

# ENHANCING STUDENTS' VOCABULARY MASTERY USING CARTOON MOVIE AT THE EIGHTH GRADE CLASS OF SMP NEGERI 3 DUHIADAA

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## ABSTRACT

This research aimed to improve the vocabulary mastery of eighth-grade students at SMP Negeri 3 Duhiadaa using cartoon films that focus on verbs and nouns. Researchers used one group of pre-experimental research where data was obtained from the pre-test and post-test. The population of this study was the eighth grade (VIII B) of SMP Negeri 3 Duhiadaa. The research sample was taken using a purposive sampling technique; there were 23 students. The findings of this research showed that the differences between students before and after using cartoon films are significantly different. The students' pre-test average score in total vocabulary was 42.8 to 79.3, with a presentation of an increase of 85.3%. The results of data collection were calculated using SPSS. Wilcoxon signed test analysis showed that Sig. (2-tailed) = 0.00, which is smaller than  $\alpha = 0.05$ . It means there is a significant difference in students' vocabulary before and after using cartoon films. Based on these findings, it can be concluded that cartoon films effectively increase the vocabulary of eighth-grade (VIII B) students at SMP Negeri 3 Duhiadaa.

## Informasi Artikel

### Kata Kunci:

Kosakata, Film  
Kartun, Bahasa  
Inggris

## ABSTRAK

Penelitian ini bertujuan untuk meningkatkan penguasaan kosa kata siswa kelas delapan SMP Negeri 3 Duhiadaa menggunakan film kartun yang berfokus pada kata kerja dan kata benda. Peneliti menggunakan penelitian pre-eksperimental satu grup yang mana data diperoleh dari pre-test dan post-test. Populasi penelitian ini adalah kelas delapan (VIII B) SMP Negeri 3 Duhiadaa. Sampel penelitian diambil dengan menggunakan teknik Purposive Sampling ada 23 siswa. Temuan penelitian ini menunjukkan bahwa perbedaan siswa sebelum dan sesudah diterapkan penggunaan film kartun berbeda secara signifikan. Nilai rata-rata pre-test siswa dalam jumlah kosakata adalah 42, 8 menjadi 79, 3 dengan presentasi peningkatan 85, 3%. Hasil pengumpulan data dihitung menggunakan SPSS. Analisis wilcoxon signend test menunjukkan bahwa Sig. (2-tailed) = 0,00 yang mana lebih kecil dari  $\alpha = 0, 05$ . Ini berarti bahwa terdapat perbedaan yang significant terhadap kosa kata siswa sebelum dan sesudah menggunakan film kartun. Berdasarkan temuan tersebut, dapat disimpulkan bahwa film kartun efektif untuk meningkatkan kosa kata siswa kelas delapan (VIII B) SMP Negeri 3 Duhiadaa.

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## INTRODUCTION

Vocabulary is one of the English components, which has to be mastered and acquired by students in learning a new language. Vocabulary is all the words that someone knows, learn, and uses in every aspects of their life such as in communication, at work or job interview. According to Dakhi in Nurul (2022) state "vocabulary is what language users use to express their feelings, idea, and opinion there are manifestations of their thoughts". Hatch and Brown in Pratiwi (2019) state that vocabulary refers to the list or set of words in a particular language or the list or set of words that individual speakers of the language are likely to use. Mujahid in Ilham Muhammad (2013) states vocabulary is first and foremost a basic element that plays an important role among the four language skills. This means that vocabulary is a basic skill in learning English. This means that the limited vocabulary makes it very difficult for students to acquire English skills.

Cameron in uswatun (2016) stated that vocabulary is one aspect of a language that should be learned. Learning vocabulary is important. Because in order to speak, write and listen well, you must first know your vocabulary. A person is said to "know" a word if he can recognize its meaning when he sees it. This means that when you learn vocabulary you need to understand the meaning and be able to use it in sentences.

Based on the statements above, it can be concluded that vocabulary is one of the components which student mastery learning new English. Vocabulary is very important to have four skill learning and teaching English. Vocabulary gives the effect of all skills, without have a vocabulary the students cannot master a foreign language.

According to Celca-Muria in Lestari (2016) there are two kinds of vocabulary, as follows:

### 1. Productive and receptive Vocabulary

Productive vocabulary is the lexical term which the students can remember and use properly in speaking and writing. Receptive

vocabulary is introduced only until the students understand the meaning in the context of reading and listening.

### 2. Content Words and Function Words

The majority of vocabulary items that fall under the umbrella of "content of words" represent these items. For instance: thing, action word, modifier and a few qualifiers. The vocabulary items categorized as close words, prepositions, determiners, and numerous adverbs are known as function words. Grammar should teach function words, and vocabulary should teach content words.

