

## ARTIKEL

*THE EFFECTIVENESS OF CARTOON FILMS TO FIFTH GRADE  
STUDENT'S VOCABULARY MASTERY OF SUKORAME II  
ELEMENTARY SCHOOL IN THE ACADEMIC YEAR  
2016/2017*



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# THE EFFECTIVENESS OF CARTOON FILMS TO FIFTH GRADE STUDENT'S VOCABULARY MASTERY OF SUKORAME II ELEMENTARY SCHOOL IN THE ACADEMIC YEAR 2016/2017

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## ABSTRACT

In general, vocabulary is needed in reading activities. Everybody is reading something But many people just read if there is spare time because they do not have a habit of reading. So they can not understand the meaning and they are lazy to learn vocabulary, in other words they need the media to learn vocabulary. The right media to develop the vocabulary of students at the basic level is the audio visual media, especially the cartoon media. Problems in this research are: (1) How to enter students before using cartoon film media? (2) What students after using cartoon film media? (3) How is the effectiveness of cartoon media use in student vocabulary mastery? The purpose of this research are: (1) searching for students before using cartoon film media (2) to see students after using cartoon film media. (3) Identify the effectiveness of cartoon media use on student vocabulary mastery. This research is an experimental design; The research design used by the researchers is a pre-experimental design in the form of a pre-test of one group and post-test. The pre-experimental design means it still has other variables that affect the dependent variable. In this study used pre-test, treatment, and post-test. There are two variables studied in this research that is cartoon film media and to know vocabulary mastery, there is difference before and then taught by using cartoon film media. The author analyzes the data collected by using quantitative data analysis. Data analysis technique using t-test statistical analysis. Research findings: teaching vocabulary using film cartoon media to the fifth grade students of SDN Sukorame II they learn English well and interesting. From the results of data analysis, there is influence of the use of cartoon film as a medium in the implementation of vocabulary mastery vocabulary achieved fifth class SDN students in the academic year 2016/2017. The use of cartoon movie media will be significant if  $t_{count} > t_{table}$ . Data analysis above shows  $t_{count} > t_{table}$  ( $9,148 > 1,71$ ), then  $H_0$  rejected or  $H_a$  accepted. Based on the result of the research, the researcher concluded (1) the students' mastery of the vocabulary before being taught using cartoon media can be seen from the pre-test result, there are 19 students that the result is very good, there are 4 students get good result, there are 7 students Obtained sufficient, there are 8 students that the result is less and the results are being. This means that there are 26% of students who score low.

**KATA KUNCI :** *effectiveness, cartoon films, vocabulary mastery.*

## I. BACKGROUND OF PROBLEM

Language is an instrument to deliver and to understand idea, reason, feeling, either orally or written. Language is a group of sound with specific meanings and organized by grammatical rules (Lewis,

1993). Language is a tool to transfer or to explain idea or knowledge to another person. It means that without language human cannot develop their idea and their culture. In other word, language has very

important rules in human's life. Language is the source of human life and power.

English is one of international languages, it means that English is learned many countries in the world, many people have used English for international communication and it is used as a key of knowledge, science and technology. So, English is very important to conduct communication every where, every time, and everything.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) states "while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed" (pp. 111–112). This point reflects my experience with different languages; even without grammar, with some useful words and expressions, I can often manage to communicate.

English language consists of four skills: listening, speaking, reading and writing. Vocabulary is one component of those skills. One can not express his idea if he lacks of vocabulary. Vocabulary is important for the students to support their four language skills (David, 1991:9). It means that if the students master in vocabulary, it will make the students easier in learning English language.

Vocabulary is a unique to a content area as unique as fingerprints to a human being. Teachers know they must do something with the language of their content areas, but they often have trouble with what they should do. Consequently, they reduce instruction to routines that have withstand time and teacher centered practice, directing students to look up, define, memorize and use content specific words in sentences. Content area vocabulary must be taught well enough to remove potential barriers to students understanding of texts as well as to promote a long-term acquisition of the language of a content area. The organizing principle underscores the main premise of the chapter: teaching words well means giving students multiple opportunities to learn how words are conceptually related to one another in the material they are studying (Richard, 1999:314). In other words, vocabulary must be taught to the students in certain period to make them understand the text.

