

Using Cartoon Film to Enrich the Vocabulary

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Abstract

This study tried to find out whether the use of English cartoon Films was able to enrich the vocabulary of the students. The method used was pre-experimental which involved one group pretest and posttest design. The population was the third-year students of SLTPN 1 BULUKUMPA, and the sample consisted of 30 students taken randomly from six classes. The instrument used was a vocabulary test. To analyze the data, a t-test was used. The mean score of the pretest is 4.94 and the post-test is 7.30. The result of the t-test analysis shows that the value of the t-test (13.07) is greater than the value of the t-table (2.045) at the level of significance .05 with a degree of freedom 29. It means that there is a significant difference between the result of the students' pretest and the posttest. It is concluded that the use of cartoon film is an effective medium to improve the vocabulary command of the students of SLTPN 1 BULUKUMPA.

Keywords: *Cartoon Film, Enrich and Vocabulary.*

1. Introduction

One of the most significant aspects of learning English is expanding one's vocabulary. Someone can communicate their ideas, emotions, feelings, and desires with this element. It is difficult for people to explain themselves in English to others without using words. (Bouville, M. 2008). Furthermore, Wegerif (2015) states that thought is impossible without words. It means that words are the tools of communication, learning, and thinking. Words are a share of vocabulary. Words allow us to say, hear, and read anything. As a result, acquiring vocabulary is a crucial requirement for someone who wishes to master English.

Most the students of English still have a poor vocabulary. Some researchers found that students faced many difficulties in

expressing their ideas or catching the ideas from someone and catching the words from the native speaker because of the limited vocabulary. (Goh C. 2000) found that the students' low reading comprehension achievement was influenced by a lack of vocabulary. As a result, vocabulary is recognized as a crucial component of reading ability. Furthermore, vocabulary does not only influence reading and grammar but also speaking, listening, and writing skills. Thus, with a limited vocabulary, expressing their thoughts verbally or in writing will be challenging.

The lack of vocabulary of students may be due to the methods and techniques applied by the teachers. Their methods and techniques are not suitable for the student's interests. As a result, the students have low

motivation in learning vocabulary. They are not enthusiastic about memorizing new words. (Harmer, 1993) It means that the students are not feeling challenged in knowing of memorizing the new words.

Realizing such difficulties, through English movies, radio recordings, television, and other media, the teacher can help students expand their vocabulary. It is important for the teacher of English to provide a cassette of English cartoon films by using some techniques which help them to enrich their vocabulary. In short, the teachers should have professional competence, so that the acquisition and learning of vocabulary of the students will be effective and efficient (Hinkel, 2003).

The researcher also considers a phenomenon in society. Almost everyone or student loves to watch films whether it is on TV or video. The student like to write new vocabulary from the film they had just watched, an English cartoon film for example. It might be shown in the classroom or laboratory, eliminating the need for students to go to the movies; instead, they could sit in their classroom or laboratory and enjoy it.

Based on the description above, the writer carried out this research under the topic "Using Cartoon Films to Enrich the Vocabulary of the Third Year Students of SLTPN 1 Bulukumpa Kabupaten Bulukumba.

Based on the foregoing, the research asks the following question: "Can students improve their English vocabulary by watching English cartoon films?". The objective of

this study is to determine whether or not an English Cartoon Film can help third-year students at SLTPN 1 Bulukumpa expand their vocabulary. The research's findings are believed to be useful in the classroom when it comes to teaching vocabulary and English in general. The study's focus is limited to the lexicon of the gathered words in English cartoon films, and the film in question is "Cinderella."

2. Literature Review

2. 1. The Concepts of Vocabulary

a. Definition of Vocabulary

Vocabulary is a collection of words that have meaning when heard and seen, even if they were not created by the individual. It is used to communicate with others. (Barnlund, 2017). Vocabulary is one of the language elements which is considered to play a control role.

