CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the writer describes the data finding to answer the statement of the problem in the first chapter. There are three sub topics: the description of classroom observation in teaching students' vocabulary by using animation video in MI Zumrotul Wildan Ngabul, the description of interview in teaching students' vocabulary by using animation video in MI Zumrotul Wildan Ngabul, and the discussion about teaching students' vocabulary by using animation video**.**

4.1. Research Findings

4.1.1 The Description of Classroom Observation in Teaching Students' Vocabulary by Using Animation Video

The researcher used classroom observation to answer about how is the implementation of animation video in teaching English vocabulary at the fourth grade students of MI Zumrotul Wildan Ngabul. To find the data, the researcher used classroom observation as the source to obtain relevant data. The classroom observation was conducted three times.

Table 02.

The Times of Observation

Observation	Times
First observation	Saturday, November 11th 2017

| Second observation | Saturday, November 18th 2017 |
| Third Observation | Saturday, November 25th 2017 |

1. **The classroom observation at first meeting**

The first observation was conducted on November 11th 2017. In the beginning, the teacher opened the lesson by greeting and prayed together. The teacher checked the student attendance list. The teacher gave some questions that related to the material and give explanation to the students about the material. Language is the most important in the teaching learning process, but the teacher did not use English all the time. When the teacher explained the material, the teacher sometimes used Indonesian language.

The teacher used English animation video to teach vocabularies and give explanation about the material. In the teaching and learning process the teacher was using projector to play animation video entitled "Kids vocabulary – family - family members & tree – Learn English educational video for kids" from youtube channel English SingSing.. Then, the teacher asked the students to pay attention and saw the animation video. After that, the teacher explained the material to students. The students paid attention to teacher. The teacher asked the students to follow the word in the animation video. The teacher gave explanation about the meaning of vocabulary in the animation video, and the students pay attention.

The teacher played the animation video thirdly, the teacher asked students to say the meaning of the vocabulary together. Some students answered correct and some students incorrect answered too. The teacher corrected the student mistakes. After that the teacher gave instruction to students to come in front of class to practice the vocabulary in the animation video. Some of students have correct about the pronunciation and some students have incorrect to say the word. The teacher corrected the students' mistake about pronunciation.

The teacher gave the student tasks about vocabulary that realated with the material. The kind of task was cloze test. Then, the students accomplish the tasks. After the students finished their tasks, the teacher asks to the students the difficuties about the material. The students response the teacher's question. The teacher played animation video fourthly to review the material and close the lesson.

Below was the transcript of English animation video about Family tree members:

Family

Hallo! Let me introduce my family.

It's me.

Me.

He is my father.

She is my mother.

Father

Father

Mother

Mother

They are my parents.

Parents

Parents

He is my brother.

She is my sister.

Brother

Brother

Sister

Sister

He is my grandfather.

She is my grandmother.

Grandfather

Grandfather

Grandmother

Grandmother

They are my grandparents.

Grandparents

Grandparents

He is my uncle.

Oh, he is my uncle too.

Uncle

Uncle

She is my aunt.

Aunt

Aunt

She is my cousin.

Cousin

Cousin

My family.

They are my family members.

I love them!

Review

Grandfather, grandmother, grandparents, father, mother, parents, uncle, uncle, aunt, brother, me, sister, cousin.
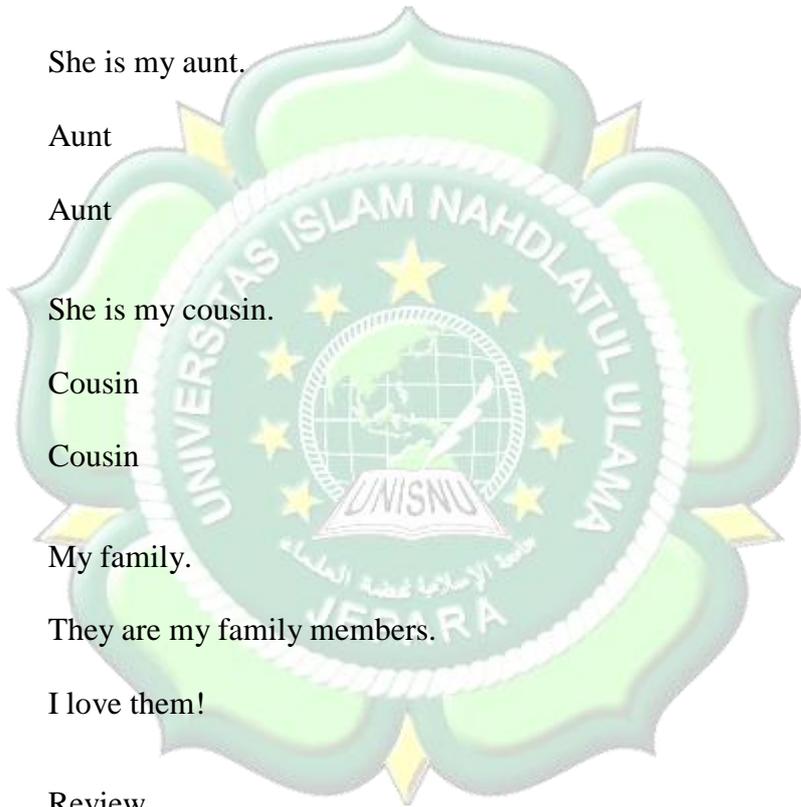
My family.

