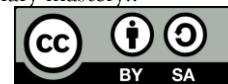


THE EFFECTIVENESS OF USING ENGLISH CARTOON FILM IN IMPROVING STUDENTS' NOUN VOCABULARY MASTERY

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Article Info	Abstract
<p>Received: January 22, 2023 Revised: February 12, 2023 Accepted: February 25, 2023 Published: June 29, 2023</p> <p>Keywords: English Cartoon film, Vocabulary mastery, Experimental Research</p>	<p>The aims of this research was to find out How Effective the use of English Cartoon Film in Improving Students' Vocabulary mastery. This research conducted by used Quantitative method with a pre-experimental design with one group of pre-test and post-test. This research population consisted of eighth grade students at SMP Negeri 2 Mappakasunggu, with the research sample being Class VIII C, which consisted of 23 Students, selected by purposive sampling technique. The data from this research gathered through the supply of pre-test and post-test materials to be utilized as a comparison to find out how the improvement of students' vocabulary mastery before and after using English cartoon film with as a teaching/learning media. The results of this research revealed that using English cartoon films as a media of teaching and learning is effective for students in eighth grade students of SMP Negeri 2 Mappakasunggu in improving their vocabulary mastery. This is demonstrated by how much the student's grades have improved. where the pre-test mean score of students is 42.17 and the post-test mean score of students is 70.43, indicating a 67.01% increase in students in this research. Furthermore, data analysis results show that the value of t-test (13.57) is greater than the value of t-table (2.074). Based on these findings, it is possible to conclude that there is a significant difference in students' "vocabulary mastery before and after they use English cartoon film as a media of teaching and learning process," demonstrating that English cartoon film are effective for improving students' vocabulary mastery..</p>



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INTRODUCTION

English is one of the world's languages. In short, English has been studied in many countries around the world, and English is widely used for international conversation and as a key to knowledge, science and technology. The students should know the necessary words that are important for their field of study. According to Kristiani et al (2021) Vocabulary is one of the meanings that can be used when communicating with others, both orally and in writing; communication cannot be established without vocabulary. Vocabulary plays an important role in communication because without adequate vocabulary, we cannot communicate well. To learn a foreign language, it is very important to learn vocabulary for communication. If students do not have enough vocabulary to remember, students will have difficulty expressing what they want to convey. Lestari (2018) stated that, Students will find that the English they learn is difficult, has difficult words to pronounce and many new words to remember. One of the issues is their limited vocabulary, especially when they want to talk. As a result, students become lazy when learning English because they are afraid to speak and they are also bored when learning.

Based on the explanation above, one of the keys to improving students' English skills, particularly vocabulary mastery, is having a sufficient vocabulary. A strategy is needed to assist students in learning English, especially learning vocabulary; in this case, the use of media as a strategy to improve student motivation in learning English, especially vocabulary, is needed. Winarto et al (2020) Learning media are tools that can be utilized in the teaching and learning process to transmit messages or information and stimulate students' interest in learning. In learning vocabulary, media is one of the strategies that can be used. Puspitarini & Hanif (2019) stated that, when learning media is used correctly in the learning process, it becomes a more effective and efficient support tool in achieving learning objectives.

Media is one of the tools that help students easily improve their vocabulary mastery. According to Aziza & Syafei (2018) an excellent and appropriate method for improving students' passion for learning English vocabulary and enriching their vocabulary is to employ audio-visual media such as films since the media blends visuals and sounds. Sakkir & Usman (2018) stated that, films can be used to complement and enhance classroom instruction in a variety of ways, Classroom presentations with projects and movies are a way to help students grow their Vocabulary. Film can be one of the interesting learning media for students especially

Cartoon. the use of movies in improving students ' vocabulary mastery can be started from cartoons, children usually make Films like cartoons as their daily spectacle, so they will enjoy teaching and learning in class if a teacher uses cartoons. From all the explanation, the purpose of this research was to determine whether the use of media such as English films, especially cartoons film, can help students improve their mastery of English Vocabulary.

LITERATURE REVIEW

A. Effectiveness

According to Schweigert (2006) The effectiveness in issue might be an Action, Result, Learning, or a combination of these-The current emphasis on outcomes, particularly on the issue of what works, may appear to be less dependent on evidence of what and how activities are achieved and more dependent on evidence of subsequent change. According to Buthhrches & Burches (2020) Effectiveness is defined as doing "the right" things, such as setting the correct objectives to attain an overall aim (the effect). It is the level to which anticipated outcomes, aims, or objectives are met as a result of an action, are met as a result of an action, accomplish the desired impact under normal conditions.

