THE USE OF ANIMATION LEARNING VIDEO IN TEACHING VOCABULARY TO YOUNG LEARNERS DURING PANDEMIC COVID-19 QUARANTINE IN SD MUHAMMADIYAH JATIYOSO ACADEMIC YEAR 2020/2021

Submitted as a Partial Fulfilment of Requirements for Getting Bachelor Degree of Education in English Department

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UNIVERSITAS MUHAMMADIYAH SURAKARTA
2021
STATEMENT OF ORIGINALITY

Here with, I declare that all statements and analyzes in this research paper are my original work. There is no plagiarism in this research paper from previous research that has been done by other researchers. The researcher only include the opinions of experts and mention the sources in the bibliography of this research paper.

In the future, if any plagiarism is found in this research paper, I will take full responsibility for the clarification.

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MOTTO

Love your life and live with love.

–Lintang Chrisdianto
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Assalamu'alaikum Warrahmatullahi Wabarokatuh

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In compiling this thesis, the researcher realizes that there are still many shortcomings, therefore suggestions and constructive criticism for the perfection of this thesis are highly expected.

Finally, I hope this thesis can be useful for the researcher in particular and for readers in general.

Wassalamu'alaikum Warrahmatullahi Wabarokatuh

Surakarta, July 29th 2021

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ABSTRACT

The purposes of this study are (1) find out how the teacher use animation learning video in teaching vocabulary during pandemic Covid-19 quarantine, (2) analyze students responses to the use of animation learning video in teaching vocabulary during pandemic Covid-19 quarantine, and (3) analyze the problems faced by the teacher in implementing animation learning video in teaching vocabulary during pandemic Covid-19 quarantine. This study used a qualitative method. The researcher collected the data by observation the situation, conducting the interviews and collected the documents. This study used data triangulation as a data analysis technique through 3 steps such as data reduction, data presentation, and conclusion drawing/verification. The subject of this research were an English teacher and fourth grade students of SD Muhammadiyah Jatiyoso academic year 2020/2021. The results of this study shows that the English teacher implements animation learning video in teaching vocabulary during pandemic Covid-19 quarantine in five stages of preparation such as analyzing materials, designing materials, evaluate the materials, distributing materials and submitting assignments by students. Students gave positive and negative responses to the use of animation learning video in teaching vocabulary during pandemic Covid-19 quarantine. Positive student responses include the teaching and learning process becomes more flexible, students feel safer when studying at home during pandemic Covid-19 quarantine, the teacher composes animation learning video according to the characteristics of students with clear explanations, contains funny cartoon images, colorful background, and the teacher gives various types of assignments such as writing in a paper, making videos and sound recordings so that students do not get bored. Negative student responses include animation learning video is one-way communication so students difficult to give feedback and ask questions directly. In addition, students need a lot of internet quota to access animation learning video. Another reason why students give negative responses because their parents do not have time to provide assistance when studying at home, so students want to go back to school to study with the teacher and create a discussion group with their friends. The problems faced by the teacher in implementing animation learning video in teaching vocabulary during pandemic Covid-19 quarantine, such as the teacher have difficulty in monitoring the progress of students’ knowledge when studying at home, students do not get good scores, parents pay less attention to the learning process of their children, lack of motivation from students to learn English, students have difficulty adapting to higher-level learning, and external factors such as high operational costs to buy internet quota, unstable internet network and limited memory space capacity.

Keywords: animation learning video, teaching vocabulary, students responses, problems faced by teacher, pandemic Covid-19 quarantine.
# TABLE OF CONTENTS

COVER.................................................................................................................................ix
STATEMENT OF ORIGINALITY.........................................................................................i
APPROVAL...........................................................................................................................ii
ACCEPTANCE......................................................................................................................iii
MOTTO..................................................................................................................................iv
ACKNOWLEDGEMENT........................................................................................................v
ABSTRACT..............................................................................................................................viii
TABLE OF CONTENTS..........................................................................................................ix
TABLE OF TABLES..............................................................................................................xi
TABLE OF FIGURES............................................................................................................xii

## CHAPTER I. INTRODUCTION

A. Background of the Study ..............................................................................................1
B. Problem Statement .........................................................................................................6
C. Objective of the Study .....................................................................................................6
D. Scope of the Study ..........................................................................................................7
E. Significance of the Study ...............................................................................................7

## CHAPTER II. THEORETICAL REVIEW

A. Previous Study ..............................................................................................................9
B. Theoretical Review .......................................................................................................20
   1. Animation Video .........................................................................................................20
   2. Young learners ...........................................................................................................22
   3. Vocabulary ................................................................................................................26
   4. Teaching Vocabulary to Young Learners ..................................................................29
C. Theoretical Framework ...............................................................................................31

## CHAPTER III. RESEARCH METHOD

A. Research Design ..........................................................................................................34
B. Object and Subject of the Study ..................................................................................36
C. Data and Data Sources ...............................................................................................36
D. Technique of Collecting Data ......................................................................................37
   1. Observation ...............................................................................................................37
   2. Interviews ..................................................................................................................37
CHAPTER IV. FINDING AND DISCUSSION ...........................................43
A. Finding ..................................................................................................43
1. The use of animation learning video in teaching vocabulary during pandemic Covid-19 quarantine implemented by the teacher in SD Muhammadiyah Jatiyoso ..................................................43
2. Student responses to the use of animation learning video in teaching vocabulary during pandemic Covid-19 quarantine implemented by the teacher in SD Muhammadiyah Jatiyoso ............................................49
3. The problems faced by the teacher in implementing animation learning video in teaching vocabulary to young learners during pandemic Covid-19 quarantine in SD Muhammadiyah Jatiyoso ..........................54
B. Discussion ..........................................................................................61
1. The use of animation learning video in teaching vocabulary during pandemic Covid-19 quarantine implemented by the teacher in SD Muhammadiyah Jatiyoso ..................................................61
2. Student responses to the use of animation learning video in teaching vocabulary during pandemic Covid-19 quarantine implemented by the teacher in SD Muhammadiyah Jatiyoso ............................................65
3. The problems faced by the teacher in implementing animation learning video in teaching vocabulary to young learners during pandemic Covid-19 quarantine in SD Muhammadiyah Jatiyoso ..........................70

CHAPTER V. CONCLUSION .................................................................76
A. Conclusion ..........................................................................................76
B. Implication ..........................................................................................78
C. Suggestion ..........................................................................................79

BIBLIOGRAPHY ..................................................................................81

APPENDICES ..........................................................86
Appendix 1 .............................................................................................87
Appendix 2 .............................................................................................91
Appendix 3 .............................................................................................95
Appendix 4 .............................................................................................100
TABLE OF TABLES

Tabel 1. Similarities and Differences with Previous Studies ......................... 16
Tabel 2. Groups of Young Learners .......................................................... 23
Tabel 3. Students’ Opinions Using Animation Learning Video .................... 76
Tabel 4. Students’ Understanding of the Material ...................................... 77
Tabel 5. Students’ Opinions on Assignments .............................................. 77
TABLE OF FIGURES

Figure 1. Theoretical Framework ................................................................. 33
Figure 2. Diagram of Analyzing Data............................................................. 42