Table 03.
New Vocabulary in the "Family"

No	New Vocabulary	Meaning
1	Family	Keluarga
2	Introduce	Memperkenalkan
3	Father	Ayah
4	Mother	Ibu
5	Parents	Orangtua
6	Brother	Saudara laki-laki
7	Sister	Saudara perempuan
8	Grandfather	Kakek
9	Grandmother	Nenek
1O	Grandparents	Kakek nenek
11	Uncle	Paman
12	Aunt	Bibi
13	Cousin	Sepupu

Table 04.
Test of the Task 1

Translate/ Terjemahkan!

1. My Family : ....
2. Father : ....
3. Mother : ....
4. Brother : ....
5. Sister : ....
6. Grandfather : ....
7. Grandmother : ....
8. Uncle : ....
9. Aunt : ....
10. Cousin : ....

The data would also be analyzed descriptively as follows:

$$X = \frac{R}{N} \times 100\%$$

Where:

X   = score in percentage

R   = score of total items chosen

N   = total off the all items chosen

Table 05.

Result of the Task 1

No.	Name	Score
1	Abdullah Salam	100
2	Ahmad Syaiful Najib	90
3	Ahmad Thoriq	100
4	Arafa Naila Zahra	100
5	Brilliant Cantika Adisty	100
6	Dimas Saputra	90
7	Elly Ramadhani	100
8	Farkha Maulida Isnaini	100
9	Fino Ardiansyah	90
10	Fiqih Ananda Amartyas	100
11	Husna Alviana	100
12	M. Azriel Haqinazzilan Tsani	80
13	Maulana Riva Alfiansyah	90
14	Mohammad Alex Kurniawan	60
15	M. Daffa Faiz al Faza	90
16	Mutiara Rahma Aulia	100
17	Noval Sa'dan Ula	80
18	Rasti Aristiyani	100

19	Rizqi Auliananda	90
20	Salsabila Putri Khairunnisa	100
21	Vellyn Nafeeza Tirta az Zahra	100
22	Wulan Nuraini	90
23	Ziyan Nikhlatul Milla	90
Average		93,04

2. The classroom observation at second meeting

The second observation was conducted on November 18th 2017. The teacher opened the lesson by greeting and prayed together. The teacher checked the student attendance list. The teacher gave some questions as warming up to students that related to the material. Before the teacher played the animation video, the teacher gave explanation to the students about material Favourite Foods. The teacher did not use English all the time, but the teacher sometimes used Indonesian language.

The teacher used English animation video to teach vocabulary and give explanation about the material. Then, the teacher asked the students to pay attention and saw the animation video entitled "Do you like food? Song for kids.│Super English Kid! (Fruits, Vegetables, Meat, Dessert)" from channel Super English Kid. The teacher played the animation video twice. After that, the teacher asked the students to follow the song in the animation video

together. The students follow the teacher instruction. Then, the teacher gave explanation about the meaning of vocabulary in the animation video, and the students pay attention.

The teacher played the animation video thirdly, the teacher asked students to mention the vocabulary of foods together. Some students answered correct and some students incorrect answered too. The teacher corrected the student mistakes. After that the teacher gave instruction to students to come in front of class to sing the song in the animation video. Some of students have correct about the pronunciation and some students have incorrect to say the word. The teacher corrected the students' mistake about pronunciation.

The teacher gave the student tasks about vocabulary that related with the material. The kind of task was cloze test. Then, the students accomplished the tasks. After the students finished their tasks, the teacher asked the students the difficuties about the material. The students responded the teacher's question. The teacher played animation video fourthly to review the material and close the lesson.

