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# THE USE OF CARTOON MOVIES TO ENHANCE STUDENTS' VOCABULARY IN PRIMARY SCHOOL

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## ABSTRACT

The research aims to identify whether or not and to what extent cartoon movies can enhance students' vocabulary mastery. The research also identifies the increasing of students' writing ability in writing short composition after taught by the movies. The Classroom Action Research conducted at fifth grade students of Syafana Islamic School, Gading Serpong, Tangerang. There were 2 cycles and each cycle consists of four steps, namely; (1) planning the action, (2) implementing the action, (3) observing the action, and (4) reflecting the result of the observation. The result of the research shows that cartoon movies can enhance the students' vocabulary mastery. It enhances students' writing ability in writing short composition after taught by the movies. It could be seen from these indicators: (a) students could spell the vocabularies; (b) most students were able to pronounce words correctly; (c) students could grasp the meaning well; and (d) students could use many vocabularies in their writing short composition. In line with the result, the writers suggest that cartoon movies are one of the effective techniques in English teaching activities. It increases the students' enthusiasm and their achievement in learning vocabulary and writing short composition ability. The result hopefully will motivate teachers to use cartoon movies in teaching vocabulary to young learners.

**Keywords:** *movie, cartoon movie, teaching, vocabulary, vocabulary mastery*

## INTRODUCTION

### Background of the study

According to KTSP, language is learned to achieve linguistic, action, and socio-cultural competences which are the elements underlying the discourse competence, the skills significant for communicate in written and oral form in any communicative event. The linguistic competence deals with the basic elements of communication, such as sentence pattern, morphological inflections, phonological and orthographic system.

The action competence involves the understanding of speaker's communicative intent by performing and interpreting speech act sets. Whereas, the socio-cultural competence refers to speakers' knowledge of how to express appropriate messages within the social and the cultural

context of communication in which they are produced. Therefore, English language is learned in order to achieve those competences in order to perform activities in learners' daily basis, such as learning other subjects, building as well as maintaining connection with others, exchanging information, and be fond of language aesthetics presented in English. English language learning covers learning written and spoken form of English by developing learners' English language skills: listening, speaking, reading and writing (Curriculum 2006).

Learning English with any methods and media will make students enjoy studying especially primary students. The children are able to understand a new word or vocabulary from the cartoon movie. The teachers use movie to allow the students to be involved in teaching and learning process.

### **Reason for Choosing The Topic**

Primary five students in our class have problem when they write short composition. They confuse to find appropriate vocabularies when they write composition. The writers try to solve students' problem of mastering vocabulary. The writers expect the cartoon movies as a media of education can affect the control of English word for English language students who learn it. Moreover, students will learn new English words from the movies and easier to memorize vocabulary. The writers want to elaborate how cartoon movie enhancing students vocabulary mastery and improve students writing short composition.

### **Statements of the Problems**

The writers will observe some problems related to the theme of the research.

They are:

- 1) What are the problems faced by students in the classroom?
- 2) How cartoon movies improve primary five students' vocabulary?
- 3) How cartoon movies achieve students' vocabulary and increase students' ability in writing short composition?

### **Objectives of Study**

The objectives of study are as follows:

1. To Identify the problems of students in the classroom in studying English
2. To describe the cartoon movies that is implemented in the fifth grade class enhancing students' vocabulary mastery.
3. To identify the increasing of students' writing ability in writing short composition after taught by the movies.

### **Significance of the Study**

The research benefits for writers are the research results can add knowledge and experience to do research in theoretical and practical manner. The teachers can use the research results as sources for improving English teaching and learning to enhance vocabulary mastery through movies. The students can improve their knowledge about vocabulary mastery through

movies. The school can use the research results to improve the quality of teaching and learning English in the school.

