



## Research Article

# The Impact of Experiential Learning Method and Vocabulary Mastery Toward Indonesian Students' Reading Comprehension through Animation Video <sup>1</sup>

Syafrizal SYAFRIZAL<sup>2</sup>, Masrupi MASRUPI<sup>3</sup> & Istiqomatul MAULUDAH<sup>4</sup>

Received: 23 February 2019

Accepted: 18 August 2019

### Abstract

The research aim is to find out the influence of using experiential learning and animation video as a method toward students' reading comprehension and vocabulary mastery. This research uses a quantitative experiment approach by using a survey technique. The instrument using test validity and reliability. The respondents of this research are all of the 7<sup>th</sup> graders in Al Inayah Islamic Junior High School in Cilegon city they are 86 students in Stratified Random Sampling. This research combining a method and media toward reading comprehension and vocabulary mastery. Based on the analysis results of computation using SPSS 17.0, it showed that the value of t-count (0.475) for the experiential learning method is greater than the t-table (1.416), then  $H_0$  is refused and  $H_1$  is received. Furthermore, the value of the t-count (0.475) for animation is higher than the t-table (1.078). Therefore, the value of the t-count (0.475) for vocabulary mastery is higher than the t-table (1.161). In other words, there is a significant influence of the experiential learning method and animation video toward students' reading comprehension and students' vocabulary mastery.

### Keywords:

experiential learning method, reading comprehension, vocabulary mastery, animation video

### To cite this article:

Syafrizal, S., Masrupi, M. & Mauludah, I. (2019). The Impact of Experiential Learning Method And Vocabulary Mastery Toward Indonesian Students' Reading Comprehension Through Animation Video. *Journal for the Education of Gifted Young Scientists*, 7(3), 449-458. DOI: <http://dx.doi.org/10.17478/jegys.531412>

<sup>1</sup> This study has been presented in International Seminar at postgraduate at Sultan Ageng Tirtayasa University.

<sup>2</sup> Dr., Ministry of Higher Education and Research and Technology, English Lecturer. It is [syafrizal@untirta.ac.id](mailto:syafrizal@untirta.ac.id). Orcid no: 0000-0001-8671-1329

<sup>3</sup> Dr., Ministry of Higher Education and Research and Technology, English Lecturer. It is [masrupi@untirta.ac.id](mailto:masrupi@untirta.ac.id). Orcid no: 0000-0002-8201-6844

<sup>4</sup> Master of Education., Ministry of National Education, English teacher. It is [Isti.noize@gmail.com](mailto:Isti.noize@gmail.com). Orcid no: 0000-0001-8522-3868

## Introduction

Nowadays, teachers of English as a foreign language instinctively know that students' vocabulary acquisition is fundamental to mastery of a foreign language. Moreover, constraints on word reading during the early years of schooling and constraints from the lack of oral language skills are two kinds of reading comprehension limitations faced by students which are following a normal developmental vocabulary. Furthermore, it is clear that an essential contribution to reading comprehension is building oral language skills (vocabulary in reading comprehension of extended discourse forms).

Furthermore, the background of reading comprehension and vocabulary mastery theory would be introduced background knowledge by the meaning of text base (the essence comprehension processes' product) interacts with the mental model the meaning representation established from the text base and world knowledge (Kintsch, 2005). The main thing in understanding the text base can be noticed in various signals at the sentence which links to the mental model, the genre, and the communicative act.

Reading (in Allozo, 2005) is the recognition of printed or written symbol that serve as stimuli to recall meanings. This definition means that the capability to identify words and to construct meaning from a text are required in reading. Nevertheless, reading contains a complicated process. The context of the reading situation, the information suggested by the text, and the reader's prior knowledge are aspects of the dynamic instruction in building up the text meaning.