Vocabulary is taught in elementary level; in fact the students master simple vocabularies like animal, clothes, things in the classroom etc. They only have little vocabulary, it is caused by they do not have spirit to learn new vocabularies and the teacher rarely uses a suitable media to teach vocabulary. It will generate the

students to have spirit to read the book. Then they will master English vocabularies.

Many students are difficult, to master the vocabulary because of the using of different media, meaning or spelling between English and Indonesian. in Indonesia most of the English language learners speak in Certain condition. So Indonesians' students vocabulary. At this level, children begin to combine simple ideas into more complex relationships. As a result, they need an environment rich in printed materials that stimulate the development of language and literacy skills. They also need a variety of direct experiences to develop cognitively, physically, emotionally, and socially First-graders are active learners and demonstrate considerable verbal skills. They love games and rules, developing concepts and problem-solving skills from these experiences. Hands-on activity and experimentation are important.

The students got many vocabularies by conducting reading activity. That motivation gives task and practice by involving reading activity in order that the student can understand word by word and meaning of words. So that, they can learn vocabulary. Most of students begin to read something because they have seen and they have heard something that is pronounced

by other people. So that the using of media is needed to conduct teaching and learning process in the class. The suitable media is audio visual media because the media contains picture and voice so the students can see and hear directly such as cartoon film. By using this media, the students will be enjoyable and pleasure to learn English vocabulary, make clear the message, can save the teacher energy, can motivate the student to learn, can increase the quantity of teaching and learning.

Vocabulary is very important in learning English because by having many The By using cartoon film the students seem easier to understand the vocabulary because they like the cartoon especially Dora's cartoon. So the students feel easy to follow the story and understand word by word in Dora's film.

From the statement above, the writer finally decides to conduct a research entitled The effectiveness of cartoon films to student's vocabulary mastery.

## II. METHOD

In this research, the writer uses descriptive quantitative research because this research uses statements or writing down of the data without doing calculation. The writer wants to describe the information related to the teaching technique of english at elementary school



especially an attempt is not to find out whether there is a certain progress in teaching learning process or not. The subject of this research is the English teacher at SDN Sukorame II Kediri who teaches English to the fifth year students. The population of this study was the fifth grade students of SDN Sukorame II. Then the researcher took the fifth grade as a sample which consists of 38 students at SDN Sukorame II. In this research the independent variable is the use of cartoon film media. Dependent variable is effected variable (Arikunto, 2006:119). In this research the dependent variable is student's vocabulary mastery. The researcher uses primary data because the researcher using pre- test and post-test to get the data.

#### **A. Procedure of Collecting Data**

1. Pre-test
2. Treatment
3. Post test
4. Validity
5. Face validity
6. Content validity

#### **B. Method of Research**

##### **1. The Technique of Collecting Data**

In this research, the writer uses techniques of collecting the qualitative and quantitative data. The techniques of collecting data used are observation,

interview, record, field note, diaries and tests.

##### **2. Technique of Analyzing Data**

The data collected in this research are qualitative and quantitative data. The qualitative data is analyzed by using Constant Comparative method, while quantitative data is analyzed using statistic descriptive technique.

##### **C. Hypothesis**

Know the significant of test ,the researcher must be compared it to t-table as follow:

1. If the  $t\text{-score} > t\text{-table}$ , level of significance is 1% (0,01). It means that t-score is very significant. thus,  $H_0$  or NULL hypothesis is rejected and alternative hypothesis is accepted.
2. If the  $t\text{-score} > t\text{-table}$ , with level significance is 5% (0,05). It means that-score is significant thus,  $H_0$  or NULL hypothesis is rejected and alternative hypothesis is accepted.
3. If the  $t\text{-score} < t\text{-table}$  ,with level of significance is 5% it means that the t-score is not significant thus,  $H_0$  or NULL hypothesis is accepted and the alternative hypothesis is rejected.