Schmitt, N., & Schmitt, D. (2020) states that vocabulary is a Total number of words which (With rules combining them) make up language: (range of) words known to, or used by, a person, in a trade, profession, etc. While Webster's word dictionary (2005) defines that Vocabulary is a list or collection of words and phrases usually alphabetically arranged and explained or defined: lexicon and also defined as a sum or stock of words employed by a language group, individual work, or in a field of knowledge.

Based on the definition above the researcher concluded that vocabulary is a list of words with their meaning or a total number of

words in a language element that is produced by someone to communicate with each other.

b. Kinds of Vocabulary

Vocabulary means the words which have meaning, and function of language are learned so that they become a part of students' understanding when read or writing something. Yeh, Y., & Wang, C. W. (2003) states every person has three types of vocabulary as active vocabulary, reserve vocabulary, and passive vocabulary.

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

- 1) 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.
- 2) 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.
- 3) Listening vocabulary is a collection of words to which one responds by comprehending the meaning of others' speech.
- 4) Reading vocabulary refers to the words to which one responds with meaning and comprehension of others' writing.

Both active and passive vocabulary are clearly necessary, as evidenced by the following description. Speaking and writing are both done using active verbs. The words that someone knows when reading and listening are known as passive vocabulary.

The Principle of Teaching and Learning Vocabulary.

Yip, F. W., & Kwan, A. C. (2006) indicates nine principles of teaching and learning vocabulary as follows: aims, quantity, need, frequent exposure and repetition, meaningful presentation, situation presentation, presenting in context, guessing procedures in vocabulary learning.

c. Teaching and Learning Vocabulary for the Third Year Students of SLTPN 1 Bulukumpa

The importance of vocabulary instruction in language instruction cannot be overstated. Because many words will not be relevant to the pupils, the English teacher should know which terms are vital to learn. The terms that students commonly employ in everyday English are referred to as useful words.

The term "essential vocabulary" refers to language that can be used by pupils and that can be used to think and communicate with one another. Aside from that, the teacher should be aware of the student's requirements.

2. 2. Concept of Film

a. Definition of Film

A film (Sometimes called a movie or motion picture) is a series of still pictures (frames). Many experts have given their definitions of the film. Aitken, S. C. (2013) comment on the film as follows:

- 1) Film is valuable for its ability to present the information visually (the students sometimes may learn more readily when verbal representations are supplemented by visual aids).
- 2) Film can present data that can be abstracted easily and meaningfully in

words and numbers for someone who has not seen the phenomena.

- 3) Film is an excellent tool in small groups in which film may be interrupted for discussion

In addition to the above definition, Khan, A. (2015). gives her ideas as a contribution to the using English film in language teaching as follows:

- 1) Film supplies content on which the learner can focus and are stories with real characters in real situations.
- 2) Film provides the authentic language situation.
- 3) Film provides the extra lingual cues to make the language input comprehensible.
- 4) Film gives the chance to see the culture of the native speaker.

The film can be displayed in many ways; for example, it can be through television, videotape recorder, laserdisc video (LDV), or video compact disc (VCD) as a recent technology that more easily in application. Rowe, L. A. (2001) states that videotape is one, of the audiovisual equipment which permits the broadcast playback all the time if it is needed. The visual element of the video can be taken from television broadcasts like film, advertisements, and news broadcasts and those recordings can be used as material for teaching.

For many years, the film was used primarily for entertainment. But now, there are more instructional films besides entertainment films. And now films become one of the materials that can be used in the teaching-learning process because most students enjoy and are familiar with film. It is, therefore,

writing a film is an excellent motivator for classroom application.

b. Definition of English Cartoon Film

- 1) Oxford Advanced Learner's Dictionary (2010) define that English cartoon film as a film made by photographing a series of gradually changing drawing, giving an illusion of movement.
- 2) Walt Disney Cartoon. Webster's Dictionary of the American Language (2008) defines that English cartoon film as an animated Cartoon.
- 3) Webster's World University Dictionary (2005) define that English Cartoon film as a satirical or funny drawing of a public person or event intended to mold public opinion.
- 4) The Holt Basic Dictionary of American English (1966) define that English cartoon film as a motion picture made of drawings that seem to move and be alive.
- 5) The Great Family Encyclopedic Dictionary (1986) defines English cartoon film as (in motion pictures, also animated picture) drawing photographed in series to give the illusion of movement.