Furthermore, George (2015, p.118) argued that a multidimensionality and complexity of reading comprehension demand a theoretical account of the cognitive and linguistic processes involved, as well as their development. These series of processes dynamically associate and are needed for a reading activity. Therefore, an exhaustive reading comprehension theory should explain for both. Nowadays, the development of varied processes and skills explained by a number of models are offered focusing primarily on lower level process.

According to Jennifer A Moon (2004, p.165), experiential learning can be defined by what it is not, or how it differs from conventional academic instruction. Rather than being told what to do and when to do it, experiential learning makes students manage their own learning. There is a different relationship between the student and the instructor which the instructor gives responsibilities to the student. Some context for learning are distinct learning and there may be no textbooks or academic texts to study. At the end, the student may have to identify the knowledge they gain it themselves because the curriculum itself may not be clearly applied.

Reviewing current research on individual learning styles and managerial problem solving or decision making, the process of group learning and organizational learning is the plot of this approach. A constructivist theory of learning whereby social knowledge is created and recreated in learners' personal knowledge is applied in

experiential learning. Many current educational practices applies 'transmission' model where pre-existing fixed ideas are transmitted to the learner. The model that the researcher used is in contrast with the 'transmission' model.

Moreover, Syafrizal (2017) states the use of e-learning as media to beyond what the experience in a real world, using lens techniques, camera angles and shots, music and film editing to ensure that viewers are not passive and stimulated by the power of the video. Film and video make a strong contribution to enhancing students' learning experiences. When referring to the benefits of using video in social sciences, that relevant videos can help students link theory and the real-life situation, boost their curiosity in a subject, encourage critical thinking, brisk teachers and help students to remain focused. The use of animation video employs electronic technologies to entrance the educational curriculum outside of a traditional classroom.

Therefore Schultz and Quinn (2014) identify that the key benefits of using videos in education lie in multichannel learning, seeing management concepts in action, and raising students' engagement. However, there are several challenges associated with their use, including a lack of appropriate video materials, particularly those combining high production quality and beneficial conceptual content. Films and videos (in Marsh, Butler and Umanath, 2012) are rarely neutral but adopt viewpoints that viewers can contrast and compare against their own experiences, although students may need direction concerning their appreciation of film representations rather than being left to digest them in the "wrong" way.

The research objective is to know the influence of experiential learning and animation video as a method toward reading comprehension and vocabulary mastery of the students. The research respondents are all students of the 7<sup>th</sup> grade at Al Inayah Islamic Junior High School in Cilegon city. The sample is 86 students by using Stratified Random Sampling. This study can help the learners to know the words and their meanings, to understand sounds of the words and the words use in the context. This study also can make the students have fun with their learning because the students can watch animation videos while they are studying.

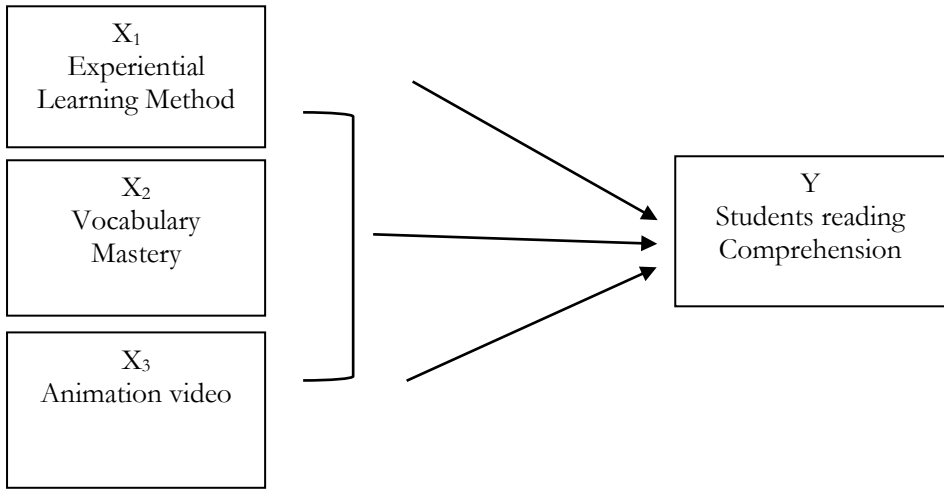
Associated with the background of the problem above, a certain problem related to the efforts to overcome students difficulties in vocabulary mastery become the researcher's focus. Here are the following problems: (1) Is there any significant influence of the experiential learning method towards students' reading comprehension? (2) Is there any significant influence of the animation video towards vocabulary mastery? (3) Is there any significant influence of the animation video towards reading comprehension? (4) Is there any significant influence of the experiential learning method towards vocabulary mastery? (5) Is there any significant influence of the method of the experiential learning and animation video toward students' reading comprehension? (6) Is there any significant influence of the method of the experiential learning and animation video toward vocabulary mastery?