### III. RESULT OF RESEARCH AND CONCLUTION

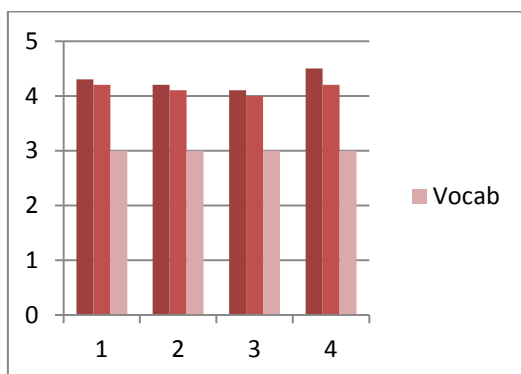
#### A. Result of Research

##### 1. Analysis Data Pre-test and Post-test

###### a. Pre- test

The subject of this research is the fifth grade SDN sukorame 2 Kediri. Pre-test are provided to measure reading comprehension / and write students before being taught using video cartoon films. The researcher gave a written test of 20 multiple-choice items about random sentences. The students were given 60 minutes to answer the test items. The total pre-test subjects were 38 students. The table below shows the frequency of pre-test scores. From the table of frequency above, it can be formed into diagram below.

**Diagram 1 Diagram Score Frequency of Pre-Test**



Source: Data processed, 2017

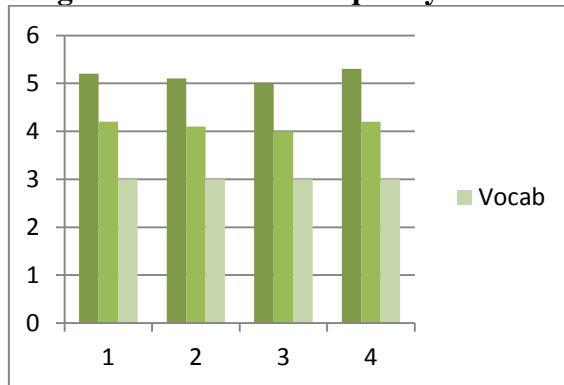
From the above pre-test diagram, it can be seen that there are 3 students who scored 45, 5 students got score 55, 4 students got score 65, 4 students got score

80, 6 students got value 85, 7 students got 75 4 Students got score 100, And 7 students got score. The standard score of the English subjects for the fifth grade students of SDN Sukorame 2 Kediri is 75. Thus, the requirement for students to pass the examination is the value of at least 75 or more. There were 16 students who did not pass the pre-test and only 10 students passed the exam. The total pre-test score is. 3140

###### b. Post-test

After providing care to the students, the researcher gives a post test to measure their reading comprehension. The procedure is almost the same as the pre-test. The researcher gave 20 multiple and written choices. The students must complete it in 60 minutes. The post-test question is not the same as in the pre-test, but the same type of question. The researcher also instructed them to compose a random sentence based on the post-test text given before answering the item. The results of the post-test frequency score can be seen in the following table. From the table of frequency above, it can be formed into diagram below.

**Diagram 2 Post Test Frequency Score**



Source: Data processed, 2017

From the frequency table, it can be seen that only 2 students got 65, 2 students got 70, 3 students got 75, 2 students got 80, 3 students got 85, 4 students got 90, and 2 students got 95, 20 students got score 100. Total post test value is 3545. It can be concluded the above frequency diagram shows the value of post test is better than pre-test.

## 2. The Procedure of Data Analysis

This section is to answer research questions about the extent of Mapping Story to understand the reading of fifth grade students SDN Sukorame 2 Kediri in the first half of academic year 2017/2018. Before the researchers analyzed the data, the results of pre-test score test and post test results for data input. Then, the researcher entered the data and calculated the pre-test and post-test scores using IBM SPSS version 16.0. Researchers analyzed data by comparing mean using Paired Sample test on SPSS.

