

THE EFFECTIVENESS OF USING CARTOON MOVIE TOWARD STUDENTS' VOCABULARY MASTERY

KEEFEKTIFAN PENGGUNAAN FILM KARTUN TERHADAP PENGUASAAN KOSAKATA SISWA

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Abstrak: The objective of the research was to find out the effectiveness of using cartoon movie toward students' vocabulary mastery at the seventh grade of SMPN2 Kota Serang. The researcher used quantitative research by applying true experimental design for conducting the research. The population of this research was the seventh grade students of SMPN 2 Kota Serang. The sample of this research was the students of VII A as experimental class and VII B as control class. Each class consisted of 37 students. The classes were chosen by cluster random sampling from ten classes. In collecting the data, the researcher conducted pre-test and post-test. Pre-test was given to the classes before treatment. Then treatment was given only to experimental class for two meetings. Post-test was given to the classes after treatment. In analyzing the data, the researcher used T-test. The result of the calculation showed that t_{count} (20.2) is higher than t_{table} (1.99). It means that null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. Therefore, cartoon movie is effective on the students' vocabulary mastery at the seventh grade of SMPN 2 Kota Serang and one of the media which is can help the students in solving their problem in learning English vocabulary. In addition, cartoon movie can make the students enthusiastic, interested, and enjoy in learning English vocabulary.

Kata kunci: vocabulary mastery, media, cartoon movie

Abstract: Tujuan penelitian ini adalah untuk mencari tahu keefektifan penggunaan film kartun terhadap penguasaan kosakata di kelas tujuh di SMPN 2 Kota Serang. Peneliti menggunakan penelitian kuantitatif dengan menggunakan design true experimental di dalam penelitian ini. Jumlah populasi pada penelitian ini adalah semua siswa di kelas tujuh di SMPN 2 Kota Serang. Adapun sample penelitian ini adalah para siswa di kelas VII A sebagai kelas eksperimental dan kelas VII B sebagai kelas kontrol. Masing-masing kelas berjumlah 37 orang. Kedua kelas ini dipilih secara acak dari sepuluh kelas yang ada. Untuk mendapatkan data penelitian, peneliti melaksanakan pre-test dan juga post-test. Pre test diberikan sebelum memberikan kegiatan belajar mengajar di kelas. Kegiatan mengajar menggunakan media film kartun hanya diberikan di kelas eksperimental sebanyak dua kali pertemuan. Post test diberikan kepada kedua kelas sesudah kegiatan belajar mengajar dilaksanakan. Dalam menganalisa data, peneliti menggunakan T-test. Hasil dari perhitungan menunjukkan bahwa t_{hitung} (20.2) lebih tinggi dari t_{table} (1.99) dalam perhitungan tingkat signifikannya sebesar 5%. Itu artinya null hypothesis (H_0) ditolak dan alternative hypothesis (H_a) diterima dan adanya perbedaan skor di kelas eksperimental yang lebih besar daripada kelas kontrol. Untuk itu, dapat disimpulkan bahwa film kartun efektif dalam digunakan untuk penguasaan kosakata di kelas tujuh di SMPN 2 Kota Serang dan sebagai salah satu media yang dapat membantu para siswa untuk mengatasi kesulitan dalam belajar kosakata Bahasa Inggris. Lebih lanjut, film kartun dapat membuat para siswa lebih antusias, tertarik dan menikmati belajar kosakata Bahasa Inggris.

Keywords: penguasaan kosakata, media, film kartun

INTRODUCTION

Vocabulary is the collection of words used by a particular people or group which is being a foundation to master a language. Richards and Renandya (2002: 255) mention that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means that when we have capability in vocabulary mastery, we can learn everything about English easily.

An observation by the researcher in the site found that students still find it difficult to learn English vocabulary. There were some problems of students in learning English vocabulary. The students got difficulty in understanding the meaning of a word because they only acquired a new vocabulary just from the teacher's explanation and the textbooks during teaching learning activity. Besides, the students were enthusiastic and become active in joining the class. Moreover the objective of this research is there any effectiveness of using cartoon movie toward students' vocabulary mastery at the seventh grade of SMPN 2 Kota Serang?

LITERATURE REVIEW

Vocabulary Mastery

Vocabulary is the important component of language for someone who wants to learn about language easily. Richards (2001: 4) defined, vocabulary is one of the components of language and one of the first things applied linguists turned their attention to. Moreover, Richards and Renandya (2002: 255) says that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means that, without mastering vocabulary, it will be impossible to acquire and fluent in that language.

