THE USE OF CARTOON FILMS AS AUDIO-VISUAL AIDS TO TEACH ENGLISH VOCABULARY

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ABSTRACT

The aims of this research are to study the use of cartoon films as an instructional media for teaching vocabulary to fifth grade students in an elementary school in Banda Aceh and to find out the responses of the students towards the use of this media. Two classes were taken as the sample, one as the control group (CG) and another as the experimental group (EG). Each group had 32 students. Data were collected through quantitative and qualitative methods. The quantitative data were the scores from the pre-tests and the post-tests of the students. The qualitative data were the questionnaire results used to identify the responses of the EG students to the use of cartoon films as an audio-visual aid in teaching vocabulary. The results from the quantitative data show that the mean of post-test scores of the EG is 94 whilst the mean of post-test scores of the CG is only 66. A comparison of the t-test score and the t-table score shows that the result of t-test is 2.35 whilst the result of t-table at a level of significance with $\alpha=0.05$ and 95% probability is 1.67. This means that the score of t-test>t-table, hence it could be concluded that the students who were taught by using cartoon films as an audio-visual aid got a better result than those who were taught by using other traditional visual aids. Furthermore, the responses from the students to the use of the cartoon film were highly positive. The use of cartoon films as an audio-visual media aid also resulted in a positive impact to the cognitive, affective, and psychomotor aspects of the students as it enhanced their vocabulary.

Key words: *Vocabulary, Audio-Visual Aid.*

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INTRODUCTION

In learning English, the first aspect of English that should be mastered by elementary students is vocabulary. It is one of the elements that link to the four skills of speaking, listening, reading, and writing. In order to communicate well in English, students should acquire an adequate number of words and should know how to use them accurately. Rivers (1983:125) states that the acquisition of an adequate vocabulary is essential for the success of ESL use because without mastering an extensive vocabulary, it is difficult to use the structures and functions of the language that has been learned for comprehensible communication.

Based on a preliminary study conducted in an elementary school in Banda Aceh, the writers classified the results into three broad senses: paper, person, and place. In the paper form, the writers tried to analyze some documents related to curriculum, syllabus, lesson plans, and assessment of teaching English at the elementary level. In this case, the writers found that all subjects taught at the school were based on the School Based Curriculum known as *Kurikulum Tingkat Satuan Pendidikan* (KTSP) of 2006. English as a local content subject was taught from grade one. The textbooks that the teacher used for teaching English from the first grade up to the sixth grade were *Grow with English* series (Mukarto, 2011) which were based on the KTSP 2006. Then, the writers analyzed the appropriateness of the curriculum demands, syllabus and lesson plan design for teaching English for each grade. According to the curriculum, as a local subject, English is required to expand the four language skills which results in students graduating who have communicative and discourse competence in a particular literary level in English. At the elementary level, English is taught in the performative level of literacy. This means that the aim of teaching English in elementary school is to enable the students to listen, speak, read, and write by using simple English in a classroom context. Furthermore, performance here can be interpreted as the preparation of competence of the students to enable them to read, listen, and speak by using English in order to perform better at the next level which is the junior high school. The objectives of teaching English in elementary school are socializing the English language to children, building basic knowledge and motivating them to learn English by considering their need for English in the future (Depdiknas, 2006:1).

Based on these objectives for teaching English as stated above, it can be interpreted that at the elementary level, English must be guided to develop those skills in order to have students graduate with the ability to communicate and to be able to engage in simple discourses. Elementary students are taught basic knowledge of English language patterns which involve basic vocabulary, simple grammar rules and so on. In teaching vocabulary, there is no particular rule as to how many words should be given to every grade of students in the elementary school. However, according to the contents of their English textbook, there are 6 topics or themes of learning for each of the grades. Each topic of learning consists of 5 units of lesson. Each lesson unit presents approximately 10 new words. So, the total of new words that should be learned by the students in every grade is 300 words. This means that the total vocabulary that should be mastered by the elementary students from the first grade up to the sixth grade would be 1800 words. In fact, most students are only able to master 100 to 150 words in one grade. This means that the objective of learning vocabulary is still far from the expectations in the curriculum.