Below was the transcript of English animation video about Favourite Foods entitled "Do you like food?":

Do you like food?

Do you like food?

Yes, I like food.

Fruits, meats, and vegetables, desserts

Yes, I like food.

(repeat)

Do you like fruit?

Yes I like fruit.

Banana, orange, apple, mango, papaya, peach and lime.

(repeat)

Do you like vegetables?

Yes I like vegetables.

Zucchini, broccoli, onion and peas, carrots, and celery.

(repeat)

Do you like dessert?

Yes I like dessert.

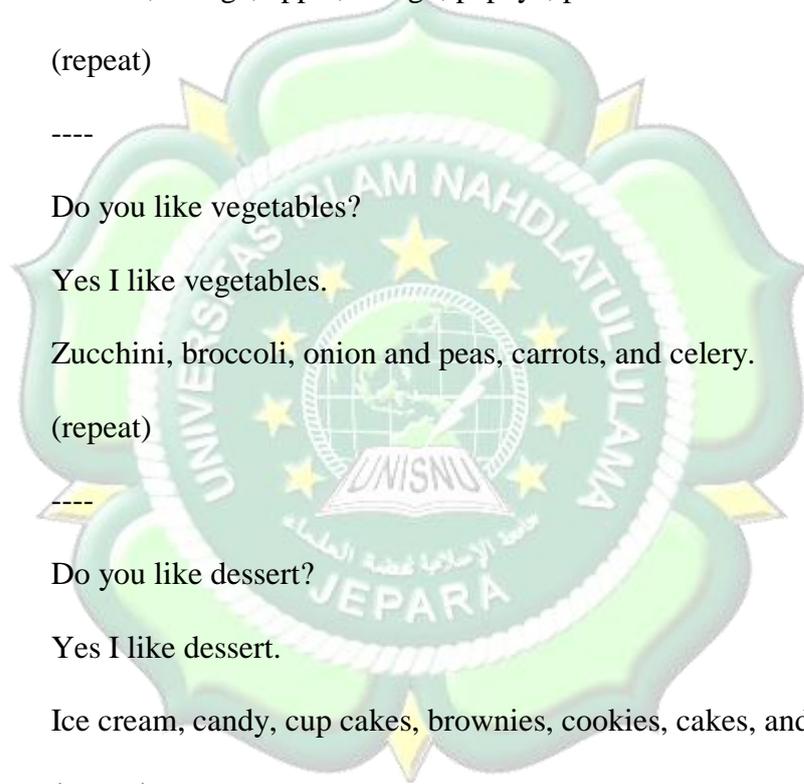Ice cream, candy, cup cakes, brownies, cookies, cakes, and pies.

(repeat)

Table 06.

New Vocabularies in the "Do you like food?"

No	New Vocabulary	Meaning
1	Like	Suka
2	Food	Makanan

3	Fruit	Buah
4	Meat	Daging
5	Vegetable	Sayuran
6	Dessert	Makanan penutup
7	Banana	Pisang
8	Orange	Jeruk
9	Apple	Apel
1O	Mango	Mangga
11	Papaya	Pepaya
12	Peach	Persik
13	Lime	Limau
14	Zucchini	Sayuran zucchini
15	Broccoli	Brokoli
16	Onion	Bawang
17	Peas	Kacang polong
18	Carrots	Wortel
19	Celery	Seledri
20	Chicken	Daging Ayam
21	Duck	Daging Bebek
22	Beef	Daging Sapi
23	Pork	Daging Babi
24	Fish	Daging Ikan
25	Turkey	Daging Kalkun
26	Ice cream	Es krim
27	Candy	Permen
28	Cup cakes	Kue Mangkuk
29	Brownies	Kue Coklat
30	Cookies	Kue Kering

31	Cakes	Kue
32	Pies	Kue Pastel

Table 07.

Test for the Task 2

- **Translate/ Terjemahkan!**
  1. Food : ....
  2. Mango : ....
  3. Chicken : ....
  4. Celery : ....
  5. Candy : ....
- **Mention the examples of foods based on the categories!**
  Sebutkan contoh makanan berdasarkan kategorinya!
  1. Fruits : ....
  2. Vegetable : ....
  3. Meat : ....
  4. Dessert : ....
  5. Vegetable : ....