(7) Is there any significant influence of the method of the experiential learning and animation video toward students' reading comprehension and vocabulary mastery?

**Method**

This research adopted experimental design approach. It presents the significant influence of the experiential learning method and animation video toward reading comprehension and vocabulary mastery of the students.

To see the dependent variable's influence and the constellation variable's influence, the researcher designed the research as follow in figure 1:



Notes:

X<sub>1</sub> = Experiential Learning Method

X<sub>2</sub> = Vocabulary Mastery

X<sub>3</sub> = Animation Video

Y = Students Reading Comprehension

**Figure 1.**

*Research Desing*

The picture above showed that X<sub>1</sub>, X<sub>2</sub>, and X<sub>3</sub> will influence Y. It means that experiential learning method, vocabulary mastery, and animation video will influence students reading comprehension.

**Participants**

Participants involved in this research are all students of the 7<sup>th</sup> grade at Al Inayah Islamic Junior High School in Cilegon city which consists of 86 students in Stratified Random Sampling. The research population can be defined as an investigator's decision to learn and draw a conclusion which consists of the objects or subjects that are of a certain quantity and characteristics in generalization region.

A population can be defined as a group to whom the result of this research are generalized (Fraenkel & Wallen, 2007). The population of this research is students of Al – Inayah Islamic Junior High School, Cibeber, Cilegon. The populations are

126 students in grade 7<sup>th</sup>. Sampling in this research used Proportionate Stratified Random Sampling with a population of 126 students in the 7<sup>th</sup> grade. The sample is two class which consists of a control class and an experimental class. Both of the class are 22 students on each class with an error rate is set at 1%.

**Data Collection**

Based on the problem formulation, this research uses a survey method with experimental design approach by collecting primary data through field survey by spreading survey instruments; a pre-test and a post-test.

**Data Analysis**

In this research, the researcher analyzed the result of the students’ reading comprehension and vocabulary mastery by using SPSS 17.0. The researcher used a t-test to find out whether there is a significant influence or not.

The researcher also applied a reliability test as internal grain reliability by using formula Cronbach Alfa which can be counted by using the following formula.

$$r_{ii} = \frac{K}{K-1} \cdot \frac{1-\sigma_i^2}{\sigma^2}$$

Notes:

K = number of valid items

$\sum \sigma_i^2$  = total of variant items

$\sigma^2$  = total all variant

**Results and Discussion**

This section presents findings about the experiential learning method and animation video toward students’ reading comprehension and vocabulary mastery. The Table 1 displays the results of the research.

**Table 1.**

*The Description of Using Experiential Learning and Animation Video Gives Impact to Students' Vocabulary Mastery*

Model	Coefficients <sup>a</sup>				t	Sig.
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
(Constant)	17.276	12.627			1.368	.189
Experiential_Learning_Method	.443	.313	.529		1.416	.001
Animation_Video	.017	.221	.022		1.078	.000
Vocabulary_Mastery	.298	.256	.288		1.161	.000

The use of the experiential learning method showed reading comprehension and vocabularies mastery of students improved. The experiential learning method is effective toward students' reading comprehension.

