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The Use Of Cartoon Movies In Improving Students' Vocabulary Mastery

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Abstract: *This research was intended to find out the effectiveness of using cartoon movies in improving students' mastery of English vocabulary. The pre- experimental research was used in this research. This research was conducted at a Private English Course. The samples of this study were six students of fifth grade in Elementary school. The researcher used pre-test, treatment and posttest to collect the data. The result of pre-test showed the mean score is 61. After the treatment, the mean score of posttest is 83. It means that the mean score of vocabulary mastery test of posttest is higher than the mean score of pre-test. So, it can be stated that the use of cartoon movie has a good effect on students' vocabulary mastery.*

Keywords: *Cartoon movies, vocabulary mastery.*

Vocabulary is one of the most important aspects in teaching English. It is the basis for the development of all the other skills: reading, listening, speaking, writing, spelling and pronunciation. Vocabulary represents the main tool for the students in their attempt to use English effectively. Manurung (2003) states that the ability of speaking, listening, reading, and writing English depends on the mastery of vocabulary and grammar.

In addition, McCarjthy (1990) states that no matter how well the students learn grammar, no matter how successfully the sounds of second language are mastered, without words to express a

wide range of meanings, communication in a second language just cannot happen in any meaningful way. Therefore, having a large vocabulary plays an important role for students to succeed in mastering the four language skills.

Based on the results from a preliminary study by the researcher on September 07, 09, 11 and 12, in 2019, she found that the students still encountered some difficulties in learning vocabulary. First, students found difficulty in memorizing certain words; others mentioned that the teachers cannot translate the proper interpretation of the words. Second, they were difficult in interpreting the

meaning of definite vocabulary.

In order to solve the problem mentioned above, the researcher proposed one of the solutions to cope with the students' problems in learning vocabulary through the use of cartoon movie as a technique in teaching vocabulary. A cartoon movie is a special form of art to present amusing appearance with the help of colorful moving diagram exaggerated. In short, it can be seen in cartoon movie how to shown people's imagination that is revealed in drawing forms. Pande (2008) explains that a cartoon movie is an exaggerated amusing illustration caricaturing in moving diagram way of cruising a person or event with some thoughts.

Based on the explanation above, the researcher was interested to conduct a research entitled "**The Use of Cartoon Movies in Improving Students' Vocabulary Mastery**" to investigate the effect of watching cartoon movies on the students' vocabulary improvement. Related to the problems that the researcher found in Elementary school of Aceh Besar, the researcher formulates a question as follows:

To what extent does the use of cartoon movies improve the students' vocabulary mastery at the fifth grade of Elementary school?

Literature Review

In this literature review, the research provides several points regarding to this research. The point are including definition of vocabulary, definition of media, definition of cartoon movies, the procedures of teaching vocabulary by using cartoon movies and research hypothesis. The researcher also incorporates many related previous studies to enrich comprehension of this study.

The Theoretical Background of Vocabulary

Vocabulary is all the words in a language (Barcroft, Sunderman, & Schmitt, 2011). Vocabulary is one of language aspects that is important in learning language. Teaching vocabulary is a complex process for teacher and need to be concerned. According to Nation (1974) says that when a teacher teaches a word, she or he has to teach three things:

- a. Teach the shape or form of the word, and pronunciation. It can be applied for teaching how to pronounce those words correctly, the teacher is the first to pronounce then the students followed.
- b. Teach the meaning of the word. The teacher can use the sentences that have relation to the word both the meaning and the uses.
- c. Teach the use of words. The teacher may provide the sentences that using the target words.

Based on the theory above, in the process of teaching vocabulary, the English teachers should be able to use a better way of teaching strategy that covers the shape, meaning, and use of vocabulary. It implies that teacher should consider interesting and meaningful teaching vocabulary strategy in order to make students easier to understand. Moreover, the uses of media as well as technique have to be considered too. It can be concluded that teaching vocabulary is teaching the students how to acquire, understand and be able to memorize new terms or words. Furthermore, the vocabulary that is taught should cover the form, the meaning and the use of the word. In the other word, the teaching vocabulary strategy and the implementation of interesting media have to be considered in achieving the objectives of teaching learning activity in the class.

Media in Teaching Vocabulary

There are three types of media in teaching vocabulary (Sola, 2011). The types are:

Visual Media

Visual Media are media that can be seen, such as pictures, photographs, flashcards, posters, charts, comic strips, and picture-book that can be useful in different ways to serve vocabulary mastery. Visuals prove their effectiveness in creating relaxed classroom environment and revealed that learner's vocabulary levels, especially beginners.