The data would also be analyzed descriptively as follows:

$$X = \frac{R}{N} \times 100\%$$

Where:

X = score in percentage

R = score of total items chosen

N = total off the all items chosen

Table 08.

Result of the Task 1

No.	Name	Score
1	Abdullah Salam	80
2	Ahmad Syaiful Najib	80
3	Ahmad Thoriq	100
4	Arafa Naila Zahra	70
5	Brilliant Cantika Adisty	90
6	Dimas Saputra	90
7	Elly Ramadhani	80
8	Farkha Maulida Isnaini	80
9	Fino Ardiansyah	90
10	Fiqih Ananda Amartyas	90
11	Husna Alviana	100
12	M. Azriel Haqinazzilan Tsani	80
13	Maulana Riva Alfiansyah	100
14	Mohammad Alex Kurniawan	70
15	M. Daffa Faiz al Faza	80
16	Mutiara Rahma Aulia	90
17	Noval Sa'dan Ula	100
18	Rasti Aristiyani	90
19	Rizqi Auliananda	90
20	Salsabila Putri Khairunnisa	100
21	Vellyn Nafeeza Tirta az Zahra	100
22	Wulan Nuraini	70
23	Ziyan Nikhlatul Milla	90
Average		87,39

3. **The classroom observation at third meeting**

The third observation was conducted on November 25th 2017. The teacher opened the lesson by greeting and prayed together. The teacher checked the student attendance list. The teacher asked about the material last meeting to check the students memorized and understood. The students gave responses to the teacher's questions. The teacher gave information about new material about action verb. Same like before, the teacher used animation video to teach vocabulary. Before the teacher played the animation video, the teacher gave explanation to the students about material. The teacher did not use English all the time, but the teacher sometimes used Indonesian language like usual.

The teacher play the animation video and asked the students to pay attention and saw the animation video entitled "Kids vocabulary – Action verbs – Action words – Learn English for kids – English educational" from channel English SingSing. The teacher played the animation video twice. After that, the teacher gave explanation about the animation video. Teacher asked the students to follow the word and practice the action verbs in the animation video together. The students follow the teacher instruction. After the teacher asked all students, he asked two students to mention a word that in the animation video. Then, the teacher gave explanation about

the meaning of vocabulary in the animation video, and the students pay attention.

The teacher played the animation video thridly, the teacher gave instruction to three students to come in front of class to mention the words and the meaning in the animation video. Some of students have correct to mention the words and the meaning and some students have incorrect to say the word. The teacher corrected the students' mistake about pronounced the word and the meaning.

The teacher gave the student tasks about vocabulary that realated with the material. The kind of the task was matching word. Then, the students accomplish the tasks. After the students finished their tasks, the teacher asks to the students the difficuties about the material. The students response the teacher's question. The teacher played animation video fourthly to review the material and close the lesson.

Below was the transcript of English animation video about Action Verbs entitled "Action verbs":

Action verbs

Walk-

You can walk.

You can walk like a cat.

Walk walk

Stomp-

You can stomp.

You can stomp like an elephant.

Stomp stomp

Waddle-

You can waddle.

You can waddle like a duck.

Waddle waddle

Stand-

You can stand.

You can stand like a flamingo.
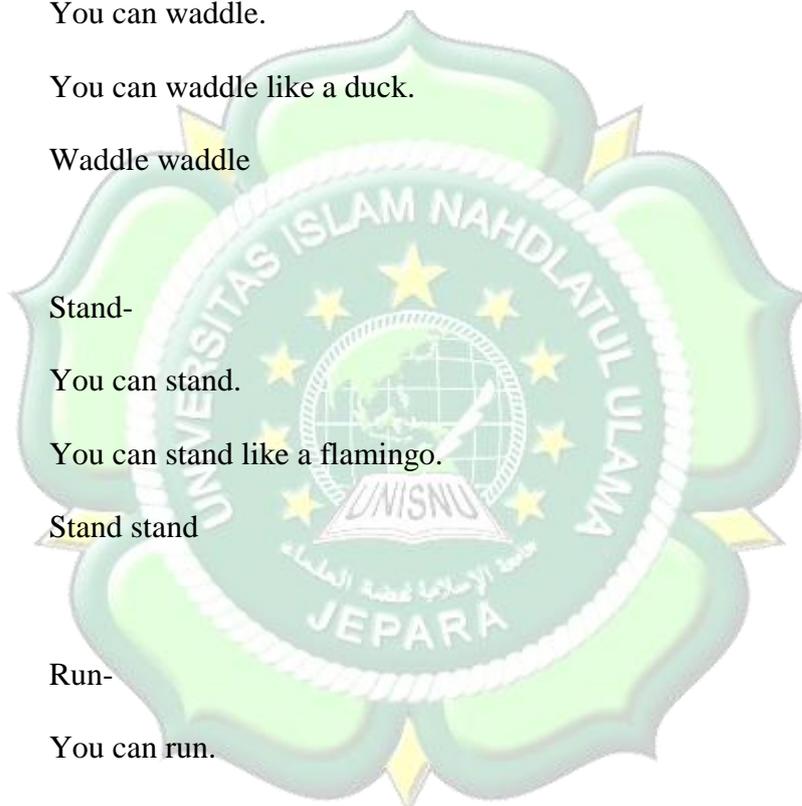
Stand stand

