

## DEVELOPING VOCABULARY MASTERY OF GRADE SEVEN STUDENTS OF SMPN 6 PALU THROUGH CARTOON MOVIES

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### ABSTRACT

The purpose of this research is to determine if the use of cartoon movies can develop the vocabulary mastery of grade seven students of SMPN 6 Palu. This research method used a quasi-experimental. The population of this research are students of grade seven of SMPN 6 Palu consists of two classes, with the total number is 239 people. The cluster random sampling technique is used to determine the sample of control class and the experimental class. Based on this technique, class VII A became the control group and VII F was the experiment group. The instruments used in this research consisted of pre-test and post-test, there were three kinds of the test; spelling words, matching, and making sentences. In the pre-test, the mean scores of the experimental group was 85,93 and the control group was 86.15. The post-test result for the experimental group was 96,85 and for the control group was 95,22. Applying a significance level of 0.05, the researcher found that the t-count (2,982) was higher than the t-table (1.671). Therefore,  $H_0$  is declared rejected and  $H_a$  is accepted. In conclusion, the use of cartoon movies can develop the vocabulary mastery of the grade seven students of SMPN 6 Palu.

**Keywords:** Developing; Vocabulary Mastery; Cartoon Movie.

## INTRODUCTION

Vocabulary covers all types of words, such as verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections or exclamations that are used to convey something through writing or speaking. Furthermore, it is the main capital for learning sentence construction. Wardani (2015) states that vocabulary is an important aspect of language because it appears in every language skill including listening, speaking, reading, and writing skill. From these statements, it can be indicated that vocabulary is a major factor in learning a language because it is needed to improve language skill. It means that person who has low ability to speak, to get information, to complete the idea seems closely related to the amount of vocabulary he/she has.

In conducting pre observations at SMP Negeri 6 Palu on march 13<sup>th</sup> 2023, the researchers found that seventh grade students got some difficulties in the process of learning vocabulary. They had difficulty in spelling, identifying the meaning of new words and using them in sentences because they rarely practiced to use words. They often spoke Indonesian language and hesitated to use English when speaking. Thus, the researcher wants to try using media that had never been used by their teachers, namely cartoon movies.

Watching cartoon movies seems to be a good solution. The effectiveness of animated cartoon videos, stories, and other similar platforms has remained unclear. Some studies have reported positive effects related to the use of cartoon videos or similar platforms on learners' language learning such as scaffolding, vocabulary, listening, motivation, learning attitude, and comprehension (Karakas & Saricoban, 2012). Cartoon movies are funny animated series shown on television and also in computer monitor which are usually watched by children. Students will feel interested and enjoy the animation of exciting cartoon movies. Therefore, when studying vocabulary mentioned by the characters of the movie, students will remember it more easily because they pay attention to the movements and situations experienced by the characters in the movie. Furthermore, students certainly will not get bored easily because they enjoy what they see and listen from the movie.

Cartoon movies are one of the tools for efficient teacher-student communication so that the student is not bored during the class. When learning a new language, one of the components that must be mastered and acquired is vocabulary. The effectiveness of animated cartoon videos, stories, and other similar platforms has remained unclear. Some studies have reported positive effects related to the use of cartoon videos or similar platforms on learners' language learning such as scaffolding, vocabulary, listening, motivation, learning attitude, and comprehension (Karakas & Saricoban, 2012). According to researcher, cartoon movies are an

effective medium because they succeed in making students happy and enthusiastic in developing their vocabulary.

## METHOD

This research applied a quasi-experimental research design. The cluster random sampling technique is used to determine the control class and the experimental class. In this research, the researcher utilized tests as tools to gather data from the research sample, consisting of pre-test and post-test. The pre-test was administered to both experimental and control groups to find out the students' ability before giving the treatment. Similarly, the post-test is administered to the experimental and the control groups after the treatment. It aims to find out if the students' vocabulary mastery improves resulting from the treatment.

## RESULT AND DISCUSSION

The pre-test was given to both the experimental class (VII F) and control class (VII A) on 8<sup>th</sup> January, 2024. The result of pre-test of both classes can be seen in table; first table 1 and 2.

**Table 1**  
**The Result of Students Pre-Test in Experimental Class**

No.	Initial	The Score of Vocabulary Mastery					Student's Score	Qualification
		Spelling Words	Matching Words	Making Sentence	Total Score	Maximum Score		
1	AFEA	14	15	0	29	42	69	Failed
2	A	3	14	10	27	42	64	Failed
3	AQ	15	15	7	37	42	88	Successful
4	CES	8	15	10	33	42	79	Successful
5	CCM	13	15	6	34	42	81	Successful
6	EGL	11	15	10	36	42	86	Successful
7	FCH	13	15	12	40	42	95	Successful
8	FKR	13	15	6	34	42	81	Successful
9	FAP	13	15	11	39	42	93	Successful
10	IFH	14	14	11	39	42	93	Successful
11	JS	14	15	9	38	42	90	Successful
12	JKA	15	15	9	39	42	93	Successful
13	LG	15	5	9	29	42	69	Failed
14	LWP	11	15	11	37	42	88	Successful
15	MAT	15	15	10	40	42	95	Successful
16	MYIT	15	15	9	39	42	93	Successful
17	MAN	11	15	11	37	42	88	Successful
18	MFI	15	15	10	40	42	95	Successful
19	MI	8	15	10	33	42	79	Successful
20	MRD	15	15	4	34	42	81	Successful
21	MF	11	10	7	28	42	67	Failed
22	NG	13	15	6	34	42	81	Successful
23	NAP	15	15	9	39	42	93	Successful