Vocabulary is the collection of the words which is used by people in context of the language with the

meaning. Hornby (1995: 1707) defined, vocabulary is as a collection or list of words with brief explanations of their meanings. Meanwhile, Nunan (1999: 101) says that vocabulary is more than lists of target language word. It means that, vocabulary is the collection of the words which have a meaning.

From the definition of vocabulary and mastery above, the researcher concludes that vocabulary mastery is the ability to use knowledge of words and it is not only understanding the meaning of words, but also having no difficulty in learning language. In this research, the researcher focused on word classes of vocabulary, they were noun and adjective. The reason was the researcher used descriptive text.

Definition of Media

Media is a tool that used by a teacher to deliver teaching material to students in teaching learning process to reach certain learning goals. According to Arsyad (2011: 2) media is a part that can not be separated of the teaching learning process to achieve the goal of education in general and learning in schools particularly. Moreover, Sadiman (cited in Salim and Tiawa 2014: 1) says that media is everything that can be used to deliver a message from the sender to the receiver so that it can stimulate the thoughts, feelings, concerns, interests, and attention of students so that learning process occurs.

From the definitions above, the researcher concludes that media is a tool that can be used to deliver message or information that can stimulate the minds of the students so as to facilitate the process of achieving the goal of learning on students.

Definition of Cartoon Movie

Cartoon is always associated with kids. Basically, cartoon is entertainment for kids, but nowadays the adults are familiar with this term since some cartoon movies

are made for the adults. According to Wittich and Schuller (2000: 138) cartoon is elicits great interest, builds confidence. The humor in cartoon has great benefits to stimulate students in teaching learning process, such as: making students feel relax and enjoyable in class; making students paid attention to the story of cartoon movie. Movie is as a story of moving images where as it can be shown on television or cinema.

From the definition above, the researcher concludes that cartoon movie are form of media which portray human's interpretation of life recorded as a set of moving images by using drawings instead of real people and places where as it can be shown on television or cinema.

METHODOLOGY OF RESEARCH

Research Design

This research employed true experimental design. According to Creswell (2012: 8) quantitative is a means for testing objective theories by examining the relationship among variables. The data of quantitative gained numeric and analyzed by using statistical computation. As stated by Creswell (2012: 296), true experimental has an experiment/treatment group and a control group both measured at pre-test and post-test on the dependent variable. In this research, the researcher will be divided class into experiment and control group. Both of groups conducted one pretest and one posttest to know the differences between two groups. The differences of them were only on treatment. Experimental class treated by using cartoon movie and control class taught without using cartoon movie.

The design can be illustrated as follow:

Tabel 1. The True Experimental Research Design

E	T ₁	X (Cartoon Movie)	T ₂
C	T ₁	-	T ₂

Notes:

E : Experimental group

C : Control group

T1: Pre-test

T2: Post-test

(Creswell, 2012: 296)

Population and Sample of the Research

Sample is the part of total characteristic which is included in the population of the research. Creswell (2012: 142) stated that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.

Research Instrument

Tests were used in this research to collect data. As stated by Arikunto (2010: 136), research instrument is a device used by the researcher while collecting data to make his/her work become easier and get a better result, complete and systematic in order to make the data easy to be processed. The researcher used test as instrument.

Test

A test is a set of stimuli presented to elicit responses on the basis of which a numerical score can be assigned. The form of test in this research is multiple-choice. According to Brown (2004: 194), the multiple-choice format is easy to administer and can be scored quickly. The test consisted of four options: A, B, C, and D in each question.

In conducting the research, the researcher used two kinds of test. They were pre-test and post-test. Pre-test gave before treatment and post-test gave after treatment.

1. Pre-test

The researcher gave a pre-test to the students in order to know their basic vocabulary. This pre-test conducted before the treatment. The pre-test was about vocabulary test consisted of noun and adjective. The items used in the pre-test was objective test in multiple-choice.

The total items of pre-test are 20 items. Each item consisted of four options: a, b, c, and d. Moreover, the score for each item was 1 point. If an item was wrong or left blank, the score was 0. Maximal score was 100 and minimal score was 75.

2. Post-test

The post-test gave after the treatment. The purpose of conducting post-test after treatment was to find out whether cartoon movie gave positive effectiveness toward students' vocabulary mastery or not. The post-test was about vocabulary test consisted of noun and adjective. The post-test consisted of 20 questions, multiple choices, which consisted of four options: a, b, c, and d. Moreover, the score for each item was 1 point. If an item is wrong or left blank, the score was 0. Maximal score was 100 and minimal score was 75.

