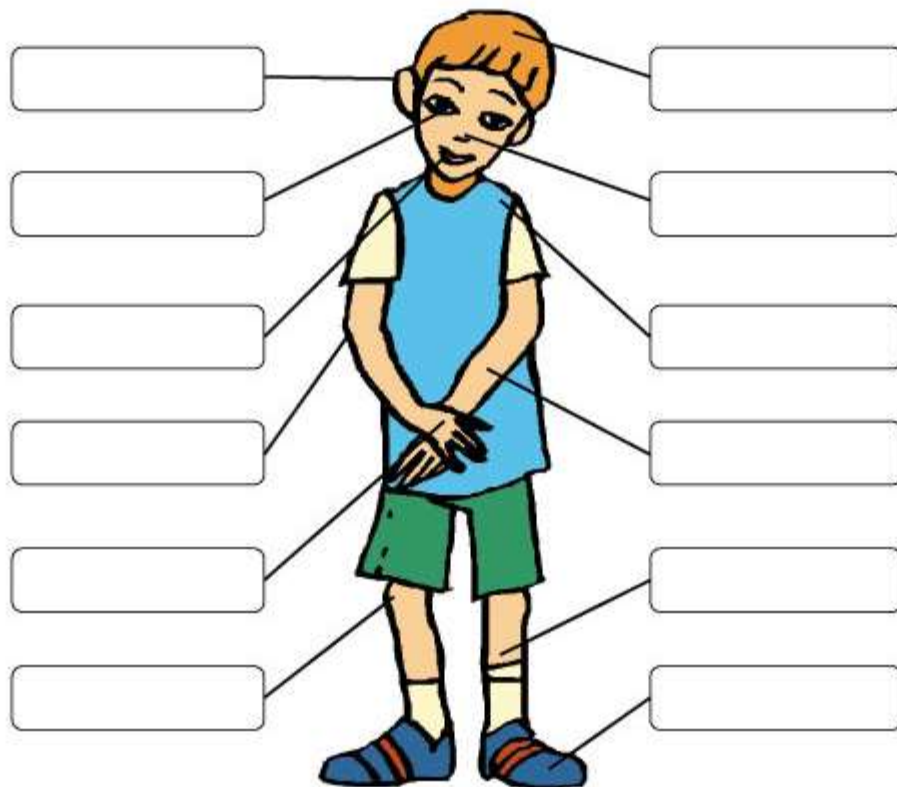
- Closing

Activities	Time (Minute)
1. Students are evaluated generally to know the students' competence or the students' ability of the material.	5'
2. Students tell what they have learned.	
3. Teacher mentions the materials for the next meeting and greet the students.	
4. Students answer teacher's greeting.	

Teacher give evaluation to the students based on:

1. **Indicator** : Students are able to imitate and memorizing the words given.
2. **Evaluation technique** : Quiz
3. **Instrument** : Objective Test
4. **Instrument of evaluation**

### Part of Our Body



Hair	Eye	Leg	Hand	Arm	Nose
Mouth	Shoulder	Ear	Knee	Elbow	Foot

## Appendix 2

### **Lesson Plan**

School : SD Negeri Gumilir 1 Cilacap

Subjects : English

Grade : 5/ Semester 2

Time Allocation : 2 X40 Minutes

#### **II. STANDART OF COMPETENCE**

7. Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah.

#### **II. BASIC COMPETENCE**

- 7.1. Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana.

#### **III. INDICATORS**

1. The students are able to imitate the words.
2. The students are able to memorize the words.
3. The students are able to perform by mentioning the words in front of the class.

#### **IV. LEARNING OBJECTIVES**

At the end of study,

1. Students are able to imitate the simple words correctly.
2. Students are able to use the simple words that are given by the teacher correctly.
3. Students are able to read the simple words that are given by the teacher correctly.

## **V. CHARACTER BUILDING**

1. Discipline
2. Self confidence

## **VI. LEARNING MATERIALS**

Parts of Human Body

## **VII. METHODS**

1. Questions and answer
2. Drill

## **VIII. SOURCES/MEDIA**

1. Flash animation
2. Laptop
3. Speaker
4. Projector
5. Questions sheet

## **IX. LEARNING ACTIVITIES**

- Opening

Learning Activities	Time (minute)
1. Students respond the teacher's greeting and checking attendance.	5'
2. The teacher gives a motivation in order to interact the students.	
3. The teacher mentions the objectives of the study.	
4. Students respond the question and explanation given by teacher related to the material that will be given.	