Audio Media

Audio Media are the media that has sound to be listened, such as recorder, music, and songs uses sound and voice to transfer message.

Audio Visual Media

The Audio Visual Media provides audio and visuals in one media audio visual such as, movie, video, television and computer. In this case, learners can see and hear the new words put in context.

Movie is a media that can be used to improve the students' vocabulary and make the students engage positively towards learning process because of the following points:

Movie can attract the students to enjoy learning English. It caused by its moving picture and the sound and leads them to engage positively in the teaching learning process.

In the implementation of movie, the students will be taught interactively by watching the movie that integrates picture clues to know the meaning of words and also sound, to learn how to pronounce it.

The researcher concludes that by using movie as a media, the students are facilitated to

comprehend and memorize the new vocabulary well. Furthermore, it is an effective teaching technique which leads to the success of students' vocabulary mastery and promotes students positive engagement in the teaching learning process.

Cartoon Movie and The Merit of Cartoon Movies

Cartoon is caricature; often representing important events of politic or important public figure. Furthermore, Cartoon movie is defined as one of the major forms of graphic communication. It has the power to capture attention and influence attitudes and behaviors.

Moreover, Harmer (2001) explains some reason why the use of video (movies) is needed in the teaching and learning process. He states that the use of videos (movies) can add a special or extra dimension to the learning experience. The first reason is seeing language-in-use. The second reason is cross-cultural awareness. The third reason is the power of creation. The students are given the potential to create something memorable and enjoyable. The last reason is motivation.

In addition, Uma and Ponambala (2001) stated that movie can be the effective tools, because the media can be utilized freely for distance teaching and learning, including teaching vocabulary skill. Moreover, the use of movies that present visual senses, audio senses, and genres will transmit the materials effective and stimulate the students in exploring of the word in vocabulary process.

Furthermore, the advantages of using cartoon movies are to strengthen their students' understanding of new vocabulary. The students also easily understand the meaning in the video without

explain more by the teacher, so they remember the words and how to use those words in their activities. By using cartoon movies as a media, it can enrich the students' vocabulary and appeal their motivation too.

Using movie in teaching vocabulary for elementary students has merits. There are 5 advantages. The first one is children enjoy language learning with movie. The second advantages is video is an effective way of studying body language. The next is children gain confidence through repetition. By watching movie several times children can learn by absorption and imitation. The fourth is movie communicates meaning better than other media. Learners can see who is (or what is) speaking, where the speakers are, what they are doing, etc. All these visual clues can help comprehension. The last is movie represents a positive exploitation of technology. It is seen as 'modern tool' compared to books.

Research Methodology

This chapter defines the research methods used in this study. It involves (1) research methodology, (2) population and sample, (3) research instrument, (4) technique of data collection and (5) technique of data analysis.

The Description of Time and Location

The researcher conducted this study at Nurmycourse. It was conducted on July, 3nd until 16th, 2020. The sample of this study was six students of Fifth Grade students of Elementary School selected by purposive sampling. In collecting the data, the researcher utilized pre test and post test to measure students'

performance in mastering vocabulary before and after cartoon movie was applied .

Table 1. The Number of the Students

Grade	Male	Female	Total
6 students	3 students	3 students	6 students

The research design of this study was the pre-experimental study in the form of one group pre-test post-test. Thus, the researcher gave the pre-test at the beginning of the research, treatment in the middle, and the post-test at the end of the meeting to know how far the improvement of the subject after the treatment.

Based on the form of one group pre-test post-test design, the research design of this study can be illustrated as follows:

Pretest	Treatment	Posttest
Q1	X	Q2

Where:

Q1 = pretest

X = treatment

Q2 = posttest

In this study, the research conducted the experimental teaching in five meetings, meanwhile the first meeting and last meeting for pre test and post test were not include in those meeting. The experimental teaching was done by implementing cartoon movie as technique in teaching vocabulary.

Then, the populations of this research were all of the fifth grade students at Babah Jurong village, Aceh Besar in Academic Year 2019/2020. The researcher chose to conduct this study at Nurmy Course, Babah Jurong village due to the covid-19 disease spreading. Because of the condition

worsening, the researcher cannot conduct the research at school as well as the expectation. In this study, the researcher used purposive sampling to obtain the sample. According to Sugiyono (2014), purposive sampling is the drawing of sample based on specific purpose by considering the time consumed and other factors. The samples of this study are 6 students of fifth grade students in Academic Year 2019/2020.

In order to collect the data in this study the researcher gave a set of test to student in the form of re-arrange and matching. The items of the test are taken from the video entitled “Kid’s pages”. The instruments used by the researcher are pre-test and post-test.

