

## **USING THE CARTOON FILMS TO IMPROVE VOCABULARY MASTERY OF SEVENTH GRADE JUNIOR HIGH SCHOOLS IN UPTD SMPN 1 PAREPARE**

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Vocabulary is one of the important mastery in English. People can communicate or talk with others by creating a sentence either verbally or in writing. The function of a sentence is to convey the message or the specific intent. So that the message can be up and understandable manner of speaking. This research was based on the students problem regarding the English teaching. Especially the students vocabulary mastery. It was caused by the teaching activity applied in the classroom, where the teacher was more active than students. Consequently, the students vocabulary mastery was low. Therefore, the objective of the research is to find out whether or not the use of the cartoons films able to improve vocabulary mastery of seventh grade junior high schools in UPTD SMPN 1 Parepare.

The researcher applied quasi-experimental design with two groups pretest and posttest design. The population of this research was the seventh grade students at UPTD SMPN 1 Parepare academic year 2020/2021. The sample of the research was taken by using total random sampling which consisted of 64 students from two classes taken from the population of the seventh grade students of UPTD SMPN 1 Parepare. VII.6 as the experimental class and VII.9 as the control class.

The result of the data analysis shown that the students vocabulary mastery was improved. It was shown by the mean score of the pretest in the experimental class was 50.00 while the control class 55.43. Besides that, the mean score of posttest on experimental was 83.12 while on control class 64.68. It was proved the t-test 2.380 was greater than the t-table 2.000 with degree of freedom (df)=(N1+N2-2) 62 for 0.05 level of significance. It can be concluded that the results of the scores indicate that cartoon films are quite effective in implementing UPTD SMPN 1 Parepare.

Key words: cartoons film, media, vocabulary.

## **RINGKASAN**

Kosakata adalah salah satu keterampilan penting dalam bahasa Inggris. Orang dapat berkomunikasi atau berbicara dengan orang lain dengan membuat kalimat baik secara lisan maupun tertulis. Fungsi kalimat adalah untuk menyampaikan pesan atau maksud spesifik. Sehingga pesan tersebut dapat menjadi cara berbicara yang baik dan dapat dimengerti. Penelitian ini didasarkan pada masalah siswa mengenai pengajaran bahasa Inggris. Terutama keterampilan kosakata students. Hal itu disebabkan oleh kegiatan mengajar yang diterapkan di kelas, di mana guru lebih aktif dibanding siswa. Akibatnya, keterampilan kosakata siswa rendah. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan film kartun dapat meningkatkan kemampuan kosakata siswa kelas VII di UPTD SMPN 1 Parepare.

Peneliti menerapkan desain kuasi-eksperimental dengan dua kelompok pretest dan desain posttest. Populasi penelitian ini adalah siswa kelas tujuh di UPTD 1 Parepare.. tahun akademik 2020/2021. Sampel penelitian diambil dengan menggunakan total random sampling yang terdiri dari 64 siswa dari dua kelas yang diambil dari populasi siswa kelas tujuh UPTD SMP1 Parepare. VII.6 sebagai kelas eksperimental dan VII.9 sebagai kelas kontrol.

Hasil analisis data menunjukkan bahwa keterampilan kosakata siswa meningkat. Itu ditunjukkan oleh skor rata-rata pretest di kelas eksperimental adalah 50,00 sementara kelas kontrol 55,43 selain itu skor rata-rata posttest pada eksperimental 76.25 sementara pada kelas kontrol 64.68. terbukti uji t-test 2.380 lebih besar t-table 2.000 dengan tingkat kebebasan  $(df)=(N1+N2-2)$  62 untuk tingkat signifikansi 0,05. Dapat disimpulkan bahwa hasil skor menunjukkan bahwa film kartun cukup efektif diterapkan di UPTD SMPN 1 Parepare untuk meningkatkan kosakata siswa.

Kata kunci: film kartun, kosakata, media.

## **INTRODUCTION**

English is an international language which is used by many people in the world to communicate among nations either in spoken and written. Thus, it is not surprising that the teaching of English is carried out in many parts of the world. Seeing that English is an international language, our government has stipulated that English becomes the first foreign language in Indonesia. So, English has been given more special attention. Nowadays, we can see that English is not only taught at Junior High School, Senior High School and Vocational School, but also at Junior High school as a local content. This is a new step for the national education in Indonesia Depdiknas (2018)

The function of teaching English in Junior High School is to introduce English as the first foreign language to Junior High School students in order to be able to communicate in simple English, and then to motivate them to be ready and self confident in learning English at a higher level of education. The material consists of spelling, listening, vocabulary, writing, reading and functional mastery as the basis to get simple language mastery.

Vocabulary is one of the important mastery in English. People can communicate or talk with others by creating a sentence either verbally or in writing. The function of a sentence is to convey the message or the specific intent so that the message can be up and understandable manner of speaking. The vocabulary has a very important role in speech. As disclosed by Keraf G in Hendrisman (2012) the quality of language mastery of a person depends on the quality and quantity of its vocabulary. Therefore, the mastery disclose and receive good ideas are highly correlated with vocabulary.