### **Literature Review**

There are two relevant previous studies related to this research. First, research entitled *Teaching Vocabulary Using Film "Dora the Explorer"* was done by Sigit Winarto (a student from faculty of language and art Semarang state university 2006). The action research conducted at fourth grade students of Christian Elementary School. The result motivates the writers to do such research with the same media in order to improve students' skill especially in writing short composition. Another research is the thesis with the title "The Use of Films as Media to Improve Students' Narrative Speaking (An Action Research at IIB Class of MTs Al-Hidayah NU 03 Kendal in The Academic Year of 2010/2011)".

### **THEORETICAL FRAMEWORK**

According to Setyaningsih in her journal vol.III (2009) vocabulary is all the words that received by persons incidentally or intentionally through indirect exposure to words explicitly instruction to specific word and word-learning strategy. Writing is not easy if we have lack of vocabulary. We can't express our feeling and thought without words or vocabulary. Moreover, we should realize that one item of vocabulary can consist of more than one word ("post-office consists of two words and expresses one idea). Vocabulary could not be learnt in isolation. Vocabulary does not have one fixed meaning and each word holds from fifteen to twenty meanings (Fries, 1945, cited in Richards & Renandya, 2002). We should begin by teaching the new item in context and learners should be given the opportunity of dealing with the words out of context.

According to Thornbury, vocabulary teaching can increase the development of the students understanding by using approaches. The approaches develop vocabulary teaching and also methods or techniques. Then, the teaching and learning vocabulary can improve students' knowledge but it should be assisted through media to make student more understand. Movie could be one of interesting media for the children in vocabulary learning. The advantages of movie in teaching based on Harmer (2002:282) are seeing language in use, cross cultural awareness, the power of creation, and give motivation to the students.

Writing is one of language skills that are more complex than other skills. Students must mastering the grammar and vocabulary. Moreover, the students must have concept of writing in their brain and have to translate it in writing language, and it is not easy to write concepts that exist in our brain. Thus, the students could not write their idea easily.

### **RESEARCH METHOD**

The research design of the study was action research. The research was qualitative and quantitative since all the data collection was in the form of words, numbers and using pre test and post test. The reasons of researchers use qualitative and quantitative method to avoid bias and to enrich the data without depend in one design of research method.

### **Source of Data**

The data are taken from: syllabus, lesson plan, movie, material, teaching learning and learning process in the fifth year of Syafana Islamic School, Gading Serpong, Tangerang.

### **Subject of The study**

The subject of the study is the fifth year students of Syafana Islamic School, Gading Serpong, Tangerang. Total numbers of students are 19 students (10 females and 9 males).

### **Data Collection**

Since the research used qualitative and quantitative research, the main instrument of this research was the researchers as teachers in the classroom and use formula to count the pre test and post test. The data was held within 15<sup>th</sup> -27<sup>th</sup> October 2016.

### **Technique of Data Analysis**

There are two ways to analyze the data, they are:

Descriptive technique: A descriptive technique is used to know the students' behaviour during the teaching learning process.

Statistical technique: A statistical technique is used to know any influences to the student vocabulary or no from the result of pre test and post test.

### **Pre Research**

Planning: In pre research, the researchers observed the situation of the students in teaching learning process.

Class Observation: The researchers observed the teaching learning process and made note. The teachers began the lesson with giving question to the students that had a relation with the theme of the lesson. There a few students who answer the teacher questions. Then, researchers asked students to make short composition based on the lesson theme.

Analysis: Based on researchers note, the researchers knew that most of students just keep silence in the teaching learning process although they were active students. However, the students were not confidence to say something in class. Then, some of the students kept on asking the vocabulary to the researcher when they wrote the composition.

Reflection: The researchers decided to improve students' vocabulary mastery and their writing ability. Thus, the researchers implemented cartoon movies for vocabulary teaching.

### **Teaching Implementation Data Analysis**

In this research, the data consist of pre-test and post-test.

### **CYCLE I**

**Planning:** The researchers prepare the instruments of research such as lesson plan, material (Jungle Book cartoon movie), teaching aids (laptop, speaker, and movie), and tests (pre-test and post-test).

