**The Effect Of Using English Cartoon Movie On The Seventh Grade Students’ Vocabulary Mastery**

**Zulty Anika Putri1**

1Fakultas Keguruan dan Ilmu Pendidikan, Pendidikan Bahasa Inggris, Universitas Jambi, Jambi, Indonesia

**ABSTRACT**

**Purpose of the study:** The research aimed to investigate the effect of using English cartoon movie on the seventh grade students’ vocabulary mastery at SMP Negeri 01 Kabupaten Tebo.

**Methodology:** This design of research was quasi-experimental research design which involved two classes, grouped into experimental class (n=24) and control class (n=24). To know the effect of using English cartoon movie on students’ vocabulary mastery, there were three steps in collecting the data; they were pretest, treatment and post-test.

**Main Findings:** The result of post-test in experimental class showed that the mean score was 86.88. Meanwhile, the mean score in control class was 77.08. The difference of mean score of both classes was 9.8. From those results, the researcher found that the class taught with using English cartoon movie performed better than the class taught without using English cartoon movie. Furthermore, the analysis of t-test result showed t-test Sig. 2-tailed (.000) was lower than t-table (.05) (.000 < .05). So, the result of this study was there was a significant effect of using English cartoon movie on the seventh grade students’ vocabulary mastery at SMP Negeri 01 Kabupaten Tebo.

**Novelty/Originality of this study: T**he teacher have already served them with the meaning of the vocabulary, they were likely to bring dictionary and memorize it. There were no new innovation happened in this class, so the students did not any attention to the vocabulary that been learned.

**Keywords:** : English Cartoon Movie, Students, Vocabulary

1. **INTRODUCTION**

Vocabulary is all the words used in language as a whole. Learning Vocabulary is important factor in foreign language learning [1]–[3]. Vocabulary is a part of language component. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that the students must be mastering vocabulary. Vocabulary is important for the students to support their four language skills [4]–[6]. It means that if the students master in vocabulary, it will make the students easier in learning English language. English learners realize that the vocabulary is an important aspect in language learning, but based on the writer’s view in reviewing about the students’ English score most students encounter many difficulties in learning English due to the lack of vocabulary. In SMP Negeri 01 Kabupaten Tebo there are two problems in learning vocabulary; first, the students rarely using their dictionary to understand new word, second, they seldom ask if there are words that they are not understand.

To help the students in learning vocabulary, an interesting teaching strategy is necessarily needed. The media that can be used in teaching such as television and LCD projector as an effective and interesting way, because the teacher can get student focus by seeing the media. Movie is one of the audio-visual aid, which produced by recording images with cameras, or by creating images using animation technique or visual effects. In this research, movie is suitable on getting student focus in learning vocabulary [7]–[9]. Because the students like watching movie than reading a text book to understand new words and the student can enjoyable and pleasure to learn English vocabulary, and can increase the quantity of teaching and learning. Movie is one thing that can be used as media to teach because in writer’s view the students are interested in seeing the movie because they watch movie as an entertainment and the teaching and learning become more interesting.

Media is one of the component to teaching and learning process. Media is also called something that brings messages or information that has function or purpose certainly. There are several media, one of the media is printed media; newspaper, magazine, journal, and other. Electronic media; television, radio, movie, and other. But now people can use media everywhere, every time, and whenever. Movie is one type of audio visual media, in addition to the film [10]–[12]. That many developed for the purposes of learning, usually packaged in the form of VCD. Harmmer gave the definition “A movie is a communicative instrument between a teacher and his/her students in the class. With movie can make the students more understand about the problems and they will keep it for a long time. The movie helps the students study more effectively, actively, and enjoyably.”