B. Concept of Vocabulary

Vocabulary contains of words which make up a language. According to Dakhi (2019), vocabulary is what language users use to express their feelings, ideas, and opinions that are manifestations of their thoughts. Vocabulary is important because Vocabulary learning is the most important asset to learn to understand many words that it will be easier for people to read, write, listen and speak in English. It is impossible to communicate without a good command of vocabulary. A person vocabulary is a collection of words in a language that they understand. Vocabulary grows with age and is an essential tool for all language learners.

C. Types of Vocabulary

Vocabulary has different uses in all aspect of language. Celce-Murcia (2000:76) in Lestari (2018) stated that, there are two types of vocabulary, which are as follows:

1. Productive and receptive vocabulary

Productive vocabulary is a vocabulary that students can remember and use properly when speaking and writing. Students must be able to use and comprehend productive vocabulary in their speaking and writing. while Receptive vocabulary is introduced only until

the student understands the meaning in the context of reading and listening.

2. Words of Content

Content words are items of vocabulary that represent the majority of Items from the vocabulary that fall into the open word classes. For instance, nouns, verbs, adjectives, and adverbs.

words play different roles in a text. they belong to one of the different word classes such as nouns.

a. Noun

According to Dykes (2007:22) in Hasibuan and Irmayana (2019), The term "noun" comes from the Latin word *nomen*, which means "name." A noun is a word that describes something Regardless of whether you can see it or not, everything has a name. According to Hasibuan & Irmayana (2019), A noun is a word used to describe a person, place, or thing; a quality, idea, or action. Nouns are extremely important in both spoken and written language.

According to Santhalunai & Vijaya (2020) there are some types of noun:

1) Common nouns

In English, Common nouns refer more to broad concepts than to specific examples. Common nouns are usually not capitalized unless they are part of a proper name or appear at the start of a sentence.

For instance: girl, city, animal, friend, house, and food.

2) Proper Noun

In English, Days of the week, months of the year, towns, cities, streets, states, countries, and brands are examples of proper nouns. A proper noun is a name that is given to something to make it more specific. For instance: John In London, pluto on Monday in France.

3) Collective Noun

In English, a collective noun that refers to an entire group of people or things. Although words that refer to more than one person, place, or thing are usually made plural in the English language, collective nouns are an irregularity. Staff, team, crew, herd, flock, bunch, and so on.

4) Abstract Noun

In English, A noun that refers to an intangible concept, such as an emotion, a feeling,

a quality, or an idea, is known as an abstract noun. examples of Abstract nouns include time, happiness, courage, creativity, justice, freedom, speed and so on.

5) Uncountable and Countable Nouns

In the English language, a countable noun is one that can be counted in both the singular and plural forms. Countable nouns include things like a stone, a tree, a house, a friend, a book, an apple, and so on. Uncountable nouns are always considered singular and cannot be used alone. as for can be used alone but followed by some, any, a little, or a lot. Water, coffee, cheese, sand, wool, and fur are a few examples. In English, Singular verbs can be used with countable singular nouns, while plural verbs can be used with countable plural nouns.

D. Media

1. Concept of teaching Media

Putri (2018) stated that, Media is one component of the teaching and learning process, Media may also be defined as something that communicates messages or information for a certain function or purpose. Rakiyah (2018) stated that, Media delivers a wealth of knowledge, motivates, Students to talk, and assists them in integrating listening, reading, speaking, and writing abilities through a variety of activities. Media should be used to help students develop their vocabulary so that the class does not become monotonous.

2. Kinds of Media

Djamarah and Zain (2010:124) in Munir (2016) stated that, media divided into three, which are as follows:

a. Auditif media

Auditif media, like as radios and tape recorders, solely show sound. As a result, it is not appropriate for deaf kids.

b. Visual media

Visual media are those that just show a picture and have no audio. It means the students only see the picture and do not hear what the actor says. Strips, slides photos are example of this type of media.

c. Audio Visual media

The term of audio-visual media refers to media that display both a picture and sound. This media is better than other media.

E. Concept of Films/Movies

Giawa et al (2021) stated that, Film is very good at describing a process. through the film, every student is either smart or less intelligent, can learn something through the story. Li Ling (2009) in Giawa et al (2021) stated that, adopting films in the classroom will motivate students, make the class more interesting, and familiarize them with each other with the practice of the target language. it is expected that the use of films in learning English will be a way to attract the attention of students, to make the teaching and learning process take place. It would be better if the film that will be used as a media of teaching and learning using subtitles, because the use of subtitles has a good impact for students. The use of subtitles when watching films will make it easier for students to listen, write, read and speak.