- Main activities

Teacher's Activities	Students' Activities	Time (Minute)
1. Teacher plays flash animation.	1. Students are watching the flash animation.	70'
2. Teacher gives example of the correct pronounce of the words given.	2. Students pay attention to the example given by the teacher	
3. Teacher asks the students to pronounce the words in the flash animation	3. Students pronouncing the words.	
4. Teacher explain the students the rule of Name Chain game..	4. Students pay attention to teacher's explanation.	
5. Teacher prepare for the formative-test.	5. Students prepare the tools to have a formative-test.	

- Closing

Activities	Time (Minute)
1. Students are evaluated generally to know the students' competence or the students' ability of the material.	5'
2. Students tell what they have learned.	
3. Teacher mentions the materials for the next meeting and greet the students.	
4. Students answer teacher's greeting.	

Teacher give evaluation to the students based on:

1. **Indicator** : Students are able to imitate and memorizing the words given.
2. **Evaluation technique** : Quiz
3. **Instrument** : Objective Test
4. **Instrument of evaluation**

## Post-Test



1. (.....)



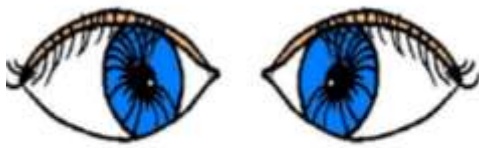
5. (.....)



2. (.....)



6. (.....)



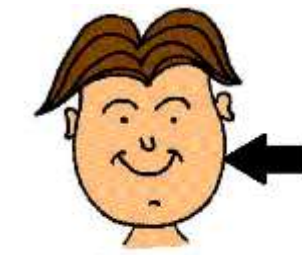
3. (.....)



7. (.....)



4. (.....)



8. (.....)