From the frequency table, it can be seen that only 2 students got 65, 2 students got 70, 3 students got 75, 2 students got 80, 3 students got 85, 4 students got 90 and 2 students got 95, 20 students got score 100. Total post test value is 3545. It can be concluded the above frequency diagram shows the value of post test is better than pre-test.

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In this section the researchers showed the results of pre-test and post-test using SPSS version 16.0. There are output data from calculations using SPSS: Paired Sampling Statistics, Couple Samples Correlation, and Couple Sample Test.



## a. Paired Sampling Statistic

**Table 1 The score *mean* of Pre-test and Post-test**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	93.29	38	9.951	1.614
	Post-test	82.63	38	13.087	2.123

Source: Output SPSS ver. 16.0

From the Paired Samples Statistics table above, the mean score is 93.29 with the standard deviation of 9.951 and the post-test average score is 82.63 with the standard deviation of 13.087. The number of participants in each test (N) is 38.

## c. Paired Sample Test

**Table 3 The t-score of Pre-test and Post-test**

Paired Samples Test										
		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Pre-test post-test &	10.658	7.182	1.165	8.297	13.019	9.148	37	.000	

Source: Output SPSS ver. 16.0

From the Paired Samples Test table above, it shows the mean gain score 1. Meanwhile, the standard error means 1.165. Then, the observation t is 9.148 The result of 9,148 indicates there are 9,148 between pre-test and post-test. Then, to complete the results of this study, the researcher tries to know the degrees of freedom (df) by the formula:

## b. Paired Sample Correlations

**Table 2 The score *correlation* of Pre-test and Post-test**

Paired Samples Correlations			
		N	Correlation
Pair 1	Pre-test & post -test	38	.840
			.000

Source: Output SPSS ver. 16.0

From the Paired Sampel Correlation table above, the output shows the data before and after being taught using vocabulary about the vocabulary of 840 with the significance value (sig.) 0.000. This means that there is an exercise between learning vocabulary in the sentence of students before and last using a cartoon film.

$$Df = N - 1$$

$$= 38 - 1$$

$$= 37$$

Based on the table, (df) = 37 at the 5% significance level is 2.840 and at the 1% significant level is 2,840. That is (2,840 < 9,148 > 1,37). This means t0 (t-observation) is higher than tt-table. Thus,

there is a significant difference between the pre-test and post-test scores.

### 3. Interpretation of Data Analysis

After analyzing the results of data using IBM SPSS version 16.0, the results of reg research Results Mapping Stories continued understanding of reading students. From the pre-test frequency score, there were 37 students who could not pass the exam and only 1 student passed the exam. Frequency of post test score shows there are 10 students who can not pass the test and 28 students who pass post test. The value, the number of students after taught using Story Mapping is higher than the pre-test students. Examples of exam and post-test questions are presented in the following table.

From the frequency table, it can be seen that only 2 students got 65, 2 students got 70, 3 students got 75, 2 students got 80, 3 students got 85, 4 students got 90, and 2 students got 95, 20 students got score 100. Total post test value is 3545. It can be concluded the above frequency diagram shows the value of post test is better than pre-test.

**Table 4. Average score between pre-test and post-test**

N = 38 students	Pre-test	Post-test
Total score	3140	3545
Mean	93.29	82.63

Source: Output SPSS ver. 16.0

### 4. Hypothesis Test

In this section, researchers describe the interpretation of research findings and hypothesis summaries. This study was conducted to prove the hypothesis of whether the cartoon video movie affects 5th grade vocabulary students SDN Sukorame II Kediri.