Based on observation by giving a test to the student of 7th grade at UPTD SMPN 1 Parepare academic year 2020/2021. The researcher find that most students still difficulties in vocabulary mastery although they have done it for several years. The main factor is a subject that is quite difficult because of the media that use in the school. Their mean score is 50,00. This score is categorize as low achievement base on DEPDIKNAS 2018. The problem from the low achievement of the student, because the media use by teacher os not effective. This data collection by the questions given to students and the researcher got about 60% of student a satisfied with the method of the teacher.

Based on the problem above, the researcher contributed her idea to the teaching of English. Later on, she hopes that it will be useful for her fellow teachers. The researcher wants to conduct an experiment on the use of cartoons film as an alternatives media to improve the vocabulary mastery for the students. The Junior High School students are given something new and different from what they usually get in class. Through this study, the researcher wants to find out a new teaching media to increase the quality of English teaching process in junior high school.

Regarding the problem above, it is my consideration in conducting the research . my research is going on offering solutions to help overcome these problems by providing more interesting learning for students, especially in vocabulary namely by using cartoon film. Teaching students to vocabulary with cartoon film is expected to be effective and can make students more interested in vocabulary.

My research tries to improve student's vocabulary mastery though cartoon movie. For the comparison, previous research have inspired the vocabulary of this research are Fitri Kurniaty, Lailatul Husna, Ernati (2009) who conducted research on the use cartoon movie are attractive and effective media to teach vocabulary. By repeating after the narrator saying in the film, the students can minimize their mispronunciation. In addition, the students were enthusiastic and become active in joining the class. Other research Prima Ardyu Mukti (2012) who conducted research on use of cartoon films are attractive and effective media to teach vocabulary.

The research will do similar research namely using cartoon films media to improve student's vocabulary, but previous researchers had differences with my research, the material to be taught is different. Secondly my research focuses to seventh grade students junior high school.

## METHOD

In this research the researcher will apply quasi-experimental design method with the two pretest and posttest design. This study consists of two classes. The Population is generalization area consisting of objects or subjects that have certain qualities and characteristics which determined by researchers to be studied and then withdrawn the conclusion. So the real population is not just people but also the object or subject along with their characteristics or characteristics. The population in this is the report of seventh grade students of SMPN 1 Parepare in the 2020/2021 academic year using film.

## RESULT

The findings were obtained through the vocabulary test at the seventh grade students of UPTD SMPN 1 Parepare in academic year 2019/2020. The researcher applied all procedures that had been displayed in the previous chapter. Moreover, the researcher gave the students both pre-test and post-test. After that, it was continued by analyzing their score between pre-test and post-test for both experimental and control class. It aims to find out the significant difference of the students from both classes. After analyzing the data, the researcher found the students' score and tabulated in the following parts.

After treatment, there were 9 (28,13%) students got very good classification and 23 (71,87%) students got good classification. It indicated that the students' vocabulary mastery of post-test in experimental class was improved after being taught by cartoon films. While in the control class, most of the students got fair classification. There were 15 (46,87%) students got good classification and 17 (53,12%) students got fair classification. It indicated that the students vocabulary mastery in experimental class after giving treatment was higher and better that the students' vocabulary mastery in control class. It meant that the students' vocabulary mastery improved after being taught by cartoon films.

Class	Mean Score		Gain score
	Pre-test	Post-test	
Experimental class	50,00	83,12	66,44
Control class	55,43	64,68	9,25

Shows about the mean score of pre-test and post-test both of experimental class and control class. In pre-test, the mean score obtained by the students in experimental class was 50,00 while in the control class was 55,43 the researcher obtained some improvements for both class. The results showed no significant

difference of the students between experimental class and control control before giving the treatment. It meant that the vocabulary mastery of the students in both experimental class and control class had the same ability before giving treatment.

After giving the treatment for both experimental class and control class, the researcher found some improvements. The mean score obtained by the students in experimental class was 83,12. While the mean score obtained by the students in control class was 64,68. It indicated that there was a significant difference of the students between experimental class and control class after giving the treatment, in this case by through the cartoons film strategy in Experimental class and using picture to teach vocabulary in Control class. It means that the vocabulary mastery of the students in both experimental class and control class were contrasted one another. It was proven by the score differences between experimental class and control class in both pre-test and post-test. The difference was 66,44 in experimental from pretest to post-test, while 9,25 in control class from pretest to post-test.

Class	Standard Deviation		Gain score
	Pre-test	Post-test	
Experimental Class	14.08	7.48	6,6
Control Class	13.07	6.21	6,86

Shows about the standard deviation of pre-test and post-test for both experimental class and control class. The standard deviation obtained by the students in experimental class was 14,08 in pre-test to 7,48 in post-test, while in the control class was 13,07 in pre-test to 6,21 in post-test. The gain score of standard deviation for both pre-test and post-test in experimental class was 6,6, while the gain score of standard deviation both pre-test and post-test in control class was 6,86.