Bordwell, (1997:50) in Sakkir & Usman (2018) stated that, four types of film as follow:

1. Documentary Films

The presentation of factual information about the outside world is supported by documentaries. Documentaries offer themselves as a kind of films that are factually reliable.

2. Fictional Films

a fictional film depicts fictitious people, places, or events. However, just Films must be fictitious; typical fictional film stages and events, as well as movies and removies, are constructed, organized, and rehearsed. A fictional film depicts or portrays the agents through an intermediary, whereas a documentary photographs then directly.

3. Animation Films

The various forms of labor done throughout the production stage distinguish animated films from live action films. Rather than continually photographing outside activity in real time, animation movies construct a series of visuals by shooting one frame at time.

Tamer (2021) stated that, Cartoon films are a type of media in which animation and characters are shown with simplified features while still being recognizable. According to Mukti (2012) in Rohimajaya (2019) Cartoon films are one of the media that can be employed, because they are fun and useful way to teach vocabulary.

4. Experimental or Avant-garde films

Some filmmakers have set out to make films that challenge popular perceptions of what a film can and cannot portray.

METHODS

This research used pre-experimental design with One Group Pretest- Posttest. to find out how effective the use of English cartoon film with subtitles in improving students' vocabulary mastery. According to Sugiyono (2013), pre-experimental design is a plan that covers only one group or class given pre-test and post-test. The researcher used a pre-test in the first meeting and provide treatment after the pre-test, at the end of the study, students were given a post-test to determine understanding after treatment.

RESULT AND DISCUSSION

The researcher presents the results of the processed data that was collected in this chapter. This study manages data using quantitative data from various tests such as pre-test and post-test. The following table displays the results of students' pre-test and post-test scores.

1. The classification and frequency of pre-test and post-test

Table 1. classification and frequency of pre-test and post-test

No	Categories	Score	Pre-Test		Post-Test	
			Freq	%	Freq	%
1	Very good	81-100	0	0%	1	4%
2	Good	61-80	1	4%	18	79%
3	Fair	41-60	10	44%	3	13%
4	Poor	21-40	11	48%	1	4%
5	Very poor	1-20	1	4%	0	0%

TOTAL	23	100%	23	100%
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There is a difference between pre-test and post-test in the category, frequency, and percentage of vocabulary mastery of students, as shown in the table above. There were no students in the category Very good in the pre-test results before using English cartoon film. Only 1 student was placed in the good category with percentage of 4%, 10 in the fair category with percentage of 44%, 11 in the poor category with the percentage of 48%, and 1 in the very poor category with percentage of 4% in this pre-test. While using English cartoon film as a media, the post-test results revealed that there was 1 student in the very good category with percentage of 4%, 18 students in the good category with percentage of 79%, 3 students in the fair category with percentage of 13%, and 1 student in the poor category with percentage of 4%.

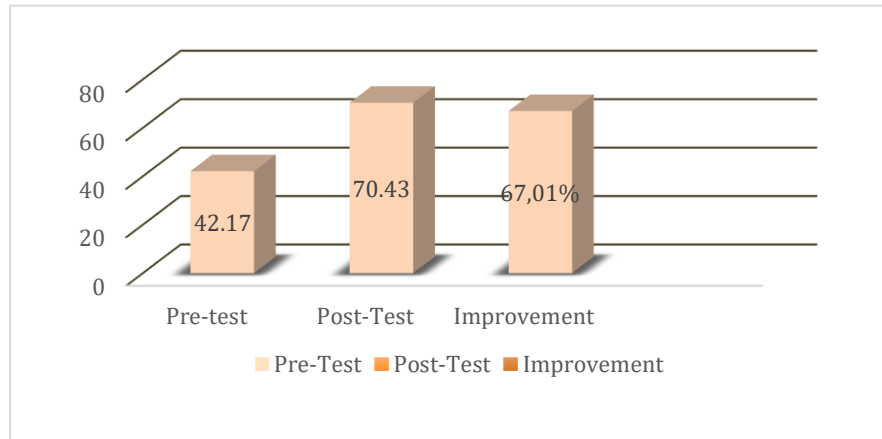
2. The improvement of the students' vocabulary Mastery.