Run-

You can run.

You can run like a cheetah.

Run run

Jump-

You can jump.

You can jump like a kangaroo.

Jump jump

Hop-

You can hop.

You can hop like a rabbit.

Hop hop

Fly-

You can fly.

You can fly like a butterfly.

Fly fly

Dance-

You can dance.
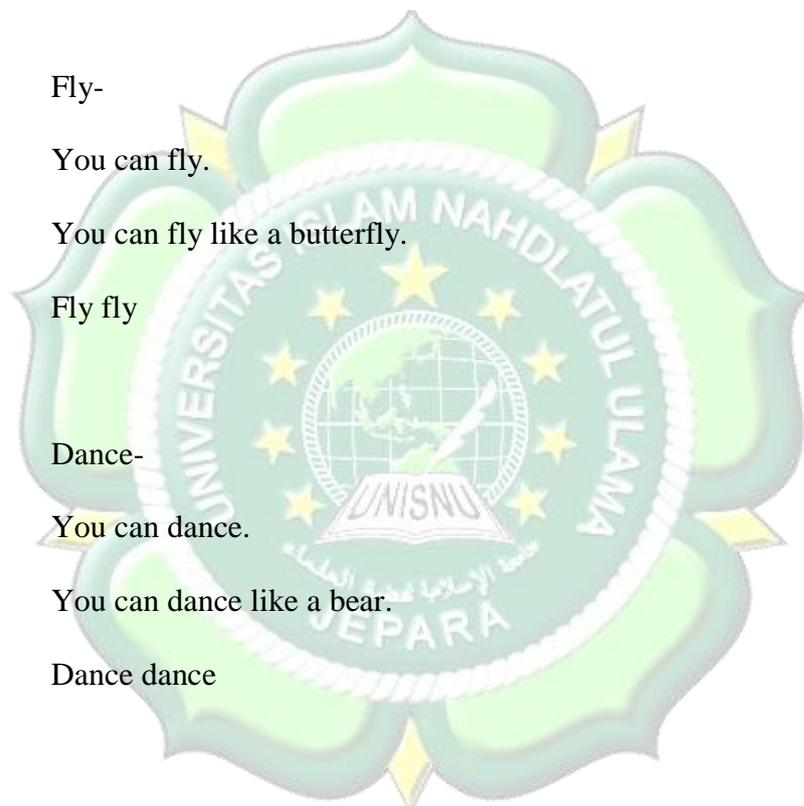
You can dance like a bear.

Dance dance

Climb-

You can climb.

You can climb like a monkey.

Climb climb

Fart-

You can fart.

You can fart like a skunk.

Fart fart

Clap-

You can clap.

You can clap like a seal.

Clap clap

Swim-

You can swim.

You can swim like a fish.

Swim swim

Table 09.

New Vocabularies in the "Action verbs"

No	New Vocabulary	Meaning
1	Action	Tindakan
2	Walk	Berjalan
3	Cat	Kucing
4	Stomp	Menghentakkan kaki
5	Elephant	Gajah
6	Waddle	Bergoyang
7	Duck	Bebek
8	Stand	Berdiri
9	Flamingo	Flaminggo

1O	Run	Berlari
11	Cheetah	Cetah
12	Jump	Melompat
13	Kangaroo	Kangguru
14	Hop	Meloncat
15	Rabbit	Kelinci
16	Fly	Terbang
17	Butterfly	Kupu-kupu
18	Dance	Menari
19	Bear	Beruang
20	Climb	Memanjat
21	Monkey	Monyet
22	Fart	Kentut
23	Clap	Tepuk tangan
24	Seal	Anjing laut
25	Swim	Berenang
26	Fish	Ikan

Table 10.