1. There is a significant influence of the experiential learning method toward students' reading comprehension with the acquisition of the t-count (0.475) for the experiential learning method (X1) and the value of the significance is 0.000 with 5.374 for the t-table. The value of the t-count (0.475) is larger than the t-table (5.374), then  $H_0$  is refused and  $H_1$  is received, so the researcher can state that there is a significant influence of the experiential learning method towards students' reading comprehension.
2. There is a significant influence of the animation video towards vocabulary mastery with the acquisition of the t-count for animation video (X3) is 0.475 and the value of the significance is 0.000 with 3.248 for the t-table.  $H_0$  is refused and  $H_1$  is received because the value of the t-count (0.475) is larger than the t-table (3.248). The researcher can say that there is a significant influence of animation video towards students' vocabulary mastery.
3. There is a significant influence of the animation video towards reading comprehension with the acquisition of the t-count for animation video (X3) is 0.475 and the value of the significance is 0.000 with 3.656 for the t-table. Because the value of the t-count (0.475) is larger than the t-table (3.656), then  $H_0$  is refused and  $H_1$  is received, so the researcher can conclude that there is a significant influence of animation video towards reading comprehension of the students.
4. There is significant influence of experiential learning method toward vocabulary mastery with acquisition of t count for Experiential learning method (X1) of 0.475 and the value of sig. 0.000. And t table is 5.679. Because the value of t count (0.475) is larger t table (5.679), then  $H_0$  is rejected and  $H_1$  is accepted, so it can be stated that there is significant influence of experiential learning method toward vocabulary mastery.
5. There is significant influence of experiential learning method and animation video toward students reading comprehension with acquisition of t count for Experiential learning method and animation video (X3) of 0.475 and the value of sig. 0.000. And t table is 2.192. Because the value of t count (0.475) is larger t table (2.192) so it can be stated that there is significant influence experiential learning method and animation video toward students' reading comprehension.
6. There is significant influence of experiential learning method and animation video toward vocabulary mastery with acquisition of t count for Experiential learning method and animation video (X1) of 0.475 and the value of sig. 0.000. And t table is 1.002. Because the value of t count (0.475) is larger t table (1.002) so it can be stated that there is significant influence of experiential learning method and animation video toward students' vocabulary mastery.

7. There is a significant influence of the experiential learning method and animation video toward students' reading comprehension and vocabulary mastery with the acquisition of the t-count for experiential learning method and animation video (X1) of 0.475 and the value of sig. 0.000. While the t-table is 1.161. Because the value of the t-count (0.475) is larger than the t-table (1.161), so it can be stated that there is a significant influence of the experiential learning method and animation video toward students' reading comprehension and the vocabulary mastery.

According to the research findings through SPSS 17.0, it gained the value of the t-count for the experiential learning method (X1) of 1.416 and the value of the sig. 0.001. And the t-table is  $T(\alpha/2; n-k-1) = T(0.05/2; 21-2-1) = T(0.025; 19) = 0.475$ . Because the value of the t-count (0.475) is larger than the t-table (1.416), then  $H_0$  is refused and  $H_1$  is received. Therefore, the value of the t-count for animation video (X3) of 1.078 and the value of the sig. 0.000. And the t-table is  $T(\alpha/2; n-k-1) = T(0.05/2; 21-2-1) = T(0.025; 19) = 0.475$ . Because the value of the t-count (0.475) is larger than the t-table (1.078). Therefore, the value of the t-count for vocabulary mastery (X2) of 1.161 and the value of the sig. 0.000. And the t-table is  $T(\alpha/2; n-k-1) = T(0.05/2; 21-2-1) = T(0.025; 19) = 0.475$ . Because the value of the t-count (0.475) is larger than the t-table (1.161), so it can be drawn a conclusion that there is a significant influence of the experiential learning method and animation video toward students' reading comprehension and vocabulary mastery.