Based on the same definitions above, the researcher concludes that an English cartoon film is an animated film made in a satirical or funny drawing or public person which is drawn in a photographing series of gradually changing time by giving an illusion of movement.

c. Kinds of English Cartoon Film

Kinds of English Cartoon film based on the story (1) Fairly Tales namely: Cinderella, The Magic Lamp, etc. (2) Funny namely: Buggy-Duck, Mickey-Mouse, etc. (3) Detectives namely: Scooby-Doo, Rin Tin

Tin, etc. (4) Heroes namely: Spider-Man, HeMan, Superman, etc.

Based on the classification above, the writer took the first item, a fairy tales-based story, and took the story of Cinderella as the instrument of the research.

d. Using film in the FL/ SL Classroom

What are the advantages and disadvantages of employing film in the classroom? A film is, at its most basic level of education, a sort of communication that may be accomplished without the need of language because humans frequently communicate through gestures, eye contact, and facial expression. When viewing a visual scene reenacted, the film provides visual stimuli such as the environment, which can lead to and generate a prediction, speculation, and a chance to active background schemata. It might be argued that the film's language could aid nonnative speakers in comprehending stress patterns.

With authentic language and speech speed in various contexts, the film follows the learner to see body rhythm and speech rhythm in second language dialogue. Contextual cues are provided throughout the film. Furthermore, the film has the potential to pique and drive students' curiosity. The use of images in general can assist students with anticipating knowledge, inferring ideas, and analyzing the world brought into the classroom using film training. Film can help enhance clarity and give meaning to an auditory text in a teaching or testing situation; it can create a solid link between the materials being learned and their practical application in a testing situation; it can act as a stimulus or catalyst to help integrate materials or aspects of language; film can help manipulate language while

remaining open to a variety of interpretations; and it can help manipulate language while remaining open to a variety of interpretations.

When the writer is watching the film, the writer always focuses his attention on the film, and he thinks other people do like that. The writer can't even move when the writer finds out how interesting the story is. Our minds are wholly affected by it. Thus, it is very easy to catch something that is expressed by all the characters in the film. We can even imitate the way they speak.

2. 3. Theoretical Framework

Vocabulary is one of the important aspects of mastering English. The mastery of vocabulary becomes essential in supporting other language skills. The researcher still found that the students have low motivation in learning vocabulary, it is very important for the teacher to be more creative to select the vocabulary. English cartoon films are one good teaching device for vocabulary. It can enrich the students' vocabulary and enjoy it.

There are three variables: input, process, output is briefly classified as follows: the words in the English cartoon film are referred to as input. Process relates to the use of English cartoon films to teach and acquire language. The students' vocabulary proficiency after being taught through English cartoon films is referred to as output.

2. 4. Hypothesis

Thus, research presents:

- a. H_0 : There is no significant difference between pretest and posttest by using cartoon films.

b. H₁: There is a significant difference between pretest and posttest by using cartoon films.

3. Research Methodology

This section covers research design, population and sample, research variable, a research instrument, data collection methodologies, and data analysis techniques.

3. 1. Research Design

The method was applied in this research was a pre-experimental method with one group pretest-posttest design. The diagram was presented as follows:

$$O1 \quad x \quad O2$$

Where:

O1 is pretest

X is treatment

O2 is posttest

(Gay, 1981:225-227)

3. 2. Population and Sample

The population of this research was the third-year students of SLTPN 1 Bulukumpa Kabupaten Bulukumpa. The number of populations was 240 students from six parallel classes. Because the number of students was big enough, the writer took 30 students from six classes by random sampling technique.

3. 3. The Research Variable

The variable that the writer used in this research was independent and dependent variables. The independent variable in this research was the use of English Cartoon films. The dependent variable was the students' vocabulary.