# Appendix 3

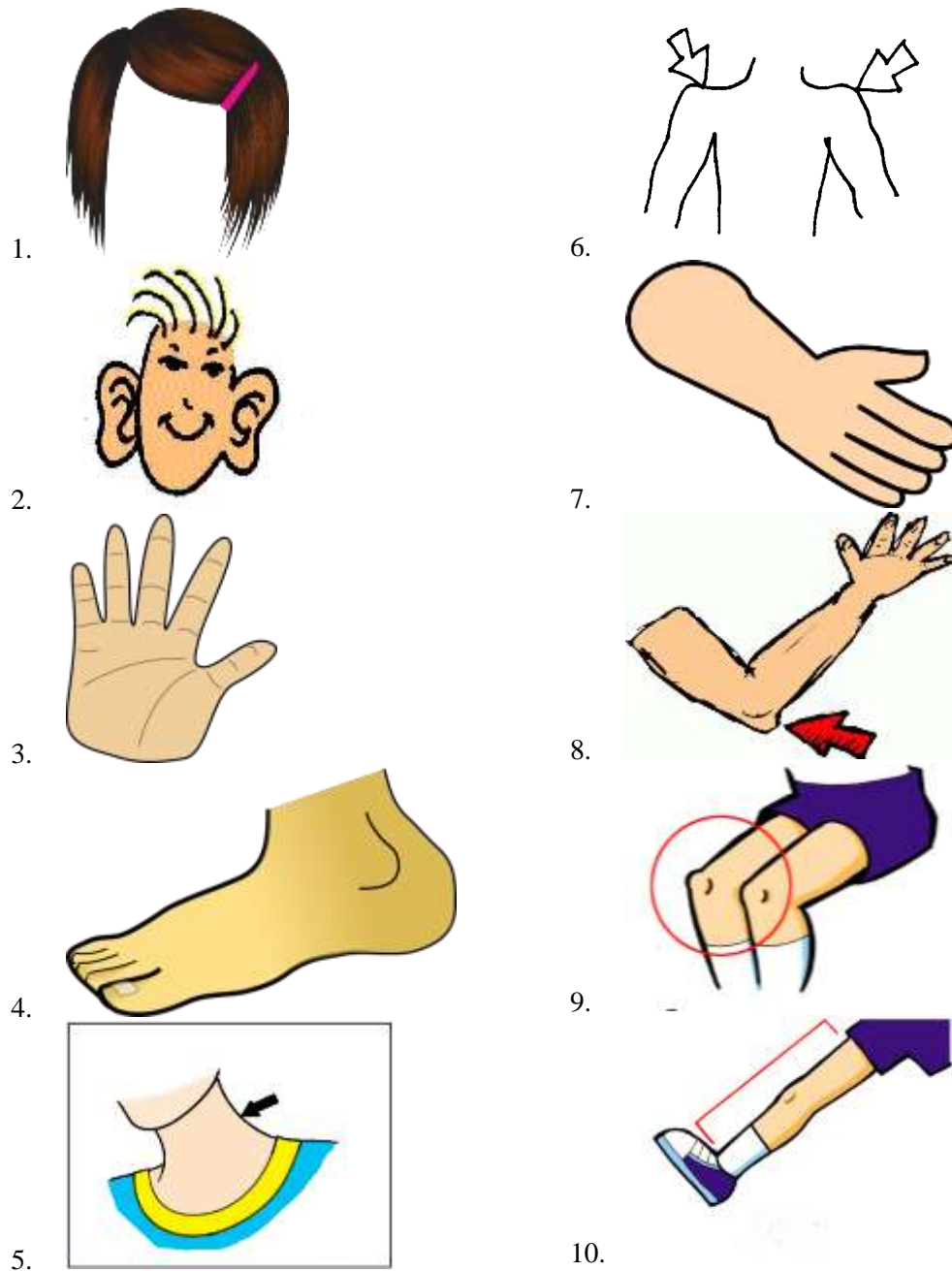
Pre-test

Name :

Class :

Number :

## Matching Pictures



1. Shoulder	3. Elbow	5. Foot	7. Hair	9. Leg
2. Arm	4. Knee	6. Head	8. Neck	10. Hand

Appendix 4

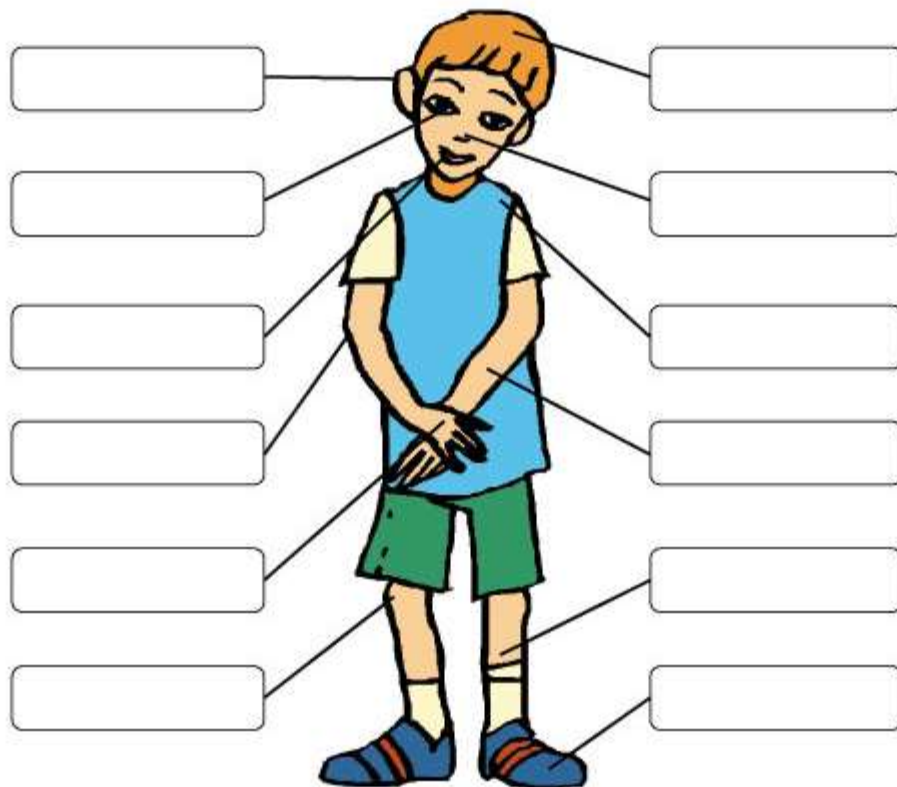
Formative-test

Name :

Class :

Number :

## Part of Our Body



Hair	Eye	Leg	Hand	Arm	Nose
Mouth	Shoulder	Ear	Knee	Elbow	Foot



**Post-Test**

Name	:
Class	:
Number	:



1. (.....)