Data Collecting Technique

Data collection is an important aspect of any research study. As stated by Creswell (2012: 14), data collection should use an instrument to measure the variables in the study. Inaccurate data collection can impact the results of the research and ultimately lead to invalid results. The researcher collected data with test consisted of pre-test and post-test. The tests were about vocabulary test. The tests used to find out the differences between students' vocabulary mastery before and after treatments.

Data Analysis Technique

In data analysis technique, there are analysis of normality of distribution test, homogeneity of the test, and hypothesis testing. The result of pre-test and post-test after doing the research was calculate by using SPSS.

Normality of Distribution Test

Normality of distribution test is to investigate whether or not the distribution of pre-test and post-test in two

groups were normally distributed. The researcher used graphical method for normality of distribution test. The graphic indicated the distribution of data was normal or not. There are three properties to show the data that is normal distribution as follows.

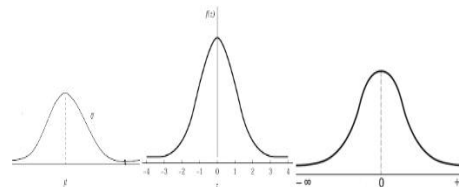


Figure 3.7 Normal Distribution

(Hatch and Lazaraton, 1997: 196)

Figure 1. Normal Distribution

(Hatch and Lazaraton, 1997: 196)

Homogeneity of the Test

To see standard deviation requires the test of data from experimental and control classes. This test is performed to determine whether the data obtain from a homogeneous population or not. The formula is as follows:

$$S_1^2 = \sqrt{\frac{\sum(x-\bar{x})^2}{n_1-1}} \text{ And } S_2^2 = \sqrt{\frac{\sum(x-\bar{x})^2}{n_2-1}}$$

$$F = \frac{\text{Biggest variance}}{\text{Smallest variance}}$$

Compare the value homogeneous population of data and then specified whether homogeneous or not with the following criteria (significance level = 5%).

To know the criteria of homogenous as follows:

If $F_{\text{count}} \geq F_{\text{table}}$ it does not indicate homogenous.

If $F_{\text{count}} \leq F_{\text{table}}$ it indicates homogenous.

(Hatch and Lazaraton, 1997: 315)

Hypothesis Testing

T-test is used to find out whether the hypothesis is rejected or accepted. If the null hypothesis is rejected, it means that there are the differences between the experimental and control group after implementing cartoon movie. According to Gay and Mills (2011: 484), the formula of t-test as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Notes:

$t = t_{\text{count}}$

Mx = Mean experiment group

My = Mean control group

Nx = subjects of experiment class

Ny = subjects of control class

X^2 = deviation of experiment class

Y^2 = Deviation of control class

The research compared the t-test value with the t-table value. If the t-test was greater than t-table ($t_{\text{count}} > t_{\text{table}}$) it means alternative hypothesis was accepted. Whereas, if t-test was lower than t-table ($t_{\text{count}} < t_{\text{table}}$), alternative hypothesis was rejected and null hypothesis was accepted.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The objective of the research was to find out whether there was effectiveness of using cartoon movie toward students' vocabulary mastery at the seventh grade of SMPN 2 Kota Serang. This research was conducted on 31st July 2017 until 11th August 2017 at SMPN 2 Kota Serang in academic 2017/2018 with the students at the seventh grade as the population. The subject of this research was divided into two classes that chosen by cluster random sampling technique. In this research, the population was 375 students that were divided into ten classes VII A - VII J. The researcher conducted the research into two classes, the first class VII A as the experimental class and the second class VII B as the control class. Each class consisted of 37 students.

The researcher used test as an instrument there were pre-test and post-test. The test that used by the researcher were conducted to get the data of students' vocabulary mastery. The researcher used tryout test before conducting pre test and post test, to measure validity and reliability. The tryout test was conducted on 31st July

2017. The tryout test consisted of 50 items and the form of tryout was multiple choices which the options consisted of A, B, C, and D. The aimed of tryout test was to measured that instrument had validity and reliability or not. In this research, the researcher had conducted 4 meeting. First meeting for giving pre test to both classes, second and third meeting for giving treatment in experimental

The Validity of the Test

The valid items could be used to measure students' vocabulary mastery in control and experimental class. The researcher used 40 items from 42 valid items for pre-test and post-test; 20 items for pre-test, they were #Q.8 #Q.12 #Q.16 #Q.20 #Q.26 #Q.27 #Q.28 #Q.31 #Q.32 #Q.34 #Q.35 #Q.36 #Q.37 #Q.39 #Q.40 #Q.42 #Q.44 #Q.45 #Q.46 #Q.50 and 20 items for post-test, they were #Q.1 #Q.2 #Q.3 #Q.4 #Q.5 #Q.7 #Q.9 #Q.10 #Q.11 #Q.15 #Q.17 #Q.18 #Q.19 #Q.21 #Q.23 #Q.25 #Q.33 #Q.41 #Q.43 #Q.47.