Table 2. The improvement of the students' vocabulary Mastery

Indicator	Pre-Test Score	Post-Test Score	Improvement
Students' Vocabulary Mastery.	42,17	70,43	67,01%

The table above shows that there is an improvement in students' vocabulary mastery of pre-test and post-test, with the pre-test students' average score in answering the vocabulary test in the form of multiple choice being 42.17 and the post-test students' average score in answering being 70.43. As a result, the Students percentage improvement in vocabulary mastery from pre-test to post-test is (67.01%).

To see clearly the improvement of the Students' Vocabulary mastery in Using English Cartoon Film, the following chart is presented.



The graph above shows that students' vocabulary mastery improved from the pre-test with an average score of 42.17 to the post-test with an average score of 70.43, indicating a 67.01% improvement from pre-test to post-test. This proves that using English cartoon movies to improve students' vocabulary mastery is effective.

3. Test of Significance

To determine the significance of pre-test and post-test for students after using English cartoon film, researcher used t-test analysis on the significance level p (0.05) with degrees of freedom (DF) = $N-1$, where N number of subjects (23) students then the value of t-table is 2.074. If the test value is greater than the t-table at a significance level of 0.05 and a degree of freedom of 22, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. If the t-test value is less than the t-table at a significance level of 0.05 and 22 degrees of freedom, an alternative hypothesis (H_1) is accepted. and to find out if the average score of the two Tests (pre-test and post-test) was different, the researcher used the t-table, which is the following table that shows the results of the T-test calculation:

Table 3.T-test calculation

Variable	T-test	T-table	Comparison	Classification
Students' Vocabulary Mastery.	13.57	2.074	T-test > T-table 13.57 > 2.074	Improved

The table above shows that the t-test (13.57) has a higher value than the t-table (2.074). This indicates that the student's pre-test and post-test results differ significantly.

Based on the table above, it is possible to conclude that the t-test value was greater than the t-table ($T\text{-Test} > T\text{-Table}$), so the final result shows that the t-test score for the final score of students' vocabulary improvement was ($13.57 > 2.074$). This demonstrates that there is a significant difference in the students' vocabulary before and after using the English Cartoon Film. It was also stated that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

DISCUSSION

The findings of a research on the use of English cartoon Film as a media to improve vocabulary mastery VIII C grade students in SMP Negeri 2 Mappakasunggu are presented in this section, with reference to the research is objective, which is to determine how effective the use of English cartoon film as a learning media is in improving vocabulary mastery VIII grade students. The researcher took several steps to achieve the research is objective. The test is used as a research instrument by researcher to collect data. The steps for collecting existing data are as follows: pre-test, treatment for 4 meetings, and post-test at the final class meeting.

Activities undertaken and discussed in this paper is to ask students to watch cartoons in English for 4 meetings with the duration of the film is 25 minutes each meeting. this activity was carried out by looking at the lack of adequate media that can be used to help increase student interest in learning, especially learning English. this is done to help students succeed in their learning. By watching Films can be an interesting activity Learning English especially learning a lot of new vocabulary. researcher chose film as a media of learning because students like to watch films and through the film was able to increase students ' interest in learning especially in learning English. These finding is also in line with what was found by (Efrizal., 2018) that the Media such as films have a very significant role in motivating students to learn vocabulary and making teaching and learning more interesting.

However, some of these researches differ from research conducted by researcher, where this research focused on vocabulary in terms of nouns and verbs. The findings of this research revealed that the vocabulary of students in the form of nouns and verbs in eighth grade students of SMP Negeri 2 Mappakasunggu can improve, and the value of students after using English cartoon film as a media is higher than before the treatment was given to students. The pre-test results showed that the average score of the students' vocabulary test was 42.17, and it can be concluded that the students' pre-test results were fair. The post-test results revealed that

the average student score is 70.43, which is considered good. This shows that the average post-test score is higher than the pre-test score. Students' vocabulary improvement by 67.01% between pre-test and post-test. The improvement was also followed by significance. For degrees of freedom, the t-test value (13.57) is greater than the t-table (2.074). (0.05). That is, the null hypothesis (H0) is rejected, while the alternative hypothesis (H1) is accepted. Based on the data presented above, it is possible to conclude that using English cartoon film as a learning media to improve the vocabulary of eighth-grade students is fairly effective.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concluded that using English cartoon film as a media of learning was able to improve students' vocabulary mastery because there were significant differences between before and after the treatment of students, with students having weaknesses in vocabulary before treatment and students' vocabulary improving after treatment. The use of English cartoon film as a learning media increased mastery. This means that using English cartoon film as a learning media is Effective to helps students improve their vocabulary. Furthermore, another finding in this research is that the average pre-test score of students is classified as a bad classification and the average post-test score is classified as a good classification.

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