3. 4. Technique of Collecting Data

a. Instrument of The Research

In collecting data, the researcher used tests (vocabulary tests and writing tasks) as the instruments. There were two tests. Those are pretest and posttest. The tests were vocabulary tests and writing tasks. The tests are used to indicate the student's enrichment in vocabulary by writing new vocabulary in the sentence.

b. Procedure for Collecting Data

The procedure was in four meetings. The test took in the first and fourth meetings. The time of watching the cartoon will take in the first, second, and third meetings.

1) First Meeting

There were two sessions in the pretest. Those were:

- Watching the Film (1) in 60 minutes. The students could watch the cartoon before giving the students pretest.
- Pretest. The students were given 20 stems of vocabulary. The students were expected to answer the questions without watching the cartoon.

2) Second Meeting

Watching the film (2) in 60 minutes. The students were expected to watch the cartoon to answer the writing task and to note any vocabulary they could catch with their meaning (During watching the cartoon film, the teacher closed the text).

3) Third Meeting Watching the film (3) in 60 minutes. The students were expected to watch and compare their vocabulary notes from the second meeting by watching and looking at the text (During watching the cartoon film, the teacher didn't close the text anymore).

4) Fourth Meeting. Posttest. The students were given the same text as the pretest. They were expected to answer the question correctly.

3. 5. Technique of Data

The data collected through the pretest and posttest were analyzed quantitatively through the following steps:

- a. Scoring the students' answers.
Score = $\frac{\text{Total score answer} \times 10}{\text{Total test item}}$
- b. Tabulating the scores of the students' test results.
- c. The following is a seven-level classification of the students' scores based on Depdikbud's standard of evaluation (1985: 6):

- 9.6 – 10 : excellent
8.6 - 9.5 : very good
7.6 - 8.5 : good
6.6 - 7.5 : fairly good
5.6 - 6.5 : fair
4.6 - 5.5 : poor
0 - 4.5 : very poor

- d. Calculating the mean score of the students' test by using the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where: \bar{X} : Mean score

$\sum X$: the sum of the scores

N: the total number of students

- e. Finding out the significant difference between pretest and posttest by calculating the value of the t-test by using the formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Notations:

\bar{D} = The mean of difference scores

$\sum D$ = The sum of the difference scores

N = The number of the samples

t = Test of the significance

4. Findings and Discussions

4. 1. Findings

The findings of this research deal with the students' scores on pretest and post-test, the frequency and rate percentage of the students' scores, and hypothesis testing of the paired samples. These findings are quantitatively described as follows:

4. 1. 1. Scoring Classification of the Students' Pretest and Posttest

The raw score of students' vocabulary mastery in pretest and posttest are tabulated into seven classifications based on Ministry of Education and Culture Standard Evaluation, namely: Excellent, Very Good, Good, Fairly Good, Fair, Poor, and Very Poor.

a. Students' Pretest Scoring Classification

The results of the pre-tests were divided into many categories. The following table shows the frequency and percentage of students' pretest scores:

Table 1. Frequency and Rate Percentage of the students' Pretest

No.	Classification	Range	Frequency	Percentage
1.	Excellent	9.6 – 10	0	0
2.	Very Good	8.6 – 9.5	1	3.33
3.	Good	7.6 – 8.5	2	6.67
4.	Fairly Good	6.6 – 7.5	1	3.33
5.	Fair	5.6 – 6.5	5	16.67
6.	Poor	4.6 – 5.5	8	26.67
7.	Very Poor	0 – 4.5	13	43.33
Total			30	100

The data in table 1 above shows the rate percentage and frequency of the student's vocabulary in the pretest. From this table, it can be seen that 1 (3.33%) out of 30 students was categorized as Very Good score, 2 (6.67%) out of them were categorized as Good score, 1 (3.33%) out of them was categorized as fairly Good score, 5 (16.67%) out of them were categorized as fair score, 8 (26.67%) out of them were categorized as very poor score, most of them namely 13 (43.33%) out of

them were categorized as Very Poor score, and none of them was categorized as Excellent score.

b. Scoring Classification of the Students' Posttest

Students' scores on posttests were classified into some classifications. The following are the frequency and rate percentage of the students' scores of posttests.