The encyclopedia of education (2022) goes into greater detail about vocabulary division, dividing it into four categories as follows:

- a. Oral vocabulary is made up of words that are frequently employed in speech. The words that flow easily from one's mouth during a conversation.
- b. The words that come easily to one's finger vocabulary are referred to as writing vocabulary. It is possible that a student who is more editorially inclined than visually inclined has a speaking vocabulary that is greater than his or her written vocabulary.
- c. Listening vocabulary is a collection of words to which one responds by comprehending the meaning of others speech.
- d. Reading vocabulary refers to the words to which one responds with meaning and comprehension of others writing.

Words play different roles in a text, they belong to one of the different word classes such as nouns and verbs:

#### 1) Noun

according to Santhalunai & Vijaya in Nurul (2022) there are some types of noun: 1) common nouns, common nouns refer more to broad concepts than to specific examples. For instance: girl, city, animal, friend, house, and food. 2) Proper Nouns, proper nouns are names that are given to something to make it more specific. For instance: name of city, days, religions etc. 3) Collective Nouns, collective nouns that refer to

an entire group of people or things. Example: staff, crew, herd, flock, team etc. 4) Abstract Nouns, a noun that refers to an intangible concept, such as feeling, emotion, idea, and quality. Example: happiness, speed, freedom, courage and sadness etc. 5) Uncountable and Countable Nouns, countable noun is one that can be counted in both singular and plural forms. Example: a tree, a book, an orange, a teacher and so on. Uncountable noun are always considered singular and cannot be use alone, but follow by some, any, little or a lot. Example: water, oil, coffee and so on.

## 2) Verb

Betti in Nurul (2022) state “verb is typically consideration of as a word class or part of speech that denotes a condition of being or describes an action or occurrence.” Hasibuan & Irmayana in Nurul (2022) state that “the verb is a word that changes the meaning of sentences by demonstrating the action of the subject.”

Paulson in Uswatun (2016) state “cartoon movie is a form of media where, using animation, characters are shown with simplified features, but still maintaining an ability to recognize.” London Holmes in Uswatun (2016) state that cartoon movie is a term we use to describe a particular material and communication medium with specific properties governed by specific laws of physics. It is also a term that we use to describe both: film is not only its material and medium, but it also formulates a particular field of symbolic meaning and influence, and a particular field of influence that satisfies a particular criterion to give it a particular value. Also use in the production of communicative texts. Animated film is now a form of visual art with two-dimensional illustrations. While the specific definitions have changed over time, modern usage can be seen as satire, caricature, or refers to a typically unrealistic or semi-realistic drawing or painting, or an artistic style of such work, intended for humor.

Based on the statement above, it can be concluded that cartoon movie is a form of media drawing and painting or pictures and sound illustrated visual art. Cartoon movie is media that helps teachers in the teaching and learning process. With use media cartoon movie students

can learn more enjoyable and active in the classroom. The functions of movie are to educate, entertain, motivation and inspire the students.

According Brodwell in Geminastaty and Misnawaty (2018) defines the type of movie as follows: 1) Documentary movie, the presentation of factual information about the world outside the movie is made easier by documentaries. 2) Fictional movie, A made up presents nonexistent creatures, spots, or occasions. However, in the event that a film is fictitious that doesn't imply that it is totally irrelevant reality. 3) Animated movie, Vivified film are recognized from surprisingly realistic ones by the uncommon sort of work that are finished at certain stage. 4) Experimental or avant-grade movies, Some movies makers set out to create movies that challenge orthodox notion of what movies can show and how it can show it.

According to Canning and Wilson in Suparta (2016) state that cartoons can arouse interest and motivate students. Offering her two types of learning, audio and visual, she is able to capture the attention of her students. These mediums help students interpret spoken messages by observing the speaker's visual performance and listening to the speaker's voice. Therefore, students can match spoken words to animated images. Spoken language is easier to understand and remember. Hamalik in Uswatun (2016), concluded “movie is a combination between movements, words, music and colors. There are many tools that can be used to deliver messages to students.” In this research, the researcher use cartoon movie as the media to teach the language. Yaseen and Shakir in Ayu (2021) state that Watching movies in the classroom is a fun activity that not only helps students improve their language skills, but also teaches them about different cultures and different perceptions of certain phenomena.

The researcher concludes that using movie in the classroom can make student more active, can stimulate and motivate student interest and

then can make student easier in learn vocabulary. Those using cartoon movie students can get more new vocabulary and can improve pronunciation mastery.