On the other hand, when conducting the pilot study, the teacher as the resource person in this study was asked about the process of teaching-learning at the school. The result of this informal interview with the teacher relating to the instructional activities can be classified into three parts: methods for teaching English, media for teaching-learning and the characteristics of the students. Based on the informal interview with the English teacher, the techniques commonly used by the teacher in teaching English were flash card and games. Some steps were conducted by the teacher. In the first step, the teacher taught the topic of the lesson from the textbook. After that, she presented the vocabulary in a following lesson using flash cards or games. Sometimes, she used a projector to show vocabulary visually. At the end of the learning process, she asked the students to do some exercises. And the result was there were 17 students from the 30 students in the class who could possibly fulfill the minimum standard passing criteria. Thus, 13 students or 43% had not yet succeeded in reaching the score of 65 which is the minimum standard passing criteria determined by the school system.

The teacher was further asked about the materials and media she used for teaching. In this case, there were some problems related to the use of media for teaching vocabulary. The instructional activities for teaching English in the school had been made easier by new equipment

such as projectors. The availability of OHPs (Over Head Projectors) in every classroom has also been a great improvement to increase the quality of instructional activities in the school. Unfortunately, the new equipment has not been supported by improvement in the abilities of the English teacher(s) to organize the teaching-learning processes and preparing new media to use with the new equipment. According to the English teacher, equipment such as the new projectors is only used to visualize vocabulary in slide form (e.g. PPT). For instance, if the topic of the lesson is about "fruit", the teacher would download some pictures of fruit then project these slides using the projector. She rarely tried to teach English using movies or videos. The teacher had some difficulties in associating material in movies with the topics of her English lessons. Moreover, the teacher was supposed to make worksheets and tests related to the content of the movies. Then, at the end of the interview, the teacher was asked about the characteristic of the students particularly those in the fifth grade. Based on the interview, it seems that their characteristics are divided into two types: visual and auditory learners. This means that some of the students tend to be fast talkers and prefer to learn by seeing and visualizing. Meanwhile, other students tend to be natural listeners and prefer to learn by listening and verbalizing. From the total number of students, those categorized as visual learners were in the majority.

Based on the problems found in the preliminary study conducted above, it could be inferred that learning and teaching vocabulary is not a simple process. In fact, the students usually felt bored in learning vocabulary because of the monotonous activities involved with word-lists, dictionary use, work-books, teacher-made materials, and group discussions. Under these conditions, the demands on teachers are to find appropriate and effective teaching methods in order to achieve the intended goals. Starting with these facts, the writers surmised that film could be one kind of media that could possibly develop interest in vocabulary from the students. For that reason, this study was therefore intended to find out whether a cartoon film used as an audio-visual aid could increase the vocabulary learning scores from fifth grade students at the school under study and to find out the responses from the students in the experimental group to the use of cartoon films as an audio-visual aid for teaching vocabulary.

LITERATURE REVIEW

Vocabulary

Vocabulary is considered one of the items for learning a language that has a crucial role in determining the successful mastery of ESL skills. Different experts have proposed various different definitions of vocabulary. They may define vocabulary differently, depending on their viewpoints. One definition relies mainly on the perspective that vocabulary is such a priority item for language that it should be learned first before learning other parts of language. This definition is proposed by Richards and Renandya (2002:255) who states that vocabulary as the core component of language proficiency as it provides much of the basis of how well learners speak, listen, read, and write. This perspective indicates that vocabulary has a key role in building language proficiency. The objective of making good mastery of vocabulary a priority is to ensure that students have good proficiency in all four language skills.