### Conclusion

Applying an experiential learning and animation video in this research is an appropriate strategy for the students of seventh grade at Al-Inayah Islamic Junior High School. It can be applied to solve the students' problem that has a lack of vocabulary mastery in reading. The experiential learning method and animation video have to be interesting, big enough to see, and colorful design. This strategy can enhance reading comprehension and vocabulary mastery of the students. The enhancement can be recognized from the percentage of the students' scores on their reading and vocabulary tests. Their score has improved compared with their previous score in the preliminary research. Based on the research findings, there are several suggestions as follow:

1. For the students', to keep managing leadership and motivating the students'. Based on the research results, both variables have an effect on improving students' performance and influence of experiential learning method and animation video toward students' reading comprehension and students' vocabulary mastery.
2. For teachers, in order to maintain good motivation, teacher work motivation has an effect on improving teacher performance in learning process and influence of

experiential learning method and animation video toward students' reading comprehension and students' vocabulary mastery.

3. For schools, in order to maintain a harmonious relationship between the students and the teacher, a combination of the experiential learning method and animation video as significant role in improving teacher performance in the learning process. The existence of a good teacher performance will enable to produce good quality learners as well.

### Biodata of the Author



**Dr. Syafrizal M. Pd** was born on 30 January 1976. He lives in Serang, Banten, Indonesia. He graduated from Department of English Education, Faculty of Teachers Training and Education of Lampung University in 1999. Currently, he is English lecturer at Sultan Ageng Tirtayasa University. He completed master's degree of Language Education of State University of Jakarta in 2007. And then he completed his doctorate in the same university and department in 2011. He is the head of

International Office at Sultan Ageng Tirtayasa University. He has published many articles and books. He also has presented his research in several international conferences.

**Affiliation:** English Lecturer of Sultan Ageng Tirtayasa University, Serang, Indonesia.

**E-mail:** [syafrizal@untirta.ac.id](mailto:syafrizal@untirta.ac.id)

**Phone:** 6285946189721

### References

- ALI A. Alsaaw, (2013). To what extent guessing the meaning from the context, is helpful in teaching vocabulary. *ARECLS*, (130-146).
- Andrew. P. Johnson. (2008). *Teaching Reading and Writing a Guide Book for Tutoring and Remediating Students*. USA: Rowman Littlefield Publisher
- Annisa, A., (2013) Techniques in presenting vocabulary to young EFL learners. *Journal of English and Education*, 1(1), 11-20 *International Journal of Teaching and Education*, (31)
- Arnaud, P. & Bejoint, H. (1992). *Vocabulary and Applied Linguistic*. Basingstoke: Macmillan.
- Bailey, A. (ed.) (2007). *The Language Demands of School: Putting Academic Language to the Test*. New Haven, CT: Yale University Press. Beck, I. L. and McKeown,
- Barr, R., Blachowicz, C. L. Z., Katz, C., & Kaufman, B. (2001). *Reading diagnosis for teachers: An instructional approach*. White Plains, NY: Longman.
- Beck, I., & McKeown, M. (2007). Increasing young low- income children's oral vocabulary repertoires through rich and focused instruction. *Elementary School Journal*, (251 – 271).
- Berne, J. I., & Blachowicz, C. L. Z., (2008). What reading teachers say about vocabulary instruction: Voices from the classroom. *The Reading Teacher* 62 (4). (314-323).
- Biancarosa, G. and Snow, C. (2004). *Reading next: A vision for action and research in middle and high school literacy*. Report to the Carnegie Corporation of New York, Washington, DC: Alliance for Excellent Education.