Test for the Task 3

Match the action verbs with the animal based on the animation video!

Cocokkan kata kerja tindakan dengan binatang berdasarkan video animasi!

1. Fly   (.....)   a. Bear
2. Swim   (.....)   b. Duck
3. Stand   (.....)   c. Monkey
4. Walk   (.....)   d. Butterfly

5. Dance	(.....)	e. Kangaroo
6. Waddle	(.....)	f. Fish
7. Clap	(.....)	g. Flamingo
8. Jump	(.....)	h. elephant
9. Stomp	(.....)	i. cat
10. Climb	(.....)	g. Seal

The data would also be analyzed descriptively as follows:

$$X = \frac{R}{N} \times 100\%$$

Where:

X = score in percentage

R = score of total items chosen

N = total off the all items chosen

Table 11.

Result of the Task 3

No.	Name	Score
1	Abdullah Salam	100
2	Ahmad Syaiful Najib	100
3	Ahmad Thoriq	100
4	Arafa Naila Zahra	90
5	Brilliant Cantika Adisty	100
6	Dimas Saputra	80
7	Elly Ramadhani	100
8	Farkha Maulida Isnaini	90
9	Fino Ardiansyah	100
10	Fiqih Ananda Amartyas	100

| No	Name	Score
11	Husna Alviana	100
12	M. Azriel Haqinazzilan Tsani	90
13	Maulana Riva Alfiansyah	100
14	Mohammad Alex Kurniawan	80
15	M. Daffa Faiz al Faza	100
16	Mutiara Rahma Aulia	90
17	Noval Sa'dan Ula	100
18	Rasti Aristiyani	90
19	Rizqi Auliananda	90
20	Salsabila Putri Khairunnisa	100
21	Vellyn Nafeeza Tirta az Zahra	90
22	Wulan Nuraini	100
23	Ziyan Nikhlatul Milla	100
Average		95,21

Table 12.

The Result All the Task

No	Name	Score	Score	Score
1	Abdullah Salam	100	80	100
2	Ahmad Syaiful Najib	90	80	100
3	Ahmad Thoriq	100	100	100
4	Arafa Naila Zahra	100	70	90
5	Brilliant Cantika Adisty	100	90	100
6	Dimas Saputra	90	90	80
7	Elly Ramadhani	100	80	100
8	Farkha Maulida Isnaini	100	80	90
9	Fino Ardiansyah	90	90	100
10	Fiqih Ananda Amartyas	100	90	100
11	Husna Alviana	100	100	100

12	M. Azriel Haqinazzilan Tsani	80	80	90
13	Maulana Riva Alfiansyah	90	100	100
14	Mohammad Alex Kurniawan	60	70	80
15	M. Daffa Faiz al Faza	90	80	100
16	Mutiara Rahma Aulia	100	90	90
17	Noval Sa'dan Ula	80	100	100
18	Rasti Aristiyani	100	90	90
19	Rizqi Auliananda	90	90	90
20	Salsabila Putri Khairunnisa	100	100	100
21	Vellyn Nafeeza Tirta az Zahra	100	100	90
22	Wulan Nuraini	90	70	100
23	Ziyan Nikhlatul Milla	90	90	100
	Mean	93,04	87,39	95,21

Based on the results of the task, the result score of students were very good. There are few students who had score below the average. The average student scores of the first result was 93,04. From the second test result, the average score of students was 87,39. The third test result, the average student score was 95,21.

From the first test, students who had score below the average there was only one student with a score of 60. From the second test results, students who had score below the average there were three students got the score of 70. While the third test results, students which got below average score there were two students with score 80.

Chart 01. The Comparison of Students' Average Score

The following is the graph of the test during the research:

The Result all the Task
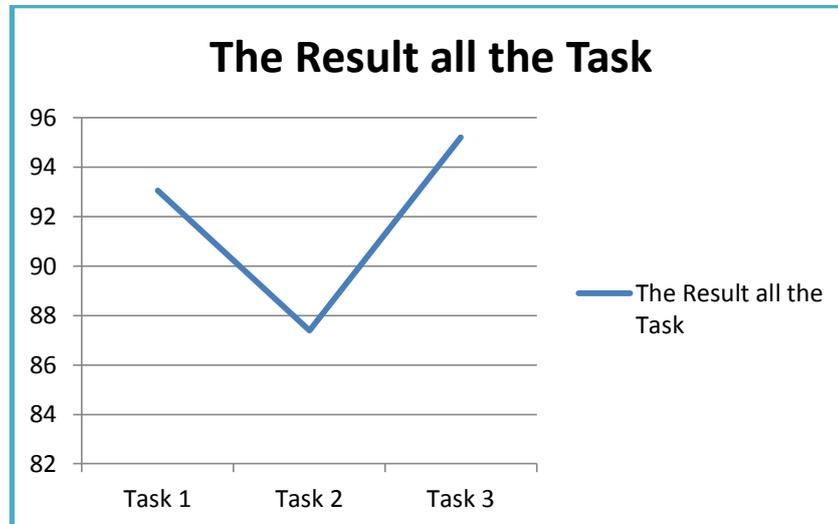
Form the graph, many students who got perfect score in the first meeting, there were twelve students. From the results of second task was more difficult than another task, because just six students who got perfect score. While the third test results had advancement, there were fourteen students who got perfect score.

In the result of the classroom observation, the researcher concluded that there was improvement in the teaching and learning process. The scores of students who have been taught by using animation video as media in mastery vocabulary is higher than the scores of students who have been taught without animation video as media. It proves that animation video as media was useful in mastery vocabulary.

There were advantagess of using media aniamation video in teaching learning process: firstly to become alternative media. Secondly, it helps the students motivated and memorized the new vocabularies. Thirdly, the sounds and music effects in the animation video could make the students more active. It was successful to help students in increasing students' vocabulary with the fun activities which had been implemented in the class. Furthermore, the students admitted that material with using animation video could help students easily to memorize new words.

4.1.2 The Description of Interview in Teaching Students' Vocabulary by Using Animation Video in MI Zumrotul Wildan Ngabul

The researcher conducted the interview by giving questions and the number of question can be more as stated in the interview list. In this research, interview was done either for teacher and students. Interview for teacher used some questions to get information about the problems faced in vocabulary learning in the classroom. Interview for students used to identify students' problem faced about vocabulary learning and to know students' feeling and response about the using animation video about vocabulary which is used by teacher. The researcher made six questions for teacher and seven questions for students.

"There are many advantages of teaching vocabulary using animation video. Animation video can invite the students' attention, make the situation of class more fun, and saving time and effort. Animation video also can make students more easy to understand and memorize the vocabulary. There is also have disadvantages, some students just interest with the picture only, they do not understand the vocabulary and how to pronounce the word correctly." (Interview for teacher)

The teacher should select the animation video that interesting, fun and have good content which related the material. It made the students have motivated in teaching and learning process.

"I choose to use animation video as a media to teach vocabulary because I want to introduce new media that more fun, so the students did not getting bored. Animation video have good and interest visualisations, threrefor the students feel more enthusiastic in teaching and learning process." (Interview for teacher)

In teaching and learning process, the teacher should use teaching media to make his stundents are active and enjoy. Students can understand the material easy and fast. The teacher would be using more varieties media in teaching and learing process so that the students did not getting bored.

"Penggunaan animasi video sangat bagus, menjadi lebih menyenangkan dan mudah diingat." (Interview for students)

Based on interview with students, showed that they were interested with the implementation of animation video in teaching vocabulary. They were very enjoyed the class.

"Iya, video animasi bisa menambah penguasaan kosakata bahasa Inggris." (Interview for students)

The students improved their vocabulary in learning new words in the animation video. Teaching vocabulary using animation video can help them to enrich vocabulary mastery.

"The difficuties are faced by students before using animation video are memorize, write and pronounce the vocabulary." (Interview for teacher)

The students had difficulties in learning English especially vocabulary. They believed that English is a subject that is difficult. The difficulties are the students hard to memorize, write and pronounce the vocabulary. The teacher as a facilitator should creatively find about how the way to make students more easy to catch the lesson. Teaching vocabulary using animation video can be one of strategies to make students better in their study.

"Video animasi bisa membantu dalam memperbaiki pengucapan kosakata bahasa inggris." (Interview for students)

It was found that teaching vocabulary using animation video can help students' difficulty on pronounce English word. So they can correct their pronounciation. Teaching media like animation video can

be supporting strategies in teaching and learning process. The students will be more easy to catch the lesson.

"So far so good, there is no difficulty when I teach vocabulary using animation video. But it is depend on every teacher, and also from the human source. Because if the teacher used teaching media like animation video, they should know about how to operate hardware like PC, Laptop, ect." (Interview for Teacher)

Based on the interview for teacher, the teacher showed that there is no difficulty when he teaching vocabulary by using animation video. It was good, because he can saved time and effort.