Based on the description Wakif and Fauzia (2018) the way to teach vocabulary from the cartoon movie consists of three stages. There are presentation, practice, and production. The presentation begins with the phase of activity in presenting what the teacher prepare before entering the class. The preparation could be a subject of lecture and nay other material related to the topic of the movie. The practice is more interesting to be applied because this time the teacher will ask them to practice what they had of watching from the movie. They memorized the vocabulary, speak clearly like the videos act and in this case the teacher did the pause from the movie so that students able to practice as well as memorizing the vocabularies. The last step was asking the students to mention some new vocabularies related to the movie and in this time the teacher asked them to not only wrote those new vocabularies but also asking them to mention vocabularies surrounded them related any ideas based on the topic of the cartoon movie played.

In this part of the teaching process, the writer would like to present the steps of her teaching vocabulary using cartoon movie with considering the presentation, practice and as following description:

1. Teacher presenting the movie from the youtube with tittle cartoon (Ratatouille), because this cartoon have many vocabulary especially nouns and verbs.
2. Giving the instruction of the way the teacher delivery her subject and the students attitude when watching the movie.
3. Students watch the movie while paying attention to the pronunciation.
4. After that the teacher asks students to write the vocabulary especially nouns and verbs in the movie.
5. Teacher and students together look for the meaning of the vocabulary that has been written.

## METHOD

In this research, the researcher used pre-experimental design with one group pretest-

posttest. The experimental group received treatment by using movie, a treatment under investigation. According to Sugiyono in Nurul (2022) “pre-experimental design is a plan that covers only one group or class given pre-test and post test.” The researcher gave pre-test in first meeting, then gave treatment after giving pre-test, and gave posttest to students at the end of the meeting, to find out their understand after treatment.

As a pre-experimental research, the instrument that used in this research is a vocabulary test. In this text, the researcher was provide test 20 number which is 15 numbers is multiple choice and 5 number is matching words with their pairs. The test was applied in two sections. The researcher gave pretest as many as 20 numbers then the treatment, then gave posttest as many as 20 numbers. It is intended to know the enhancing of student before and after treatment.

**Table 1 Design if the research**

$O_1$	$x$	$O_2$
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(Gay in Nurul, 2022)

Where:

$O_1$ : Pre-test

$X$  :Treatment

$O_2$  :Post-test

## FINDINGS AND DISCUSSION

The researcher describes students’ scores in pre-test and post-test

**Table 2 The mean score pre-test and post-test of students**

No	Students’ Name	Pre-Test	Post-Test
1	Nur Ain Kasipa	25	75
2	Giovandi Darisa	60	80
3	,Oh Atyar Karim	50	90
4	Nur Aziza Moha	50	75
5	Ibrahim Umar	50	95
6	Pratiwi Lasimpala	50	75
7	Moh Alip Tane	55	75
8	Jihan Ngabito	50	80
9	Alfiano Abjul	35	80
10	Apriyanto Abdullah	55	80
11	Andika Suleman	35	90
12	Moh Fadil Kamba	45	75
13	Bunga Lestari Mato	30	85
14	Fitri Kau	50	75
15	Indriansyah Rauf	40	75
16	Fatmawati Kaani	30	75
17	Mesycawati Simon	30	80
18	Fahrul Tane	60	70
19	Abdul Ali Mohamad	35	70
20	Talita Asagaf	55	85
21	Nur Khaliqah Kadai	40	75

22	Nur Fazria Karama	35	90
23	Iskandar Yusuf	30	75
$\bar{X} = \frac{\sum X}{N}$		42,8	79,3

Table 2 shows that result mean score of the pre-test and post-test. Mean score pre-test 42, 8 and mean score post-test 79, 3. Which from the table, it can be seen the percentage improvement of students vocabulary in pre-test and post-test that is as much 85, 3%. It means that, the used cartoon movie can improve students' vocabulary especially in noun and verb. Therefore, it can be seen that there has been an increase in students score.

Figure 1: percentage meant score vocabulary in Pre-test and Post-test

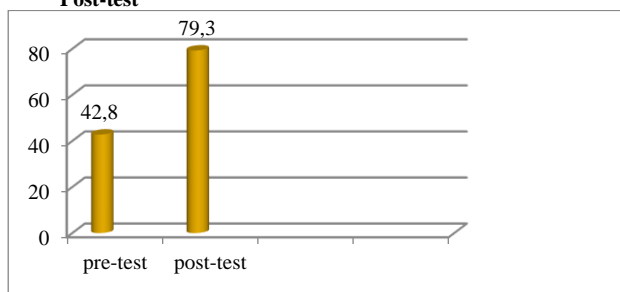


Figure 1 shows that the percentage improvement of pre-test to post-test was 85,3%. That was seen by several elements namely; students more diligent and more active in the class after teacher gave a motivation during treatment, students more interest with the material taught by using cartoon movies, and the importantly, the used cartoon movie students can improve vocabulary especially in noun and verb.