On the other hand, Jackson and Amvela (2000:11) have another argument about vocabulary. They argue that the terms vocabulary, lexis, and lexicon are synonymous. This point of view arises because of the perception that vocabulary is a part of lexicology which involves the total stock of words which are structured and organized in a language. A comparison of the words 'vocabulary', 'lexis', and 'lexicon' shows that the three items may be considered more or less synonymous. The first is more colloquial, the second may be situated halfway between the other two, and the third is more learned and technical (Jackson & Amvela, 2000:1). In accordance with this, Richards, Platt and Weber (1985:307) broaden those opinions by defining vocabulary as a set of lexemes, including single words, compound words, collocations and idioms. Based on those definitions, vocabulary closely relates to knowing how to use a word. In short, knowing a word includes being able to recognize it when it is heard or seen, and to make various associations with other related words.

In general, vocabulary can be classified into active and passive vocabulary. Active vocabulary refers to the words that the students understand, pronounce correctly and use constructively in speaking and writing. On the other hand, passive vocabulary refers to words which a student can recognize and understand whilst reading or listening to someone speaking, but do not use in speaking or writing (Finnochiaro, 1974:73).

Audio-visual Aid

A cartoon film is one form of audio-visual media which can communicate better with students than other forms of media can do because the cartoon film can present language in context in ways that a cassette or a teacher cannot do (Hamalik, 1996:102). The students can see who is speaking, where the speaker is and what they are doing. The film is a useful device to deliver a message to the learners. Cartoon films for learning contain elements such as action, location, and music to reinforce the message (Hamalik, 1996:103). An actor in a cartoon film is usually dubbed by a native English speaker who can help learners comprehend spoken English. Through films, learners may also observe a real place, a real culture and hear real sounds like real talk by people plus music. Those elements make it easy for learners to enjoy and to receive a message from the film with ease.

In order to utilize a film or a video in the classroom, there are several steps that need to be done. They involve pre-viewing activities, viewing activities, and post-viewing activities (Johnson, 2006:1). Johnson (2006) explains that in pre-viewing activities, the students may interview other students about issues related to the film. Then, the title of the film or video is discussed in order to hypothesize its contents. Next, the viewing activities involve directed listening and information gathering and possibly film interruption, and a second screening. In this directed listening part, the teacher asks the students to listen to get general information from the film, i.e. to obtain comprehension. Through information gathering, the students may gather information related to teaching topic while viewing the film or video. Furthermore, during the viewing activities, the film can be interrupted so that the students may discuss the content of the film up to that point or predict what will happen in the remaining portion.

The final activities as suggested by Johnson (2006) is post-viewing activities where the students can do such as summarizing the main issues of the film in written or spoken form, discussing problems raised by the film and proposing solutions, and comparing what the students knew about the topic of the film before watching it and what the students learnt from watching the film.

Cartoons are drawings and illustrations that come in several forms and can have many meanings. One type of cartoon is drawings and illustrations in magazines or newspapers. Another type is animated or audio-visual cartoon films that contain sound, voices and attractive animated drawings. As a result the cartoon film can be close to real life,

because visual clues and contexts can make it possible to view the messages as much more real especially as the viewers can listen to the voice overs. Through a cartoon film students can see and hear suitable situations and suitable pronunciation. Audio-visual media for educational purposes are developed with suitable information and ideas to be taught to students; these films are well produced to integrate viewing and listening into the lesson.

According to Sadiman (1990:70) there are some advantages of a cartoon film as a learning media, they include:

a) A film can stimulate understanding of students not only by listening to the film but also by seeing the movement in the pictures.
b) The story in the film will stay in the minds of the students longer.
c) A cartoon film can be more interesting for young learners to watch.
d) A cartoon film can attract and hold the attention of students.
e) Film is a realistic media that can be repeated and paused.
f) The cartoon film can help us link concepts directly.
g) The sound is usually clear and all types of languages are available to be studied by the students.
h) Film offers alternatives with live action scenes that can increase the variety that one can bring into the classroom.
i) The story in a cartoon film is usually unique and it can boost the imagination of the students.
j) The visualization, characterization and exaggeration in a cartoon can stimulate the imagination of the students.