Df	Variable	t-test value	t-table value
62	Post-test	5,62	2.000

The previous table shows that the t-test value and the t-table value. After applying t-test of testing hypothesis comparative two samples to know whether or not through cartoon films was effective to improve the student's vocabulary mastery, the researcher found that the t-test value of post test was 5,62. If the level of significance ( $\alpha$ ) was = 0.05 and the degree of freedom (df) =  $n_1 + n_2 - 2$ , the calculating of the degree of freedom was (df) =  $32 + 32 - 2 = 62$ . The t-table value of the level of significance ( $\alpha$ ) 0.05 and the degree of freedom (df) 62 is 2.000. Therefore, the t-test value (5,62) was higher than the t-table value (2.000). It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. Therefore, the researcher concludes that the vocabulary mastery of UPTD SMP Negeri 1 Parepare who implemented of cartoon films was

better than the students that using picture to teach. It can be said that cartoon films was a good way to improve the students' vocabulary mastery to the seventh grade students of UPTD SMP Negeri 1 Parepare.

## DISCUSSION

Before implementing the treatment for both Experimental and Control Class, the researcher gave pre-test to determine the students score. The mean score in experimental class was 50,00 while in control class was 53,43. The researcher implemented cartoon films to teach vocabulary in experimental class for four meetings and using picture and picture to teach vocabulary in control class.

In experimental class, the researcher was teach for four meetings. At each meeting researcher was used cartoon films as a medium in learning which is explained conveys the purpose of the lesson and explain about the material being taught and shows example of narrative text. After that the researcher seeing the cartoon films and asks the students to write vocabulary that they find from the cartoon films. The learning process was conducted during meetings, where the first meeting was feature and cartoon films about the story of gunung merapi (mount merapi). After the students were watched the cartoon films and write any words their find from the film, the researcher asked to translate the words. The researcher implemented the cartoon films for four meetings, the steps were similar and only the topic was different.

In control class, for the first meeting, the researcher explained about the narrative text and then implemented picture and picture to teach vocabulary. The topic for first meeting control class was similar with experimental class (the story of mount merapi). Students were given time to make some notes about the topic and then asked them to comprehend the picture. After that, they were given chance to present their descriptions in front of the class. From these steps, we caee the difference between cartoon films and using picture and picture to teach vocabulary.

After completing the treatment, the researcher gave post test to determine the improvement. The mean score in experimental class was 83,12 while in control class 64,68. It indicated that implementing cartoon films significantly improved the students vocabulary mastery.

The improvement in experimental class was also supported by some research findings those are: A study from Prima Ardy Mukti (2012). He found that cartoon film are attractive and effective media to teach vocabulary. During the action he found that students had shown their improvement in pronouncing english word correctly by repeating after the narrator saying in the film, the students can minimized their mispronunciation.

In other study from Desi Fitriani, Jufri (2012) they found that the use of cartoon films in learning English, especially vocabulary is an alternative way of several methods used in teaching vocabulary to students to increase student motivation in learning English so that they don't feel bored and monotonous in learning it and provide input to English teachers in varying learning media using cartoon films so that students are not only interested but also gain new experience and knowledge that they can take from these lessons.

And the last study from Fitri Kurniaty, Lailatul Husna, Ernati (2009), show that using cartoon film are attractive and effective media to teach vocabulary. By repeating after the narrator saying in the film, the students can minimize their mispronunciation. In addition, the students were enthusiastic and become active in joining the class.

## CONCLUSION

Based on the findings and discussion presented in the previous chapter, it was found that teaching vocabulary mastery through Implementing of cartoon films can improve the vocabulary of the seventh grade students of UPTD SMP Negeri 1 Parepare. It was supported by the data in experimental class which the mean score of the students in the pre-test is 50,00 and in the post-test is 76.25. From the data have found, it showed that there was different students' mean score between before and after giving treatment. The students' score after giving treatment was higher than before giving treatment. Besides that, in applying t-test of the students' post-test for both of the classes, it was found that the t-test was greater than t-table value.

Based on the conclusion presented in the previous sub-chapter, the researcher would like to give some suggestion for the future research as follows:

1. The researcher should make the learning environment more fun and realistic in order to make the students enjoy in teaching and learning process.
2. The English teacher should apply the various methods and teaching media in teaching English especially in vocabulary in order to make the students easily to improve their vocabulary mastery. One of them is teaching vocabulary mastery through using of cartoon films.
3. The teacher must always help the students to solve their problems in learning English especially in vocabulary mastery.
4. The students should be serious in paying attention to their teachers, and have braveness to ask about the things that they do not know to the teacher and express their mind.

For the next researcher, it is suggested to use the result of research as one of reference and comparative study in employing their research, especially for the vocabulary mastery research.

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