To prove the research hypothesis, the researcher wrote Null Hypothesis (Ho) and Alternative Hypothesis (Ha) as follows:

a. Null Hypothesis (Ho):

There is no effect by using mapping techniques of the story on the vocabulary understanding of SDN Sukorame II Kediri students in the fifth class of 2016/2017.

b. Alternative Hypothesis (Ha):

There is an effect by using story mapping techniques on reading comprehension of SDN Sukorame II Kediri students in fifth class of 2016/2017." To prove the hypothesis, the data obtained in the pre-test and post-test were calculated using the t-test formula with the following assumptions:

- 1) If  $t_o > t_{table}$ , the Null Hypothesis (Ho) is rejected and the alternate hypothesis (Ha) is accepted. Proven effective story mapping techniques on students' reading comprehension.
- 2) If for  $< t_{table}$ , the Null (Ho) hypothesis is accepted and the alternate hypothesis (Ha) is rejected. Proven

story mapping techniques are not effective in reading reading students.

According to the results of the above analysis, there is a significant difference between pre-test and post-test score. Both t-test results using SPSS and manual formulas are the same. The results show that the post test is higher than the pre-test value. The hypothesis of this research can be an alternative and the null hypothesis. The hypothesis is as follows:

- 1) If the T-Test value is higher than T-Table, alternative hypothesis ( $H_a$ ) is accepted. From the results of data analysis show ( $9148 > 1.71$ ), then  $H_a$  accepted. This means there is a difference of score to first grade before using cartoon film and after using cartoon film. The difference is significant; Cartoon image.
- 2) If the T-test value is equal to T-table, the null hypothesis ( $H_0$ ) is rejected. From result of data analysis show that  $T \text{ table} < T \text{ count}$  ( $1,71 < 9,148$ ). This means that there are differences in scores until the fourth grade before using a cartoon film and after using a cartoon film. So  $H_0$  is rejected.

## B. Discussion

From the data analysis, the objective of this study was to know if there was an effect of using audio visual cartoon film as media in teaching vocabulary to the

vocabulary mastery achieved by the fifthth grade students of SDN Sukorame II in the academic year of 2016 / 2017.

1. It is said before that the material taught by the teacher consists of several types of text. (Doney, 1993). The material taught by the teacher is also related to the needs of the students. Therefore, the material is very meaningful to the student, In the previous chapter, it is also stated that the material is only instrumental material. This means the material is expected to support the students' abilities. From the above results, the authors can conclude that the video cartoon films or vocabulary. And does not cover the four language skills required in the curriculum and even teach the standard material has been included in the video cartoon films.
2. The teacher designed the material by adopting the material (Ary, Donald 1985) from some cartoon films by deducing the vocabulary. Not all materials and textbooks are taught to students. The material of choice is considered by the ability of the students. If the material is too difficult the teacher simplifies the material. It can be said that the material is subject to the curriculum explained in the above that students are very happy to

learn vocabulary by using video cartoon films.

In conclusion, video cartoon films are useful techniques to help the students' vocabulary connect the entire contents of random sentences, so they can easily manage their ideas as they read the times or spellings. Vocabulary mapping helps students stay focused on how information is related. It can also be used as an interactive guide and review when reading comprehension.

### C. Conclusion

Based on the results of the data and discussions described in the previous chapter, referring to the hypotheses of formulas, video cartoon films and vocabulary levels can be summarized as follows:

1. Learning method of vocabulary of students can produce better learning achievement of English than method of vocabulary learning and mean value of student achievement which is subject to cartoon video learning method. More than the student video learning method of cartoon movies.
2. There is a significant influence of students achievement motivation gradually learn English with vocabulary cartoon films:
  - a. The students' score vocabulary after being taught by using audio

visual media (cartoon film). The result of post-test achieved, there are 19 students who get excellent result, there are 5 students who get good result and there is 1 student who gets fair result. Those are the students score after using audio visual media (cartoon film).

- b. Achievement learning vocabulary video cartoon student film with high motivation group better than low educated motivation with vocabulary that is better test result value by using video cartoon films and difference of average achievement learn equal to.
  - c. Students' learning achievement of learning motivation group is better than learning group of low learning motivation with meaning value that is spelling and difference of mean of learning achievement equal to.
3. There is no interaction between learning method and student's motivation level to English learning achievement with vocabulary value.

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