The Effect Of Using Cartoon Film On Students' English Vocabulary Mastery

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ABSTRACT
This study aims to determine whether there is a significant effect of cartoon film media on the vocabulary of English students. This type of research is quantitative research and was conducted using two classes, the experimental class consisted of 30 students and the control class consisted of 30 students. In the data collection technique, the researcher used pre-test, treatment and post-test by giving a vocabulary mastery test consisting of 10 multiple choice items for each test. The results of this study indicate that there is a significant influence from the use of cartoon film media. This can be seen from the difference between the students’ mean scores from the pre-test and post-test in the experimental class which increased from 44 to 75. The average post-test score in the control class was 52 while the post-test score in the experimental class was 75. Higher than the average value of the control class. That means, the cartoon film media strategy can improve students’ understanding of English vocabulary.

PENDAHULUAN

English as one of international languages in Indonesia has an important role in education. Based on government rule number 32 year 2013 subsection 70 verse 3 and 5, English becomes one of some subjects in national examination for junior and senior high school (Sinaga & Muhajir, 2022). The educational process is never separated from human communication with the living environment and human culture. In the life of Indonesian people, surely interactions must occur individually or group, the process of socialization relates to the process of cultural learning in relation to the system social (Darma & Joebagio, 2018). English is an international language where not only one country uses the language to interact with other languages. Because English is an international language that can support human needs in communicating in this global era. Learning English in junior high schools should be packaged in a situation that can attract students’ attention to participate in the learning process. By using a variety of media, it is possible for this learning to take place in an interesting way. In this case, the teacher is required to be more creative in choosing the media that will be used during the learning process. The main thing that must be considered by a teacher in the use of media is related to the analysis of the benefits of using the media.

There are several reasons that must be considered in the use of learning media related to the beneficial effects to be obtained, as stated by (Nana & Ahmad, 2010) namely: a. Learning will attract the attention of students so that it can foster learning motivation. b. Learning methods will be more varied, not merely verbal communication through the narration of words by the teacher, so that students do not get bored, and the teacher does not run out of energy, especially if the teacher has to teach for every hour of the lesson. c. Learning materials will have a clearer meaning so that they can be better understood by students and allow them to better master the learning objectives. d. Students do more learning activities because they do not only listen to teacher’s description, but also other activities such as observing, doing, demonstrating, and others. One of the media that can be used in learning is audio-visual media. By using audio-visual media, students can not only see pictures, but students can listen to information from the media. This interesting teaching and learning activity can motivate students to take lessons enthusiastically, so that the subject matter can be absorbed by students in order to achieve learning objectives.
One of the objectives of learning English is to develop students' communication competence. This communication skill is based on vocabulary mastery. Mastery of vocabulary is considered important, because vocabulary is the basic capital in communicating. Vocabulary improvement can be done in many ways through reading, listening, and watching activities. In general, in improving vocabulary mastery at school, teachers use teaching media in their learning. By using teaching media, students will be more focused and motivated in developing their language skills. However, in reality students still have limited vocabulary mastery.

The media used in learning English can be one of the causes of the limitations that students have. Most teachers only use two-dimensional image media, even source books as the only media in learning English, so that in developing vocabulary students only get information obtained from the teacher. The teacher assumes that students will have difficulty absorbing information from the film. However, in fact students are more enthusiastic about following the lesson if the teacher provides a new atmosphere by showing a film, because according to students, students will absorb information more quickly by seeing and hearing the information in the film. Of the many media films that can be used as learning media, cartoon films are one of the media that can be used to help improve students' vocabulary mastery.

According to (Heru, 2014) "The advantages of cartoon film media as learning media are: animated films can create a deep impression on teachers or students; the sound and movement that is displayed is a representation of reality, according to the material presented. Cartoon films as a medium have superiority in sound, images, lines, and symbols that are displayed. Cartoon films can complement the basic experiences of students, when discussing or practicing. In addition, the images and sounds that appear in cartoons make children not bored quickly, so they can stimulate children to want to know more about the stories shown in these cartoons, especially in the learning process that supports increasing students' vocabulary. Seeing the existing problems, the researchers used English cartoon films as learning media, which were expected to help develop students' English vocabulary optimally. By using this film, it is hoped that students can pay attention to the continuity of the learning process and gain new experiences that can support their ability to speak English. Therefore, the researcher intends to conduct research on the Effect of Using English Cartoon Film Media on Students' Vocabulary Mastery.

According to (Sugiyono, 2013) quantitative research methods is a method for testing certain theories by examining the relationship between variables. These variables were measure so that the data consists of numbers figures could be analyze based on statistical procedures. Therefore, this research used an experimental research, because researcher find out the effect of implementing the listening vocabulary strategy which will be done by viewing cartoons in pairs on students' listening comprehension.