1. **RESEARCH METHOD**

The method was used in this research is quasi-experimental research method with one experimental and control class. The aim of this method was to find out the effect of the systematic manipulation of the one variable and another variable [13],[14]. The location of this research was in SMP Negeri 01 Kabupaten Tebo. It was one of the Junior High School at Desa Baru in Kabupaten Tebo Regency. It means that population is all subject of the research. The populations of this research are students taken from seventh grade of SMP Negeri 01 Kabupaten Tebo in academic year 2017/2018. The seventh grade consists of 3 classes. The number of the research population was 69 students. The students were divided into three classes; VII A has 24 students, VII B has 24 students, and VII C has 21 students.

This research was used quantitative data that related to the problem. The data of this research was the student’ score in vocabulary. There are some ways of data collection as follows: 1. The writer administered the try-out test to establish reliability of test items. The try-out tested to VII D at SMP Negeri 01 Kabupaten Tebo as one of the classes which was not include as the research sample. 2. The writer gave the pre-test to all samples of the seventh grade students at SMP Negeri 01 Kabupaten Tebo. After that, the writer divide the samples into two classes that have equal mean score, they were experimental and control class. The writer gave the pre-test in the first meeting. The result of pre-test score was in appendix 1. 3. The writer used English cartoon movie as media as treatment to experimental class whereas the control class was not be used English cartoon movie as media to learn vocabulary. The writer gave the treatments to experimental and control class in four meeting. 4. The writer gave the post-test to the experimental and control class in the last meeting to get the result after the treatment given. 5. The writer used Descriptive Statistic and Paired Sample T-test in SPSS v.16 program for windows to analyze the result of pre-test and post-test of the experimental and control class. 6. The writer used Independent Sample T-test of 5% significant level in SPSS v.16 program for windows to analyze the result of post-test, to find out there is any significant effect values of experimental and control class [15].

1. **RESULTS AND DISCUSSION**
2. **Results**

Table 1. Descriptive Statistics of Students’ Score in Pre-test in Experimental Class and Control Class

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Kategori  | N  | Min | max | Mean  | Std. Deviation |
| Pretest\_Expirimental | 24 | 35 | 70 | 54.17 | 11.197 |
| Pretest\_Control | 24 | 35 | 70 | 54.38 | 9.815 |
| Valid N | 24 |  |  |  |  |

the pre-test mean score result of experimental class was 54.17 whereas control class was 54.38. The students who achieved the score ranging from 61 – 0- were considered in good category. In experimental class, there were 4 students who achieved the good category which the highest score was 70. While in control class, there were 3 students who achieved the good category.

Table 2. Descriptive Statistics of Students’ Score in Post-test in Experimental Class and Control Class:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Kategori  | N  | Min | max | Mean  | Std. Deviation |
| Posttest\_Expirimental | 24 | 60 | 95 | 86.88 | 10.088 |
| Posttest\_Control | 24 | 60 | 95 | 77.08 | 11.508 |
| Valid N | 24 |  |  |  |  |

the post-test mean score result of experimental class was 86.88 whereas control class was 77.08. The students who achieved the score ranging from 81 – 100 were considered in very good category. In experimental class, there were 19 students who achieved the very good category. Whereas in control class, there were 9 students who achieved the category which the highest score was 95.

Table 3. T-test Conducted to Experimental Class and Control Class toward Post-test:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Dependent Variable | Group  | Mean  | t | Sig.(2-tailed) |
| Post-test | Experimental Class | 86.888 | 3.135 | .000 |
| Control Class | 77.08 |  |  |

the t-result toward post-test score that there was a significant effect for both of classes. The mean yielded was 86.88 in experimental class and 77.08 in control class. The post test score of experimental class was higher than control class. The difference values yielded were t=-3.135, and sig. (2-tailed) = .000<.05.

1. **Discussion**

Based on the data analysis, the finding shows that the objective of this research was to know if there was an effect of using English cartoon movie as media in teaching vocabulary to the vocabulary mastery by the seventh grade students of SMP Negeri 01 Kabupaten Tebo academic year 2017/2018. Statistically, the writer found that there was significant effect. It was proven by the result of T-test data analysis which was lower than T-table. The treatment was given by the writer in four meetings to both classes. The writer gave different topic of the material lesson in every meeting.