Based on the explanation above, it can be inferred that a cartoon film as an audio-visual media could have positive functions in order to stimulate learning by the students. It can be used to attract and motivate the students to be aware of the topic being taught. For that reason, the use of a cartoon film as a medium for teaching vocabulary could be a good technique and could be very helpful for students, because a cartoon film can be interesting to watch, has colorful pictures and an inspiring story. By watching a cartoon film, students should pay more attention to the vocabulary being taught.

RESEARCH METHOD

Dealing with this research, the type of vocabulary that is selected to be taught for the students is the major class which involves verbs, nouns, and adjectives. The vocabulary that needed to be improved was

oral vocabulary where the words were brought to the students through listening to and watching a cartoon film.

This research was conducted on the fifth grade students of SDN 16, Banda Aceh. The analysis of data for this study was in two forms: quantitative and qualitative. The quantitative data (pre-tests and post-tests) was analyzed by using statistics (t-score etc.), whilst, the qualitative data from a questionnaire was analyzed by calculating percentages. It is used to gather information from respondent about the students' responses of the use of cartoon film as an audio-visual aid in teaching vocabulary. It contained 20 questions which could be categorized into four broad senses that were 7 questions about students' interest and capability in learning vocabulary, 5 questions about the teacher's technique and material in vocabulary teaching, 6 questions related to the students' opinion about media used by teacher in teaching vocabulary, and 2 questions about students' motivation of the use of cartoon film as an audio-visual aid in teaching vocabulary.

Data Analysis for Test

In analyzing the data, this research used quantitative data analysis. After collecting all the data from the Experimental Group (EG) and the Control Group (CG), the result of data was distributed in a frequency table and then analyzed by using suitable statistical treatments including means, standard deviations, and t-tests. Before the analysis for the t-test was done, the data were first tested for normality and homogeneity. Steps taken in analyzing the data are set out below.

Mean

The mean (M) was found by calculating the average score of the results from a group of respondents or from sample from them. In order to find the mean, Sudjana (2005) suggested using this formula:

$$\bar{x} = \frac{\sum f_i x_i}{n}$$

Where:
$\bar{x}$ = mean,
f_i = frequency,
x_i = mid score
$\sum$ = sum of scores,
n = number of samples

Standard Deviation

Standard deviation (SD) is used to measure the spread of scores in a distribution. The formula for standard deviation is as follows (Sudjana, 2005):

$$S^2 = \frac{n\left(\sum f_i x_i^2\right) - \left(\sum f_i x_i\right)^2}{n\,(n-1)}$$

Where:
S^2 = standard deviation,
f_i = frequency,
x_i = mid score,
$\sum$ = sum of scores,
n = number of samples

T-test

T-test is the primary statistic used to determine whether or not both scores (pre-test and post-test scores) have a significant difference. In other words the t-test is used to test the level of significance of the hypotheses. The level of significance used in this study was 0.05 (Sudjana, 2005).

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S_{gab}\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:
t   =   significant difference between the scores from the pre-test and the post-test
$\bar{x}_1$ =   the mean score of the results from the EG
$\bar{x}_2$ =   the mean score of the results from the CG
S_{gab} =   the combination of the two standard deviations
n_1 =   the number of students in the EG
n_2 =   the number of students in the CG

Data Analysis from the Questionnaire

The data from the questionnaires were analyzed in order to find out the response of the students to the use of a cartoon film as media for learning vocabulary. The results from the questionnaire were put into percentages using the percentage formula proposed by Sudjana (1995:212).

$$P = \frac{f}{n} \times 100\%$$

Where:
P   =   Percentage

f   = Frequency of Respondents
N   = Number of Samples
100% = Constant Value

FINDINGS AND DISCUSSION

The findings and discussion of the results from the present study are presented as follows.

Table 1. Raw Scores from the EG and the CG.