Inferential analysis was used to test the hypothesis. In this instance, the researcher utilized the Wilcoxon signed ranks test, which was a test to determine the level of significance ( $\alpha$ ) 0, 05 between the mean score of the students on the pre- and post-tests. The speculations are:

- Asymp value. Sig (2-tailed) > a value then  $H_0$  is accepted
- Asymp value. Sig (2-tailed) < a value, then  $H_0$  is rejected and  $H_1$  is accepted.

Table 3 The Significant of Students' Vocabularies in Their Vocabulary Text In Pre-test and Post-Test Wilcoxon Signed Ranks Test

Ranks
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		N	Mean Rank	Sum of Ranks
Post_tets - Pre_test	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	23 <sup>b</sup>	12.00	276.00
	Ties	0 <sup>c</sup>		
	Total	23		

Test Statistics <sup>a</sup>	
Post_tets - Pre_test	
Z	-4.207 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test  
b. Based on negative ranks.

From the table 3, it can be concluded that the students' vocabularies between pre-test and post-test are significantly different, it can be seen based on the results of the Wilcoxon Signed Rank Test, the Z value obtained is -4, 207 with the p value (Asymp. Sig. 2-tailed) is 0, 00. Which is smaller than  $\alpha = 0, 05$ . Because  $0, 00 < 0, 05$  the null hypothesis ( $H_0$ ) is rejected or alternative hypothesis ( $H_1$ ) is accepted.

This section presented the analysis of findings which showed the significant difference of students vocabularies in pre-test and post-test. The number of students vocabulary mean score before being treated by using cartoon movie was shown through pre-test score that is 42,8. Then after giving treatment, the students vocabulary mean score is 79, 3. This shown the percentage improvement of students' vocabulary as much 85, 3% in pre-test to post-test. At the level of Sig (0, 05), the Sig (2-tailed) was 0, 00 using SPSS 25. The alternative hypothesis ( $H_1$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected on the basis of this result. It is possible to draw the conclusion that the pre-test and the post-test differ significantly. The significant indicator shows the students' vocabulary mastery is improved by watching cartoons.

The implementation cartoon movie to enhancing students vocabulary mastery can divide into 4 meetings. In each meeting, the researcher played a cartoon movie a 30 minutes. The first meeting, the researcher explained about the movie and gave task to student to find verbs and nouns in the movie that been watched,

in this meeting the tasks have done together between the researcher and students. The second meeting, the researcher gave explain to the students about the continuation of the movie had been watched and gave task to students to find verbs and nouns in the movie. The task was done as much as 70% by students and 30% was done by researcher. In this meeting the researcher only helped a few students and the rest of the students were more active in searching.

After that in the third meeting, the researcher explained again continuation of the cartoon and after that the students given a task to find nouns and verbs in the continuation of the cartoon had been watched, and the task was done by the students themselves without any help from researcher. And then one by one the students write on the blackboard the results of the verbs and nouns they have found. At this meeting students are more confident and more active in learning. The last meeting, the researcher explained continuation of the cartoon and gave students' task the same task as the previous meeting that is to find verbs and nouns of the cartoon had been watched. After that the students analyzed the verbs and nouns what they had done in the first meeting until the fourth meeting. The purpose of the assignment to look if there are change between verbs and nouns from the first, second, third, and fourth meeting of the cartoon movie they watched.

## CONCLUSION

The students mean score before treated by using cartoon movie in enhancing vocabularies is 42, 8. After giving a treatment, the students' mean score is 79, 3 with the percentage improvement as much 85, 3%. After the students' score analyzed using SPSS 25, both pre-test and post-test are significantly different. It was proved by the Sig (2-tailed) (0, 00) which is lower than  $\alpha = 0, 05$ . It means that there is a significant difference of using cartoon movie in enhancing students' vocabularies mastery at the Eighth (VIII B) grade class of SMPN 3 Duhiadaa.

The implementation cartoon movie to enhance vocabulary mastery can be divided into 4 meetings. From the first meeting to the forth

meeting, the researcher found that there was a significant increase in students vocabulary mastery. It is shown by students which was being more enthusiastic in accepting the learning in class, can help students respond faster and master the vocabulary. And also help students increase their self-confidence.

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