Pre-Test

At the first meeting, the researcher administered the pre-test for the experimental teaching. This test was conducted in 30 minutes. In this meeting, the students were assigned to answer a set of questions which consists of 20 questions in the form of matching and re-arrange.

Post-Test

Post-test was given in the last meeting. Post-test allowed the researcher to compare the students’ vocabulary mastery before treatment and after treatment. the students were assigned to answer a set of questions which consists of 20 questions in the form of matching and re-arrange. The items of posttest are taken from the same movie as the pre-test.

Technique of Data Collection

In relation to the procedure of data collection in this study, it can be explained as follows:

The Use of Cartoon
(Nurmi, Meutia, & Susiani, 2021)

Treatment

After giving the pre-test, the researcher started conducting the experiments by teaching vocabulary by using cartoon movies in three meetings for the first meeting of treatment, the researcher taught about “**Talking About Home**”. For the next meeting, she taught about “**Parts of Body**”. And for the last of treatment, the researcher taught the students about “**Talking about Hobbies**”.

Finally, on the last meeting of research, the researcher gave post-test to the students. The purpose of the post-test was to know if students who were taught by watching cartoon movies acquire a better achievement in vocabulary skill.

Furthermore, the detail treatments were presented as follow:

Preparation

Before the teacher conducted the teacher, in learning process, the teacher should prepare the material.

Application

There are three activities that should be considered by teacher in teaching vocabulary by using cartoon movies.

1. Pre- Teaching Activities

To stimulate the student’s background knowledge, teacher should do pre-teaching at the beginning of the class.

2. Whilst- Teaching Activities

In whilst-teaching activities, teacher conducted several activities like distributing the selected material to the students and instructed them to do the activities.

3. Post- Teaching activity

Post teaching activities are necessary as the follow up phase on what the student have studied.

Technique of Data Analysis

To analyze the data in this study, the researcher analyzed the students' answer from the test items given. She analyzed by grouping each item in which the students can answer correctly and a number of items students cannot answer correctly.

To calculate the total score of students' answer from the test given, the researcher used the formula which is taken from Sudijono (1998).

$$S = R \times Wt$$

Remark,

S : Total score

R : Among of the right answer

Wt : Score weight

As mentioned in data collection, the total questions are 20. The score weight for each question is 5. So, the total score if all questions answered correctly is 100.

To analyze the data and prove the hypothesis, the researcher used some statistical formulate which are taken from Siregar (2004).

Mean (\bar{x})

The mean (\bar{x}) is used to find the average score of the whole respondents on vocabulary test. According to Siregar the formula employed for this computation is:

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i}$$

Remark:

X = Mean score

$\sum f_i x_i$ = Total of the students

$\sum f_i$ = Number of the students

Standard Deviation

Standard deviation is the general

renditions of deviation of one group the mean score of the groups.

$$S = \sqrt{\frac{\sum FX^2}{n} - \left[\frac{\sum FX}{n}\right]^2}$$

Remark,

S = standard deviation Number of Students.

x^2 = The total of midpoint that is quadrate and multiplied by each frequency

fx = the total of multiplication result between midpoint and frequency

To prove the hypothesis, the researcher was analyze the data by using test formula regarding to Siregar, (2002) as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Remark,

t = significance comparative coefficient

x_1 = mean score of the post-test

\bar{x}_2 = mean score of pre-test

S_1^2 = varians post-test

S_2^2 = varians pre-test

n_1 and n_2 = the number of students in pre-test post-test.

Result and Data Analysis

There were two result in this study; the pre-test and posttest result. The score of the posttest was higher than pre-test. The students got significant improvement after teaching by using cartoon movies. The following table presented the frequency of the students' score in vocabulary mastery test both of the pre-test and posttest.

Table 2 The Students' Score of The Pre-Test And Posttest In Vocabulary Mastery

NO	NAME	RESULT	
		Pre-test	Post-test
1	Furqanul Fahmi (FF)	90	95
2	Nursyarifa M (NM)	85	95
3	Siti Fara Dila (SFD)	80	95
4	M. Zhawil Z (MZZ)	65	85
5	M. Furqan (MF)	25	75
6	Fatimah Putri (FP)	20	55

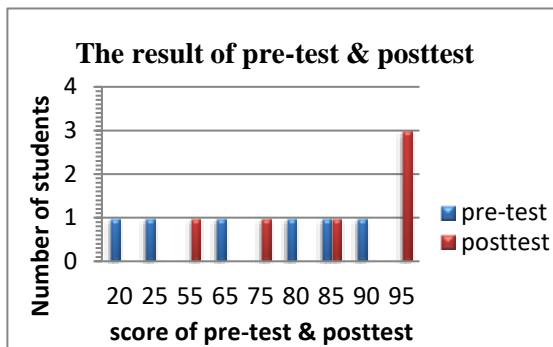


Chart 1 The Students' Score of The Pre-Test And Posttest In Vocabulary Mastery.