No	Sample	Score		Sample	Score	
		Pre-Test	Post-Test		Pre-Test	Post-Test
1	A	85	100	A	95	85
2	B	100	90	B	100	100
3	C	100	100	C	100	100
4	D	95	95	D	100	95
5	F	100	100	F	80	100
6	G	100	95	G	85	85
7	H	80	95	H	90	100
8	I	95	100	I	90	85
9	J	90	100	J	90	85
10	K	90	100	K	90	85
11	L	100	90	L	95	100
12	M	95	100	M	95	95
13	N	80	85	N	90	80
14	O	90	90	O	90	100
15	P	95	90	P	85	85
16	Q	90	95	Q	100	95
17	R	85	90	R	100	100
18	S	95	95	S	90	80
19	T	95	100	T	85	80
20	U	90	95	U	95	100
21	V	90	85	V	85	85
22	W	90	95	W	100	90
23	X	75	80	X	90	85
24	Y	90	85	Y	90	95
25	Z	100	100	Z	90	95
26	A1	90	85	A1	100	90
27	B1	95	100	B1	95	95
28	C1	85	90	C1	85	95
29	D1	85	85	D1	90	90
30	E1	90	95	E1	90	90
31	F1	90	80	F1	95	95
32	G1	80	80	G1	95	95

The summary of the results from the Pre-tests from both groups can be seen in Table 2 that follows.

Table 2. Summary of the Result from the Pre-tests.

Factors	EG	S_{gab}	t-test	df	A	t-table	CG
N	32						32
$\bar{x}$	93	6.2	0.51	62	0.05	1.67	92
s^2	43.5						33.6
s	6.6						5.8

The summary of the results from the Post-tests from both groups can be seen in Table 3 that follows.

Table 3. Summary of the Results from the Post-tests.

Factors	EG	S_{gab}	t-test	df	A	t-table	CG
N	32						32
$\bar{x}$	94	46.1	2.35	62	0.05	1.67	67
s^2	47.5						4194.7
s	46.1						46.1

The summary of the results from the paired tests from both the Pre-tests and the Post-tests for the EG are set out in Table 4 that follows.

Table 4. Results of Paired Tests from Pre-tests and Post-tests of EG.

Group I			t-test	df	A	t-table
Pre-test and Post-test of EG	N	32	3.1	31	0.05	1.697
	$\bar{x}$	3.7				
	s^2	45.5				
	s	6.7				

The summary of the results of the paired tests from the pre-tests and post-tests from the CG are set out in the table that follows:

Table 5. Result of Pair Tests from Pre-tests and Post-tests from CG.

Group II			t-test	df	A	t-table
Pre-test-Post-test of CG	N	32	1.36	31	0.05	1.697

Based on the results obtained from the t-test analysis it is found that the mean of the pre-test scores from the EG is 92.9 whilst the mean of the pre-test scores from the control group is 92.1. The mean score of

these two groups are compared through an independent sample t-test as shown in the table 4.3. The result of the t-test is 0.51 while the result of t- table at a confidence level of 0.05 and a probability of 95% is 1.67, thus as the result of the t-test is lower than the result from the t-table the differences between two means is not significant. In other words, at least 95% of the students from the EG and from the CG were similar in terms of their initial ability in mastery of vocabulary from the results of the pre-tests.

Next, the same procedure was followed for the post-test scores. For each group, the mean score of the post-test results was calculated. The difference between the mean score from the EG and that from the CG was compared by using an independent sample t-test. Based on the means of the post-test scores from each group as shown in table 4.4, it can be seen that the mean of the post-test scores from the EG is 93.6 while the mean of the post-test scores from the CG is 66.5. The two means are compared through the independent sample t-test as shown in table 4. Thus the result of the t-test is 2.35 while the result from the t-table at a confidence level of 0.05 is 1.67. The probability to accept the hypothesis is 95%. Thus it can be assumed that the difference between the two means was significant since the t-table was lower than the t-test. Therefore, the alternative hypothesis (Ha) is accepted and consequently the null hypothesis (Ho) is rejected. This shows that 95% of the students who were taught by using the cartoon film as an audio-visual aid achieved a better result than those who were taught by using another type of visual aid.