5. (.....)



2. (.....)



6. (.....)



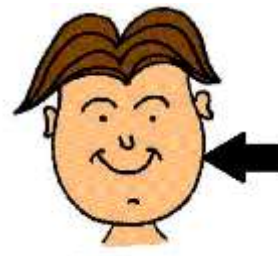
3. (.....)



7. (.....)



4. (.....)



8. (.....)

## Appendix 6

### Observation Checklist for the Students in Cycle 1

School name : SD N Gumilir 1 Cilacap

Class : V

Subject: English

- Tulis hasil pengamatan dengan tanda (√) pada setiap indikator.

No.	Nama	Keaktifan Siswa							
		A	B	C	D	E	F	G	H
1	S-1	√	√	√					√
2	S-2	√		√			√		√
3	S-3	√	√	√	√				
4	S-4	√				√	√		
5	S-5	√	√	√					√
6	S-6	√	√	√	√				
7	S-7	√	√	√	√				
8	S-8			√	√	√	√		
9	S-9			√	√	√	√		
10	S-10	√	√					√	√
11	S-11					√	√	√	√
12	S-12	√	√	√	√				
13	S-13	√	√	√					√
14	S-14	√		√	√		√		
15	S-15	√	√	√	√				
16	S-16	√	√	√					√
17	S-17	√	√	√	√				
18	S-18	√	√	√	√				
19	S-19	√	√					√	√
20	S-20	√	√	√	√				
21	S-21	√	√		√			√	
22	S-22			√		√	√		√
23	S-23	√	√	√	√				
24	S-24			√		√	√		√
25	S-25	√	√	√	√				
26	S-26	√	√	√	√				
27	S-27	√			√		√	√	√
Sum		21	18	21	16	6	9	6	11

Keterangan :

#### Perilaku Positif

- A = Siswa memperhatikan dan merespon penjelasan guru dengan antusias (bertanya, menanggapi dan membuat catatan)
- B = Siswa berpartisipasi aktif dalam diskusi
- C = Siswa memberikan respon positif (senang) terhadap media yang digunakan
- D = Siswa dapat mengucapkan kosa kata yang diberikan dengan baik dan benar

#### Perilaku Negatif

- E = Siswa tidak memperhatikan penjelasan guru dan melakukan kegiatan yang tidak perlu (mengobrol dengan temannya, tidur, mondar-mandir, dll)
- F = Siswa pasif dalam diskusi
- G = Siswa memberikan respon negatif (acuh atau tidak suka) terhadap media yang digunakan
- H = Siswa tidak dapat mengucapkan kosa kata yang diberikan dengan baik dan lancar

$$\text{Students with positive behavior: } \frac{(A+B+C+D)}{(27 \times 4)} \times 100 = \frac{76 \times 100\%}{108} = 70.33\%$$

$$\text{Students with negative behavior: } \frac{(E+F+G+H)}{(27 \times 4)} \times 100 = \frac{32 \times 100\%}{108} = 29.67\%$$

## Appendix 7

### Observation Checklist for the Students in Cycle 2

School name : SD N 01 Gumilir Cilacap

Class : V

Subject : English

- Tulis hasil pengamatan dengan tanda (√) pada setiap indikator.

No.	Nama	Keaktifan Siswa							
		A	B	C	D	E	F	G	H
1	S-1	√	√	√	√				
2	S-2	√		√	√		√		
3	S-3	√	√	√	√				
4	S-4	√	√	√	√				
5	S-5	√	√	√	√				
6	S-6	√			√		√	√	
7	S-7	√	√		√			√	
8	S-8	√	√	√	√				
9	S-9	√	√	√	√				
10	S-10	√		√			√		√
11	S-11		√		√	√		√	
12	S-12	√	√	√	√				
13	S-13	√		√	√		√		
14	S-14	√		√	√		√		
15	S-15	√	√	√	√				
16	S-16	√	√	√	√				
17	S-17	√	√	√	√				
18	S-18	√	√	√	√				
19	S-19	√		√	√		√		
20	S-20	√	√	√	√				
21	S-21			√	√	√	√		
22	S-22	√	√					√	√
23	S-23	√	√	√	√				
24	S-24			√	√	√	√		
25	S-25	√	√	√	√				
26	S-26	√	√	√	√				
27	S-27	√	√		√			√	
<b>Sum</b>		<b>24</b>	<b>19</b>	<b>22</b>	<b>25</b>	<b>3</b>	<b>8</b>	<b>5</b>	<b>2</b>