English cartoon movie was given as the treatment in experimental class. The students feel that they had new innovation when they learned English by watched English cartoon movie. At first meeting students excited and the class become noisy watching English cartoon movie as media because the students never learned English with other media. The writer also have difficulty in controlling the situation of the class when students curious what the writer did. But, in the second meeting students become more enjoyed watched English cartoon movie and they can focused the story line by line [16],[17]. They could increase their vocabulary using this strategy. They could be more focused when they applied the strategy. After watched English cartoon movie students find new vocabulary and they had competitive ability between their friends. It also motivated them to use dictionary to find the word that they did not know with the meaning of the word. So, it concluded that English cartoon movie was encouraged to learn vocabulary with fun and they not feel bored with English subject.

For the control class, they still have problems as usual when their study, because they were learning the new vocabulary with the similar way they have already known before, they were likely to bored and in attracted to the new vocabulary have been presented [18]. Because the teacher have already served them with the meaning of the vocabulary, they were likely to bring dictionary and memorize it. There were no new innovation happened in this class, so the students did not any attention to the vocabulary that been learned. The statistical calculation of pre-test and post-test result shows that there was a better improvement on student’s vocabulary mastery of experimental class than the control class at seventh grade students at SMP Negeri 01 Kabupaten Tebo. It had difference of mean score of pre-test and post-test in experimental class and control class. Thus, there was better achievement of class which was using English cartoon in experimental class than control class which was not using English cartoon movie in vocabulary mastery. It can be concluded that the students get good achievement in mastering vocabulary after taught by using audio visual media especially English cartoon movie. The students’ vocabulary mastery improve significantly, so teaching vocabulary by using audio visual media (English cartoon movie) is effective to improve students’ mastery on vocabulary [19].

Similarity with the previous research, it is related to research which have titled, “the effectiveness of teaching vocabulary by using cartoon film toward vocabulary mastery of EFL’s students” by Karim (2008) that by using audio visual (cartoon film) media was enough. The students’ vocabulary mastery improve significantly, so teaching vocabulary by using audio visual media (cartoon film) is effective to improve students mastery on vocabulary [20].

1. **CONCLUSION**

Based on the research findings and discussions, some conclusions about the research of the effect of using English cartoon movie on students’ vocabulary mastery were presented. First, the result of the analysis of the mean score of pretest for experimental and control class before treatment given shows that the most of students were only in good category. However, there were still many students categorized in fair. It means that many of students had problems in vocabulary mastery. Then, the mean score result of post-test for both classes was improved better from the pre-test. The control class did not use English cartoon movie, but the teaching also helped the students to mastering vocabulary. However, experimental class score increased significantly than control class. It was proven by the difference mean score of post-test of experimental class and control class. From mean score of post-test of experimental class more than half of the students were in very good category. Meanwhile, most of control class students were in good category. It means that there was a better improvement on students’ vocabulary mastery after treatment given with using audio visual media especially English cartoon movie.

**ACKNOWLEDGEMENTS**

Ucapan terimakasih penulis sampaikan peda berbagai pihak yang membantu penulis dalam menyelesaikan penelitian ini yang tidak dapat peneliti sebutkan satu persatu.

**REFERENCES**

[1] D. Gertner, N. Xu, H. Porter-Morgan, and J. Brashears, “Developing students’ scientific literacy through an e-portfolio project at a community college gateway science course,” *J. Biol. Educ.*, 2021, doi: 10.1080/00219266.2021.1877782.

[2] M. D. W. Ernawati, A. Asrial, R. Perdana, S. E. Septi, S. Rohana, and A. M. Nawahdani, “Evaluation of Students’ Interest, Attitudes, and Science Process Skills in Science Subjects,” *J. Educ. Res. Eval.*, vol. 6, no. 1, pp. 181–194, 2022, doi: 10.23887/jere.v6i1.37583.

[3] C. S. Chai and S.-C. Kong, “Professional learning for 21st century education,” *J. Comput. Educ.*, vol. 4, no. 1, pp. 1–4, 2017, doi: 10.1007/s40692-016-0069-y.