Furthermore, a paired t-test was also done to check the differences between the scores from the CG and the EG before and after the treatment. Based on a paired t-test for both the EG and the CG, it was found that the result of the t-test from the EG was larger than that from the CG (3.1>1.3). This indicated that there was a significant improvement in the results from the students in the EG after learning vocabulary by using the cartoon as an audio-visual aid whilst there was no significant improvement in the scores from the students in the CG that used another type of visual aid for learning vocabulary. Thus, it can be seen that the treatment had a positive effect on the results from the EG by which their English vocabulary improved after the treatment. For that reason, the alternative hypothesis was supported by the finding that there was a significant improvement in the scores of the students taught by using a cartoon film as an audio-visual aid which did not

happen with the students from the CG who were taught using another type of visual aid.

Finally, Figure 1 shows the responses of the EG students on the use of audio-visual aids for learning vocabulary.
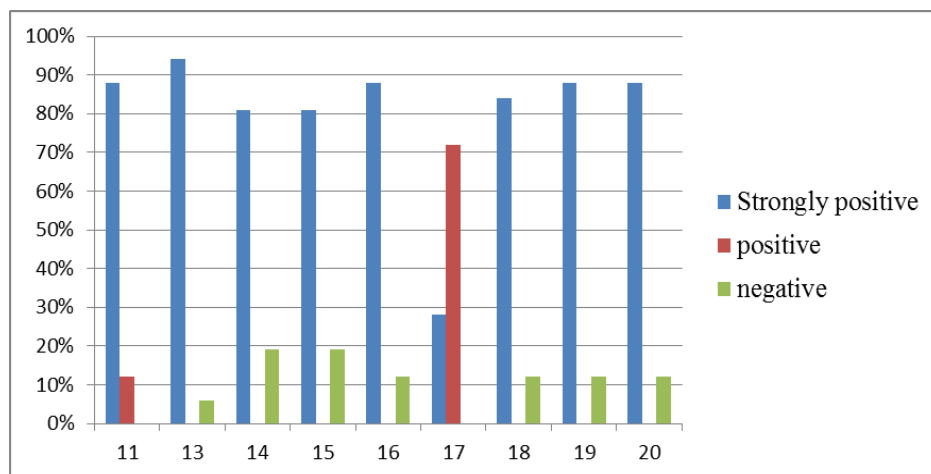
Figure 1. The Responses of the EG Students to the Use of Audio-Visual Aids for Teaching-Learning Vocabulary.

Based on the results obtained from the questionnaire (items number 11, 13, 14, 15, 16, 17, 18, 19, and 20), it is found that more than 85% of the students were in agreement that the use of a cartoon film for teaching and learning vocabulary had brought positive impacts to the cognitive, affective, and psychomotor learning aspects of the students. This can be seen from the performances of the EG students and their scores in the post-tests. Furthermore, the film also had information about good values for life and healthy habits for living plus how to care for animals and how to look after our surroundings. These are moral values that could be practiced by the students in their daily activities in the future.

CONCLUSIONS

The result of this study can be classified into two types, quantitative analyses and qualitative analyses. Based on the quantitative analysis, there was a statistically significant difference in achievement between the students who were taught using the cartoon film as an audio-visual aid and those who were taught by using another visual aid. This can be

seen in the result from the t-test which is higher than the result from the t-table via: 2.35<1.67.

Furthermore, according to the qualitative data from the questionnaire, over 80% of the students agreed with the use of a cartoon film as a media of instruction for teaching vocabulary. It also had a positive impact on the cognitive and affective aspects of learning for the EG students from the fifth grade at SDN 16 Banda Aceh.

Based on the results from both analyses above, it can be concluded that the fifth grade students from SDN 16 Banda Aceh who were taught vocabulary by using a cartoon film as an audio-visual aid get better results than those who were taught vocabulary by using another form of visual aid. Furthermore, the majority of the Experimental Group students gave very positive responses to the use of a cartoon film as a media of instruction for teaching vocabulary.

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