The chart 1 showed that in the pre-test score half of the students got low score. Meanwhile in the posttest most of them got higher score. In the pre-test, one student obtained 20, one student got 25, one student procured 65, one student gained 80, one student obtained 85 and one student got 90.

Meanwhile, in the posttest the students had significant improvement toward their score in vocabulary mastery after they got treatment by using cartoon movies. There was one student got 55, one student obtained 75, one student gained 85 and three students got 95. It showed that the scores in the posttest were better than the pre-test.

The statistical summary of the pre-test

In order to have description of the result interpretation, the writer processed result of the test. The first step, researcher determined the range

of pre-test result by applying formula:

Table 3 The Group Frequency Distribution of Pre-test Scores of the Pre Experimental Classroom (Using cartoon movies)

X	F	FX	fX ²
20	1	20	400
25	1	25	625
65	1	65	4225
80	1	80	6400
85	1	85	7225
90	1	90	8100
Total/ Σ	6	365	26975

$$X = \frac{\sum FX}{n}$$

$$X = \frac{365}{6}$$

$$X = 61$$

So, the mean score of the pre-test is 61. Then, the standard deviation was calculated as follow:

$$SD = \sqrt{\frac{\sum FX^2}{n} - \left[\frac{\sum FX}{n}\right]^2}$$

$$SD = \sqrt{\frac{26975}{6} - \left[\frac{365}{6}\right]^2}$$

$$SD = \sqrt{\frac{26975}{6} - \frac{133225}{36}}$$

X	F	FX	fX ²
55	1	55	3025
75	1	75	5625
85	1	85	7225
95	3	285	81225
Total	6	500	97100

$$SD = \sqrt{4496 - 3701}$$

$$SD = \sqrt{795}$$

$$SD = 28$$

SD pretest is 28

Based on the result of students as showed in the table above, it can be drawn the bar chart as follow:

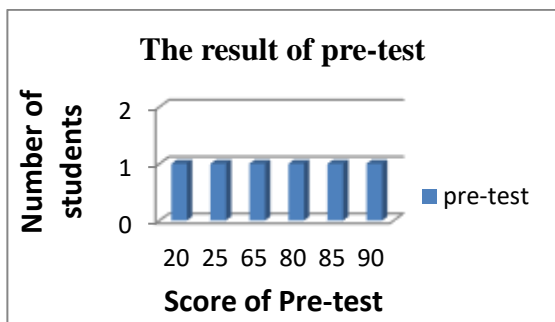


Chart 2 The Result of Pre-Test Data Analysis

From the result of the pre-test above it showed that there were several variations of the student scores. The students' pre-test result do not showed a significant differentiation among them. There was one student showed the highest score, which was 90. Two students got intermediate scores; 80 and 85, and three students indicated the lowest scores 20, 25 and 65.

The statistical summary of the post-test

For the post-test, writer used the same procedure, the statistic for the post- test of Pre Experimental Group are:

Table 4 The Group Frequency Distribution of Post-test Scores of the Pre Experimental Classroom (Using cartoon movies)

$$X = \frac{\sum FX}{n}$$

$$X = \frac{500}{6}$$

$$X = 83$$

So, the mean score of posttest is 83

After calculating the mean score, then the standard deviation was calculating as follow:

$$SD = \sqrt{\frac{\sum FX^2}{n} - \left[\frac{\sum FX}{n}\right]^2}$$

$$SD = \sqrt{\frac{97100}{6} - \left[\frac{500}{6}\right]^2}$$

$$SD = \sqrt{\frac{97100}{6} - \frac{250000}{36}}$$

$$SD = \sqrt{16183 - 6944.5}$$

$$SD = \sqrt{9238.5}$$

$$SD = 96$$

SD posttest is 96

Based on the data analysis above, the result of T-score was calculated using the formula:

$$\begin{aligned} T &= \frac{83 - 61}{\sqrt{\frac{96^2}{6} + \frac{28^2}{6}}} \\ &= \frac{83 - 61}{\sqrt{\frac{9216}{6} + \frac{784}{6}}} \\ &= \frac{22}{\sqrt{\frac{10010}{6}}} \\ &= \frac{22}{\sqrt{1668}} \\ &= \frac{22}{41} \\ &= 0.53 \end{aligned}$$