[4] İ. Y. Kazu and A. İş, “An Investigation About Actualization Levels of Learning Outcomes in Early Childhood Curriculum,” *J. Educ. Train. Stud.*, vol. 6, no. 3, p. 66, 2018, doi: 10.11114/jets.v6i3.2928.

[5] R. S. Budiarti, D. A. Kurniawan, and S. Rohana, “A Comparison by Gender: Interest and Science Process Skills,” *J. Educ. Res. Eval.*, vol. 6, no. 1, pp. 88–97, 2022, doi: 10.23887/jere.v6i1.37723.

[6] T. R. Tretter, Y. Ardasheva, J. A. Morrison, and A. Karin Roo, “Strengthening science attitudes for newcomer middle school english learners: visually enriched integrated science and language instruction,” *Int. J. Sci. Educ.*, vol. 41, no. 8, pp. 1015–1037, 2019, doi: 10.1080/09500693.2019.1585993.

[7] U. H. Mohd Hasri, M. A. Md Syed, and C. Runnel, “Transmedia storytelling in the Malaysian animation industry: embedding local culture into commercially developed products,” *Atl. J. Commun.*, vol. 00, no. 00, pp. 1–17, 2020, doi: 10.1080/15456870.2020.1835909.

[8] K. Kamid, R. Rohati, H. Hobri, E. Triani, S. Rohana, and W. A. Pratama, “Process Skill and Student ’ s Interest for Mathematics Learning : Playing a Traditional Games,” *Int. J. Instr.*, vol. 15, no. 3, pp. 967–988, 2022.

[9] D. Rachmawati and C. H. Asmara, “Reading and Writing: Development of Project-Based Learning (PBL) Approach,” vol. 145, no. Iconelt 2017, pp. 48–53, 2018, doi: 10.2991/iconelt-17.2018.11.

[10] M. E. Gil Clemente and J. I. Cogolludo-Agustín, “The Effectiveness of Teaching Geometry to Enhance Mathematical Understanding in Children with Down Syndrome,” *Int. J. Disabil. Dev. Educ.*, vol. 66, no. 2, pp. 186–205, 2019, doi: 10.1080/1034912X.2019.1571171.

[11] K. Kamid, S. Syaiful, R. Theis, S. Sufri, and S. Rohana, “Cooperative Learning Model with Process Skills for Mathematics Learning in Elementary School,” *Int. J. Elem. Educ.*, vol. 6, no. 1, pp. 58–68, 2022.

[12] S. Rohana, Maison, D. A. Kurniawan, and E. Syari, “Analisis Model Discovery Learning Terhadap Karakter Disiplin Dan Keterampilan Proses Sains Siswa Pada Mata Pelajaran Fisika,” vol. 7, no. November, pp. 305–312, 2021.

[13] J. W. Creswell, *Educational Research*. Lincoln: University of Nebraska, 2012.

[14] J. W. Creswell, “Penelitian Kualitatif & Desain Riset,” *Mycol. Res.*, vol. 94, no. 4, p. 522, 2015

[15] Arikunto, S. (2006). Prosedur penelitian suatu penelitian praktik (6th ed). Jakarta: Rineka Cipta.

[16] English, Tutor Vista, (2017), Retrieved 28, March, 2017, from http://english.tutorvista.com/vocabulary.htm

[17] Karim, M. & Hasbullah, F. A. (2008). Language teaching media. Jakarta: Universitas Terbuka.

[18] William, Y. (2013). Test-retest reliability coefficient: examples, lesson % quiz. Retrieved September, 24, 2017, from http://educationportal.com/academy/lesson/test-retest-reliabilitycoefficient-examples-lesson

[19] Naution, P. (2002). Managing vocabulary learning RELC portfolio series 2. Singapore: SEAMO Regional Language Centre.

[20] Karim, M. & Hasbullah, F. A. (2008). Language teaching media. Jakarta: Universitas Terbuka..