"The students more enthusiastic because they are happy to see there are many animations in video. The students also motivated in teaching learning process. Beside that, they can playing and singing together, and also could memorize the material easily." (Interview for Teacher)

Teaching vocabulary using animation video can make students more enthusiastic and also can motivated them in teaching and learning process. Bacause they do not just study, but also play and sing. It made them easy to memorize the vocabulary.

"In my opinion, it is necessary to apply many variations in teaching students' vocabulary. For example, teaching vocabulary using animation video. Because the students will more active and enthusiastic when there is media or visualization in teaching

learning process. It is also can stimulate the students' brain. So the students easy to enrich vocabulary mastery." (Interview for Teacher)

Teaching students' vocaulary is necessary to apply many variations. Because the students especially in elementary school like the way their teacher used many variations in their teaching. They like something fun and interesting. For example teaching vocabulary using animation video, it will make them more active in teaching and learning process.

4.2. Discussion

4.2.1 The Implemention of Animation Video in Teaching English Vocabulary

Based on the finding description in the observation classroom, there were several things that can be noted down. It was arranged to be answered at the first research problem.

a. The preparation

Based on the findings, there were some teaching materials used by English teacher in the implementation of animation video in teaching English vocabuary. The materials were vocabulary about family members, favourite foods, and action verb.

During the process of teaching vocabulary by using animation video at the fourth grade students of MI Zumrotul

Wildan Ngabul, the English teacher were equipped with variety of teaching media. The teaching media used by English teacher were computer, LCD projectors and handbook.

b. The implementation

Regarding to the findings, there were some teaching activities which had been done by the English teacher during the process of implementation of animation video in teaching vocabulary.

The first was the English teacher opened the lesson by greeting and prayed together. Then, the teacher checked the students' attendants. After that, the English teacher gave students some general questions to brainstorme their ideas about material that would be discussed.

The second was the English teacher explains the material and asked the students to paid attention while watching the animation video. Then, the teacher reviews the vocabulary that was presented. After that, the teacher asks the meaning of the vocabulary in Indonesia language, and then asks them to remember it. The English teacher checked the students' understanding of the animation video by asked the students to mentions the vocabulary and giving them the tasks.

The last in teaching vocabulary using animation video was the teacher summarized the lesson which had been taught. Next,

the English teacher reviewed the lesson and asked the students'
understanding. Then, the teacher informed the planning materials
for the next meeting.

c. Follow-Up

According to the findings, the English teacher gave follow-
up activities to reinforce students' skill and knowledge they have
already learned. The teacher follow-up by giving some tasks that
related to the material, the kind of the tasks were cloze test and
matching word. Then, the theacher discussed the result of the test
and gave short explanation about the task.

In this research, the implementation of using animation videos
can improve students' competence in memorizing the vocabulary and
improve the situation of the classroom.

Animation videos helped the students to memorize the
vocabulary and the meaning of the words, because animation videos
provide pictures that represent the word of objects. By using animation
videos as a media in teaching and learning process, the students can
easily memorize the vocabulary. It is related to the use media teaching
by Levie and Lentz (1982) that is on the cognitive point. Cognitive is
related to the achievemet in catching, memorizing, showing, sharing
everything to the other. Media help the students to be easier in catching
the lesson of learning process.

Animation videos are able to improve the situation of the classroom. In the teaching and learning process, the students become more active and enthusiastic in the implemention animation videos. This shows that students' motivation improved.

As their motivation improved the students became more interested in joining the teaching and learning process from the beginning until the end of the lesson. It is proved by during the teacher and learning, the students paid attention to the teacher explanation. The students focused on their task. In other words, they were active in teaching and learning process

.

4.2.2 The Problem Faced in the Implemention of Animation Video in Teaching English Vocabulary

The students got difficulties to memorize the vocabulary and the meaning. They felt bored with their English class, before the teacher using animation video as a media. The students did not pay attention to teacher and material because they were not interested in the class.

In interview, the teacher choosed animation video media for variations in teaching learning process in the classroom. So, students did not feel bored in the learning process. The teacher taught using animation video, the students felt motivated and interested in the learning process.

Based on the statement above, the researcher concluded that the use of animation video in vocabulary teaching could be an alternative media in the teaching vocabulary in order to eliminate boredom among the students and the teacher. Animation video was the one teaching media which made the students could be easily to understand the material.