So, the T- score of the experimental class is 0.5

Based on the result of students as showed in the table above, it can be drawn the bar chart as follow:

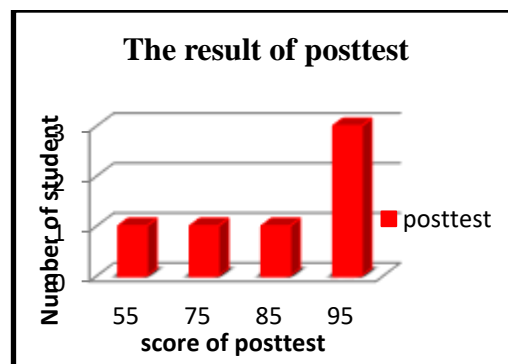


Chart 3 The Result of Posttest Data Analysis

From the result of posttest data analysis above it showed that all of the students highly got significant differentiation of the score. The researcher found that students' ability in mastering vocabulary after the treatment was better than before

the treatment. It was because the use of cartoon movies could enhance the student's English competency such as easier to understand the meaning of vocabulary, become more active in learning and increase the motivation of the students.

The Discussion of Result Findings

According to the result of this study, it indicated the result of mean score in posttest was higher than the result of mean score in the pre-test. In other words, it implies that the use of cartoon movies can achieve a better performance in improving the students' vocabulary mastery.

Nevertheless, the result of posttest showed that all of the students highly got significant difference of the score compare to the pre-test result. There are three students got higher score which is 95. It was because good impact of watching cartoon movies for the students. Cartoon movies could enhance their English competency such as easier to understand the meaning of vocabulary and can increase their motivation. In addition, the result of lower level students in the pre-test also got some improvement of their score in the posttest although their score did not as high as others.

The implementation of cartoon movies was effective to enhance the students' English vocabulary in several areas. The use of cartoon movies not only help the students to develop their vocabulary mastery, but also gave positive outcome on their performance in their classroom such as enhanced their pronunciation, revealed high participation, increase their contribution and motivation during the learning process. Therefore, cartoon movies become a good alternative media to strengthen the students' comprehension in understanding new words and

their meanings, as well as to implement those words in their learning activities. It was also a good media in creating and maintaining creative learning environment. For example, the cartoon movies created attractive and enjoyable learning activities. So that, the students desired to learn in longer duration than usual because it also effective to avoid students' boredom.

The researcher compare the result of other researchers who conducted the study which concern to the cartoon movies. First is Kurniaty, Husna & Ernati's (2009). They found that the use of cartoon movies help the students in learning a foreign language in order to improve their English vocabulary and teaching strategy. The second study was conducted Mukti (2012). He investigated the teaching method by using audiovisual material as cartoon films. This research obtained that cartoon films give effective and attractive strategy to develop English vocabulary of students and successfully proved that cartoon films can be a good media for children in learning English vocabulary and increase students' attitude.

Cartoon movies were effective media to improve the students' vocabulary mastery. It can be revealed that the students become more enthusiastic, and active than they were before. The teaching and learning process also became more interactive.

CONCLUSION AND SUGGESTION

Conclusion

It is clear that watching cartoon movies can improve the students' vocabulary and can help them to remember and keep their vocabulary. It was proven by the students' score are better from pretest to posttest. This result answered the

research question in which the use of watching cartoon movies in teaching vocabulary is quite effective. It can be seen from the test result which showed the students' ability in the pretest and posttest. This technique found some significant improvements in vocabulary mastery after cartoon movies were applied. The use of cartoon movies not only help the students to develop their vocabulary master, but also gave positive become on their performance in their classroom such as enhanced their pronunciation, revealed high participation, increase their contribution and motivation during the learning process. it was also a good media in creating and maintaining creative learning environment. So that, it created attractive and enjoyable learning activities.

Suggestions For the teachers

Teachers of English at Elementary School should be creative in selecting the interesting techniques and media in teaching learning process. Their innovative and creative thinking can make the class more alive and interesting because during learning process. Furthermore, the teachers should teach the students by watching cartoon movies as it can increase the students' motivation and active participation in learning vocabulary mastery.

For the further researcher

The researcher hopes that this research can be a reference for the further researchers. In addition, the writes also hopes that the further researchers have a lot of sample than this research. They can use cartoon movie as a technique for another class, not just for fifth student at Elementary school. Furthermore, the other researcher should be more

active in designing teaching activities by watching cartoon movies.

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