Reliability of the Test

The data on try-out were analyzed by Pearson Product Moment formulation and Spearman Brown formulation to examine the reliability of the test items. The researchers divided the items into beginning items and last items. The beginning items consisted 25 items test which number (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25) and the ending items test consisted 25 items which number (26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50).

Based on the data, the reliability of the test was 0.887 (see appendix 3) after the researcher conducted it, value of product moment with ($df = n-1$) $37-1 = 36$, significance 5% acquired = 0.3202 (see appendix 4). The result showed that 50 items of the try out were reliable and can be used as the research instrument because $0.887 > 0.3202$.

Result of Pre Test (Experimental Class and Control Class)

The pre test of experimental class was conducted on Tuesday; August 1st, 2017. The pre test of control class was conducted on Wednesday; August 2nd, 2017. Experimental class was VII A and control class was VII B. Each class consisted of 37 students. The pre test was consisted 20 items test and the form of pre test was multiple choices with the options A, B, C and D. After the researcher got the students' score of pre test, the researcher found out the maximum score and minimum score in both of groups.

Based on the students' score of pre test that the researcher was collected from experimental class. The result showed that the lowest score was **45** #S.E16 and #S.E32 and the highest score was **85** #S.E1, #S.E8, #S.E17 and #S.E31. Meanwhile, based on the students' score of pre test that the researcher was collected from control class. The result showed that the lowest score was **30** #S.C2, #S.C13, #S.C15, and #S.C21 and the highest score was **80** #S.C36.

The result showed that the mean score in experimental class is 68.51 and control class was 53.11. It shows the quality of the students in vocabulary mastery before treatment. The different score was 15.4 points.

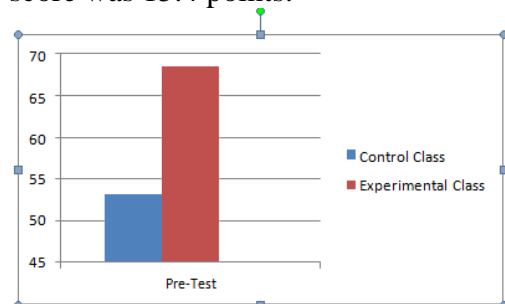


Figure 2. The mean diagram of pre-test in control class and experimental class

Result of Post Test (Experimental Class and Control Class)

The pre test was consisted 20 items test and the form of pre test was multiple

choices with the options A, B, C and D. After the researcher got the students' score of post test, the researcher found out the maximum score and minimum score in both of groups.

Based on the students' post test score from experimental class, the result showed that the lowest score was 55 #S.E32 and the highest score was 95 #S.E14, #S.E17, #S.E28 and #S.E35. Meanwhile students' post test from control class, the result showed that the lowest score was 45 #S.C19, #S.C21 and #S.C25 and the highest score was 85 #S.C12, #S.C16 and #S.C28.

The result showed that the mean score in experimental class was 77.30 and control class was 67.43. That quality of the students in vocabulary mastery after treatment. The different score was 9.87 points.

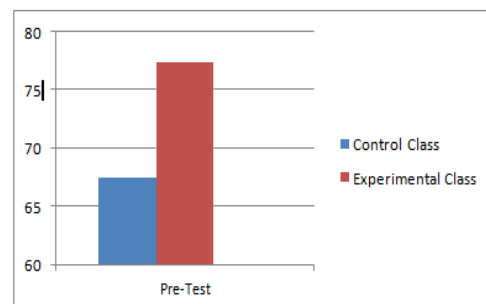


Figure 3. The mean of post-test in control class and experimental class

CONCLUSION

Based on the result of the calculation in the previous chapter, it can be concluded that the students who were taught by using cartoon movie got better achievement. It could be seen from the data was analyzed by using t-test to test the hypothesis of this research in the significance degree of 5%. The result of data showed that $t_{\text{count}} \geq t_{\text{table}}$ ($20.2 \geq 1.99$). It means that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. So, it indicated there was an effectiveness of using cartoon movie toward students' vocabulary mastery. In conclusion, the

use of cartoon movie in teaching English especially vocabulary gave positive effective to the students.

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