Research hers took two groups as samples of this study, namely the experimental class using the strategy of watching cartoon films and the control class watching cartoon films. Prior to treatment, both groups were given, pretest to know their ability in auditory comprehension, then the researchers gave treatment using a cartoon film listening strategy for the experimental class, while the control class did not. At the end, both groups gave a post test, in this study, the pretest and posttest were compared to determine the effect of using a film influencer cartoon on student's learning vocabulary in auditory comprehension.

### PEMBAHASAN

The reability of the test is intended to find whether the test is reliable or not in the research the used formula form (Arikunto, 2010) as follow:

\[
R_{xy} = \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[N(\Sigma X^2) - (\Sigma X)^2] - (N(\Sigma Y^2) - (\Sigma Y)^2)]}}
\]

Explanation:

| \(\Sigma X\)  | 2260 |
| \(\Sigma Y\)  | 1550 |
| \(\Sigma X^2\) | 173800 |
| \(\Sigma Y^2\) | 86100 |
\[
\sum XY = 3503000 \\
N = 30 \\
R_{xy} = \frac{30(3503000) - (2260)(1550)}{\sqrt{30(173800) - (2260)^2} - (30(86100) - (1550)^2)}
\]

\[
= \frac{105090000 - 3503000}{\sqrt{(5214000 - 5107600) - (2583000 - 2402500)}}
\]

\[
= \frac{101587000}{\sqrt{(1064000 - 180500)}}
\]

\[
= 1920520000
\]

\[
= 0.53
\]

According to (Arikunto, 2010) the confenciency of \(r\) can be interpreted using the criteria.

| No | Validity   | Information              |
|----|------------|--------------------------|
| 1  | 0.00-0.20  | The reability is very low |
| 2  | 0.20-0.40  | The reability is low     |
| 3  | 0.40-0.60  | The reability is Fair    |
| 4  | 0.60-0.80  | The reability is High    |
| 5  | 0.80-1.00  | The reability is very High |

After the calculated the reability of the test was 0.53, the reability of the test is fair when is between 0.40-0.60. It means the test reliable.

The result score above shows that the students’ score increased from pre-test to post-test. Based on this comparison the changes increased since they received the treatment. This means that the effect of using cartoon film media on students is successful in improving student listening comprehension. This can be seen in the t-observable. The t-count value show that the t-table is 1.67 while t-observed was 7.82.

The testing of hypothesis should be done in order to know whether the hypothesis is accepted or rejected. Based on t-table with of 58 (\(n + n - 2 = 30 + 30 - 2 = 58\)) at t-critical 0.05 it’s obtained 1.67. T-observed was the result of calculating t-test formula, where as t-table was that taken from the table. T-observed > t-table. T-observed with 7.82.

From the results of t-test above, it can be concluded that the hypothesis is accepted. This means that the vocabulary learning strategy using film media for class students’ VIII MTS Datuk Abdullah TanjungMorawa is accepted. In other words, by using cartoon film media their vocabulary understanding is better than conventional teaching.

In this part, the researcher talks about the discussion of the effect of using cartoon film on students’ English vocabulary mastery. After collecting and analyzing the data and giving treatment, the results of the class experimental and control class showed that the learning achievement of students’ who where taught using cartoons was higher than that of students who were taught without film.

By looking at the results of students learning achievement from the application of cartoon film media, it increases student achievement in learning vocabulary, especially in paying attention to each word or text verse in class
VIII Students’ of MTS Datuk Abdullah Tanjung Morawa. Based on the explanation above and analyzing the indicators seen in the application of cartoon film media in understanding vocabulary, especially in listening and viewing the text in the video. The application of learning by using cartoon film media improves teaching and learning situations effectively.

**SIMPULAN**

Based on the results of the analysis, the researchers concluded that understanding using cartoon film media as an alternative to new methods in learning student vocabulary. The post-test of the experimental class showed that the highest score was 100 and the pre-test of the experimental class decreased the score by 30. It was concluded that using the cartoon film media strategy had an increase or was better with other methods, using the strategy of learning while watching movies also had a significant effect. Big and positive in teaching vocabulary to students. In which the students who were taught with the paired cartoon media strategy had a higher score than the students who were taught without the film media method, so it shows that the value of t-observed is higher than the value of t-table or 7.82 > 1.67. This can be seen from the difference between the experimental and control class from the result of the post-test where the mean of the experimental class (X) is 32 mean while, the means of the control class (Y) is 23.33 that hypothesis (Ha) is accepted. This means that there is a significant influence from the use of the cartoon film media learning method for students of VIII MTS Datuk Abdullah Tanjung Morawa.

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