### The Implementation of the Action

On Tuesday, October 19<sup>th</sup>, 2016, the researchers entered English class. They told the theme of the lesson and the goal of the lesson. They explained that the method of studying was using Cartoon Movie. The researchers gave pre test by asking students to write short composition for about 15 minutes. Then, the researchers asked the students to pay attention to the movie and write 10 vocabularies from the movie. After the students watched movie, the researchers discussed the movie with the students. Then, the researchers asked the students to read their vocabulary that they got from the movie. The researchers pay attention to the students' vocabulary and taught the students the way to pronounce the words. The researchers and students discussed the meaning of the words. Then , the researchers asked the students to write short composition again. The students could use the words from the movie.

### Observation

In the first cycle, the researchers took a note from the students' activity to know the students' ability in understanding vocabulary. The data of pre-test and post-test is shown below. The students' words vocabularies increased in post test writing. However, 6 students decreased in post test writing.

Number	Name of Students	PreTest Writing	PostTest Writing	Words Decreasing (D)/Words Increasing (I)
1.	Ayesha Nadira	259	176	D
2.	Vassel Goleyu	97	117	I
3.	Meyza	199	95	D
4.	Karima Indifa	131	111	D
5.	Muhammad Faiz	45	60	I
6.	Raisa Noor	153	163	I
7.	Ivenjelic	76	65	D
8.	Digdaya Dava	40	65	I
9.	Ibrahim Osama	55	49	D
10	Imamul Adil	72	63	I
11	Nadeen Maisha	171	153	D
12	Kinanti Fayra	100	108	I
13	Ridhan Effendi	50	72	I
14	Raka Rakean	78	80	I
15	Geysca Ariella	191	240	I
16	Muhammad Akbar	83	92	I
17	Nabiel Alvaro	48	124	I
18	Allea Puspita	117	195	I
19	Athirah Dewi	87	134	I

### Reflection

The researchers conclude that a method is very important in teaching-learning process because many students are able to write composition with more words after they watched movie but some of them still have less words in writing.

**CYCLE II**

**Planning :** The researcher prepares: lesson plan, material (Donald Duck: Making Waffle cartoon movie), teaching aids (laptop, speaker, and movie) and tests (pre-test and post-test).

**The Action:** On Monday, October, 25<sup>th</sup>, 2016, the researchers told the lesson theme and the goal of the lesson. They told the students the results of writing composition before and after watched Jungle Book cartoon movie. Then, they discussed with the students the solution to improve their writing ability through vocabulary mastery. Thus, the students would study vocabulary through the movie again entitles Donald Duck: Making Waffle. The teachers gave students a worksheet to know the students vocabulary which connected with the previous movie in cycle 1. They gave time 15 minutes for the student to finish the pre test. After the pre test, they began to play the movie and reminded students to write ten words from the movie. After, the movie finished, the teachers and the students discussed the movies. Then, the students read their vocabulary and the teacher gave the feedback. At the end of the activity, the teachers asked the students to answer a worksheet as the post test.

**Observation:** In cycle II there are differences in activity than in cycle I. The students did the worksheet about the vocabulary which connects with the movie. The results have significant differences between pre test and post test. The results table.

Students Number	Name of Students	Score of worksheet 1	Score of Worksheet 2
1.	Ayesha Nadira	80	90
2.	Vassel Goleyu	60	90
3.	Meyza	90	100
4.	Karima Indifa	90	100
5.	Muhammad Faiz	70	80
6.	Raisa Noor	90	90
7.	Ivenjelie	90	90
8.	Digdaya Dava	83	90
9.	Ibrahim Osama	80	90
10.	Imamul Adil	80	90
11.	Nadeen Maisha	70	90
12.	Kinanti Fayra	80	90
13.	Ridhan Effendi	80	100
14.	Raka Rakean	85	100
15.	Geysca Ariella	90	100
16.	Muhammad Akbar	90	100
17.	Nabiel Alvaro	80	100
18.	Allea Puspita	90	100
19.	Athirah Dewi	90	100
		$\Sigma = 170$	$\Sigma = 190$

The researchers will calculate t-test to know whether Donald Duck cartoon movie can give significant differences between pre-test and post-test mean.