Table 2. Frequency and Rate Percentage of the students' Posttest

No.	Classification	Range	Frequency	Percentage
1.	Excellent	9.6 – 10	0	0
2.	Very Good	8.6 – 9.5	7	23.33
3.	Good	7.6 – 8.5	9	30
4.	Fairly Good	6.6 – 7.5	6	20
5.	Fair	5.6 – 6.5	6	20
6.	Poor	4.6 – 5.5	2	6.67
7.	Very Poor	0 – 4.5	0	0
Total			30	100

The frequency and rate percentage of the students' vocabulary command post-test are shown in table 2. Seventeen students (23.33 percent) received a Very Good score, nine (30 percent) received a Good score, six (20 percent) received a Fairly Good score, six (20 percent) received a Fair score, two (6.67 percent) received a Poor score, and none received an Excellent or Very Poor.

The following is the same description that can be drawn out of the scores of the students' vocabulary commands.

In the pretest, most of the students scored at Very Poor and somewhere at Poor, Fair, Fairly Good, Good, and Very Good. None of them scored Excellently. It seems that the distribution of the students' scores in the

pretest did not form a normal curve, in other words, they were not normally distributed.

On the other hand, most students scored at or near Good on the posttest, with some scoring at Very Good, Fairly Good, Fair, and Poor. None of them received an Excellent or a Very Poor rating. The distribution of the student's post-test scores did not appear to form a normal curve, indicating that they were not normally distributed.

4. 1. 2. Hypothesis Testing

a. Mean Score and Standard Deviation

Having calculated the raw scores of the students' pretest and posttest, the mean score and standard deviation are presented in the following table:

Table 3. Mean Score and Standard Deviation

	Pretest	Posttest
N	30	30
Mean	4.94	7.30
Std. Deviation	1.45	1.27

Table 3 reveals that the mean pretest score was 4.94, which is classed as a Poor score with a standard deviation of 1.45, and the mean posttest score was 7.30, which is defined as a Fairly Good score with a standard deviation of 1.27. Results means that the students' post-test mean score is higher than the pretest. It signifies that following treatment, the pupils' mean score improved from a Poor to a Fairly Good.

b. Test of Significance

To see if there is a substantial difference between the pretest and posttest. A t-test was used by the researcher. 'The first t-test result was 13.0. To find out the degree of freedom (df) the researcher used the following formula:

$$\begin{aligned}df &= N-1 \\df &= 30-1 \\df &= 29\end{aligned}$$

The t-table value is 2.045 when the level of significance (p) is 0.05 and the df is 29. As a result, the t-test has a substantially higher value than the t-table (13.07 >2.045). It signifies that there is a substantial difference between the students' vocabulary instructions before and after using cartoon movies in the pretest and post-test. In other words, cartoon film is an effective device for enriching students' vocabulary commands.

4. 2. Discussions

The previous section's summary of the data acquired through the test reveals that the students' vocabulary command has improved. It is backed up by the frequency and proportion of the pupils' pretest and posttest results. After delivering materials via a cartoon video (treatment), students' scores are higher than before the treatment. The pre-test mean score for students is 4.94, and the post-test mean score is 7.30. It demonstrates that students' post-test scores are significantly higher than their pretest scores. The t-test value is higher than the t-table value (13.07 >2.045).

5. Conclusion

Based on the findings and discussions of the study, it was found that the result of the value of the t-test (13.07) is greater than the value of the table (2.045). Based on the result of the t-test, the researcher found that there was a significant difference between the result of the pretest and post-test. It can be concluded that the use of cartoon film as teaching is an effective way of guiding the students of SLTP Negeri 1 Bulukumpa to enrich vocabulary commands.

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