- Brown, D. H. (2004). *Language assessment: Principle and classroom practices*. San Fransisco, California: Pearson Education.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Carter, R., & McCarthy, M. (Eds.). (1988). *Vocabulary and language teaching*. London: Longman.
- Clark, A. M., Anderson, R. C., Archodidou, A., et al. (2003). *Collaborative reasoning: Expanding ways for children to talk and think in the classroom*. *Educational Psychology Review* 15, (181–198).
- Coady, J., & Huckin, T. (Eds.). (1997). *Second language vocabulary acquisition*. Cambridge: Cambridge University Press.
- Colaner, S. (2012). *On Digital Textbooks: Fun facts, projections, and possibilities*. Retrieved from <http://hothardware.com/News/On-Digital-Textbooks-Fun-FactsProjections-and-Possibilities/> October 20, 2013.
- Cooter, R. B. (1990). *The teacher's guide to reading tests*. Scottsdale, AZ: Gorsuch.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4<sup>th</sup> ed.). Los angeles, LA: Sage.
- Dubin, F. (1993). Predicting word meanings from contextual clues: Evidence from L1 readers. In Huckin, T., Haynes, M., and Coady, J (Ed.), *Second language reading and vocabulary learning*, Norwood, N.J.: Ablex, (181-202).
- Folse, K. (2004). *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*. Ann Arbor: The University of Michigan Press.
- Fry, E. (2002). Readability versus leveling. *Reading Teacher* 56(3), 286– 291. Moje, E. B., Dillon, D. R., and O'Brien, D. (2000). Reexamining roles of learner, text and context in secondary literacy. *Journal of Educational Research* 93(3), (165–180).
- Gairns, R. & Redman, S. (1986). *Working with words: A guide to teaching and learning vocabulary*. USA: Cambridge University Press.
- Grinshaw, S., Dungworth, N., McKnight, C., & Morris, A. (2007). *Electronic books: Children's reading and comprehension*. *British Journal of Educational Technology*, (583 – 589).
- Harmer, J. (2007). *How to teach english* (2nd ed.). Oxford, UK: Pearson Education.
- I.S.P. Nation. (2009). *Teaching ESL / EFL Reading and Writing*. New York: Routledge
- Jennifer A.Moon. (2004). *A Handbook of Reflective and Experiential Learning: Theory and Practice*. New York: Routledge Falmer
- Johnson, D. D. (2000). *Vocabulary in the elementary and middle school*. Boston: Allyn & Bacon.
- M. G. (2001). Text talk: Capturing the benefits of read aloud experiences for young children. *Reading Teacher* 55(1), (10–20).
- Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum Associates/Fraenkel.
- Neuman, Susan & Dwyer, Julie. (2009). Missing in Action: Vocabulary Instruction in Pre-K. *The Reading Teacher International Reading Association*. (384-392).
- Ozek, Y., & Civelek, M. (2006). A study on the use of cognitive reading strategies by elt students. *The Asian EFL Journal*, 14(1), 1-26. Retrieved from [asian-efl-journal.com](http://asian-efl-journal.com)
- P. and Snow, C. E. (eds.) (2003). *Rethinking Reading Comprehension*. New York: Guilford.
- Robert. J. Marzano, Katie. Rogers., Julia A. Sims. (2015) *Vocabulary for the New Science Standards*
- Siberman Mel. (2007). *The Hndbook of Experiential Learning*. United States of America: John Willey Son Inc.

- Snow, C. E. (2003). *Assessment of reading comprehension: Researchers and practitioners helping themselves and each other*. In Sweet, A. P. And Snow, C. (eds.) *Rethinking Reading Comprehension*, New York: Guilford, (192–206).
- Syafrizal. (2017). *Code Mixing in Students' Twitter Status at Sultan Ageng Tirtayasa University in Banten*. Serang: Untirta Press.
- Syafrizal. (2017). Digital Storytelling: Teaching Aid for E-Learning to Improve the Quality of Nonformal Students of Teacher Training and Education. *3rd NFE Conference on Lifelong Learning*. Serang: Untirta Press.
- Wallen, & Hyun. (2012). *How to design and evaluate research in education* (8<sup>th</sup> ed.). New York, NY: McGraw-Hill.