Calculate  $t_0$  value: The result of pre-test and post test to get  $\Sigma D$  and  $\Sigma D^2$ . The Data for t-test Calculation

No	Before	After	Differences	Name
1.	80	90	-10	Ayesha Nadira
2.	60	90	-30	Vassel Goleyu
3.	90	100	-10	Meyza
4.	90	100	-10	Karima Indifa
5.	70	80	-10	Muhammad Faiz
6.	90	90	0	Raisa Noor
7.	90	90	0	Ivenjelie
8.	83	90	-7	Digdaya Dava
9.	80	90	-10	Ibrahim Osama
10.	80	90	-10	Imamul Adil
11.	70	90	-20	Nadeen Maisha
12.	80	90	-10	Kinanti Fayra
13.	80	100	-20	Ridhan Effendi
14.	85	100	-15	Raka Rakean
15.	90	100	-10	Geysca Ariella
16.	90	100	-10	Muhammad Akbar
17.	80	100	-20	Nabiel Alvaro
18.	90	100	-10	Allea Puspita
19.	90	100	-10	Athirah Dewi
Median	85	95	-10	

Calculate standard deviation pre-test and post-test,  
 $=STDEV(D18:D36)$  ;

Standard Deviation	6,99 = 7
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Calculate  $t_0$

$$t = \bar{D} / (SD / \sqrt{n})$$

T value	7,28
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Giving interpretation  $t_0$  : Calculation of df (degree of freedom):  $df = n - 1 = 19 - 1 = 18$

Consult with t-table value with  $df = 18$ , the value of  $t$  with the degree of signification of  $\alpha = 0,05$ , comparing  $t_0$  with  $t_t$ .  $t_0 = 7,28$  is greater than  $t_t$  with the  $\alpha = 0,05$ . If  $t_0$  is same or greater than  $t_t$ , so null hypothesis will be rejected.

t-table with  $n = 18$  is 2,10

$7,28 > 2,10$ . T-test calculation is greater than t-table. So,  $H_0$  is rejected. Therefore, there is a significant difference between pre-test and post-test.

The post-test is greater than pre test. It shows that Donald Duck cartoon movie gives influence in improving students' vocabulary.

**Reflection:** The researchers conclude that the students can improve their vocabulary since they can answer the questions better in the post-test than in the pre-test. It indicates that they know and understand the meaning of the words well.

## DISCUSSION

From the analysis of result of action in cycle I and cycle II, it shows that there is an improvement of students' vocabulary. The improvements are as follow:

The median of pre-test in cycle II is 85 increase 10 points to 95 in post-test

The students' improvement from cycle I and cycle II

### The cycle I Students' Improvement

	Students' Improvement	Total	Percentage
1	The students who are increase	13	68%
2	The students who are decrease	6	32%

### The cycle II Students' Improvement

	Students' Improvement	Total	Percentage
1	The students who are increase	19	100%
2	The students who are decrease	0	0%

Teaching vocabulary by using cartoon movies get better achievement based on the data above. The results of post-test in cycle I and cycle II are greater than pre test. The writers conclude that cartoon movies are the effective tool to teach vocabulary because the movie can attract the students and motivate them to learn more words.

## CONCLUSION

Movie is one of instrument to make communication between teacher and student becomes effective in teaching learning process. The differences of the result between pre test and post test are significant. Furthermore, the result of *t-test* in writing cycle I is smaller and in cycle II is bigger than *t-table* with  $n = 18$  is 2,10. If *t-table* is same or greater than *t-test* calculation, so the null hypothesis ( $H_0$ ) is rejected.  $H_0$  is rejected; therefore there is significance difference between pre test and post test *median*. Finally, according to some statements above the researcher conclude that cartoon movie is appropriate for the fifth year students of Syafana Islamic School to improve vocabulary mastery and writing skill.

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