Keterangan :

Perilaku Positif

- A = Siswa memperhatikan dan merespon penjelasan guru dengan antusias (bertanya, menanggapi dan membuat catatan)
- B = Siswa berpartisipasi aktif dalam diskusi
- C = Siswa memberikan respon positif (senang) terhadap media yang digunakan
- D = Siswa dapat mengucapkan kosa kata yang diberikan dengan baik dan benar

Perilaku Negatif

- E = Siswa tidak memperhatikan penjelasan guru dan melakukan kegiatan yang tidak perlu (mengobrol dengan temannya, tidur, mondar-mandir, dll)
- F = Siswa pasif dalam diskusi
- G = Siswa memberikan respon negatif (acuh atau tidak suka) terhadap media yang digunakan
- H = Siswa tidak dapat mengucapkan kosa kata yang diberikan dengan baik dan lancar

$$\text{Students with positive behavior: } \frac{(A+B+C+D)}{(27 \times 4)} \times 100 = \frac{90 \times 100\%}{108} = 83.33\%$$

$$\text{Students with negative behavior: } \frac{(E+F+G+H)}{(27 \times 4)} \times 100 = \frac{18 \times 100\%}{108} = 16.67\%$$

## Appendix 8

### Questionnaire

Jawablah pertanyaan-pertanyaan dibawah ini dengan cara memberi tanda silang (X) pada pilihan yang disediakan.

1. Apakah kalian menyukai animasi flash yang diberikan?  
a. Tidak suka                      b. Suka                      c. Sangat suka
2. Apakah animasi flash yang diberikan dapat membantu kalian dalam menguasai kata-kata dalam bahasa Inggris?  
a. Tidak membantu      b. Membantu                      c. Sangat membantu
3. Apakah belajar dengan media animasi flash dapat menambah semangat kalian dalam belajar bahasa Inggris?  
a. Tidak menambah      b. Menambah                      c. Sangat menambah
4. Apakah kata-kata yang telah diajarkan sering kalian gunakan dan butuhkan dalam kegiatan sehari-hari?  
a. Tidak                      b. Kadang-kadang      c. Sering
5. Apakah Kegiatan Belajar Mengajar dengan menggunakan media animasi flash perlu dilakukan terus-menerus  
a. Tidak perlu                      b. Perlu                      c. Sangat perlu

Name :

Class :

Number :

## Appendix 9



**PEMERINTAH KABUPATEN CILACAP**  
**UPT DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA**  
**SEKOLAH DASAR NEGERI GUMILIR 01**  
Jl. Bima No. 14 Cilacap 53231

**SURAT KETERANGAN**

Nomor : 422/180/SDG01/I/2015

Yang bertanda tangan di bawah ini :

N a m a : WAHONO,S.Pd  
NIP : 19600401 198012 1 005  
Pangkat/Golongan Ruang : Pembina, IV / A  
Jabatan : Kepala Sekolah  
Unit Kerja : SD Negeri Gumilir 01

Menerangkan dengan sesungguhnya bahwa :

N a m a : ALFIAN DWI KURNIAWAN  
NIM : 2201410141  
Program Studi : S – 1 Bahasa Inggris Universitas Negeri Semarang  
Alamat : JL. Urip Sumoharjo No. 38 RT 02/ RW 15 Gumilir  
Cilacap Utara Kabupaten Cilacap  
Judul Skripsi : “THE USE OF FLASH ANIMATION AS A  
TEACHING MEDIUM TO IMPROVE STUDENTS’  
VOCABULARY”

Yang bersangkutan telah melakukan penelitian pada :

Tanggal : 9 s/d 24 Maret 2015  
Tempat : SD Negeri Gumilir 01 Cilacap

Demikian surat keterangan ini saya buat untuk dapat dipergunakan sebagaimana mestinya.



WAHONO, S.Pd.  
NIP. 19600401198012 1 005