24	NHM	15	7	8	30	42	71	Failed
25	TF	15	15	12	42	42	100	Successful
26	WAP	14	15	10	39	42	93	Successful
27	ZZ	14	15	9	38	42	90	Successful
28	QAN	15	15	11	41	42	98	Successful
<b>TOTAL</b>							<b>2406</b>	
<b>MEAN SCORE</b>							<b>85,93</b>	

From the data above, it can be seen that the average of students' pre-test score for the experimental class was 85,93. This means that the average vocabulary mastery of the experimental class in the pre-test is quite good. Furthermore, the researcher did not only analyze the pre-test results of the experimental class but also the pre-test results of the control class as well. The researcher provides a table of control class.

**Table 2**  
**The Result of Students Pre-Test in Control Class**

The Result of Students Pre-Test in Control Class								
No	Initial	The score of Vocabulary Accuracy					Qualification	
		Spelling Words	Matching Words	Making Sentence	Total Score	Maximum Score		Student's Score
1	AF	7	0	9	16	42	38	Failed
2	ASA	8	12	12	32	42	76	Successful
3	AKU	9	13	10	32	42	76	Successful
4	AR	15	15	10	40	42	95	Successful
5	AAPU	12	10	12	34	42	81	Successful
6	ARJ	15	15	11	41	42	98	Successful
7	ADD	12	15	0	27	42	64	Failed
8	BGS	15	15	10	40	42	95	Successful
9	DL	10	15	10	35	42	83	Successful
10	GSS	13	14	12	39	42	93	Successful
11	GMA	10	15	10	35	42	83	Successful
12	HCT	12	15	10	37	42	88	Successful
13	I	10	15	7	33	42	79	Successful
14	JVN	10	12	10	32	42	76	Successful
15	JFM	15	15	12	42	42	100	Successful
16	KYO	15	15	10	40	42	95	Successful
17	LBDR	12	12	11	35	42	83	Successful
18	MS	15	15	12	42	42	100	Successful
19	MAF	13	15	8	36	42	86	Successful
20	MI	12	12	12	36	42	86	Successful
21	MR	12	12	10	34	42	81	Successful
22	NPSR	10	12	12	34	42	81	Successful
23	NS	15	15	12	42	42	100	Successful
24	NA	15	15	11	41	42	98	Successful

25	SPR	15	15	12	42	42	100	Successful
26	ZZPT	15	15	11	41	42	98	Successful
27	ZZA	12	15	12	39	42	93	Successful
<b>TOTAL</b>							<b>2326</b>	
<b>MEAN SCORE</b>							<b>86.15</b>	

From the data above, it can be seen that the mean score of the control class on the pre-test is 86,15. It means that the average classification of students' vocabulary of the control class in the pre-test is good. Furthermore, based on the calculation both of pre-test results in the experimental and control class, the researcher can indicate that the student's vocabulary mastery of the control class was higher than the experimental group on pre-test.

After applying the treatment, the researcher gave post-test to both the experimental and control classes. The researcher conducted the post-test to both the experimental and control classes on February 6th, 2024. The post-test was conducted to measure the students' vocabulary development. Moreover, the researcher needs to see whether the treatment that has been applied to the students is effective or not. The result of post-test of both classes can be seen in table 3 and table 4

**Table 3**  
**The Result of Students Post-Test in Experimental Class**

No.	Initial	The score of Vocabulary Accuracy						Qualification
		Spelling Words	Matching Words	Making Sentence	Total Score	Maximum Score	Student's Score	
1	AFEA	15	15	12	42	42	100	Successful
2	A	15	15	10	40	42	95	Successful
3	CES	15	15	12	42	42	100	Successful
4	CCM	15	15	12	42	42	100	Successful
5	EGL	15	15	10	39	42	95	Successful
6	FCH	15	15	12	42	42	100	Successful
7	FKR	15	15	12	42	42	100	Successful
8	FAP	15	15	9	39	42	93	Successful
9	IFH	15	15	10	42	42	95	Successful
10	JS	14	15	10	39	42	93	Successful
11	JKA	15	15	12	42	42	100	Successful
12	LWP	15	15	9	39	42	93	Successful
13	MAT	15	15	12	42	42	100	Successful
14	MYIT	14	15	12	41	42	98	Successful
15	MAN	14	15	11	40	42	95	Successful
16	MFI	15	15	8	38	42	90	Successful
17	MI	15	15	12	42	42	100	Successful
18	MRD	15	15	8	38	42	90	Successful
19	MF	15	15	8	38	42	90	Successful
20	NG	15	15	12	42	42	100	Successful
21	NAP	15	15	12	42	42	100	Successful
22	RA	15	15	12	42	42	100	Successful
23	RAL	13	15	12	40	42	95	Successful
24	TF	15	15	12	42	42	100	Successful

25	WAP	14	15	11	40	42	95	Successful
26	ZZ	14	15	11	40	42	95	Successful
27	QAN	15	15	12	42	42	100	Successful
28	MMA	15	15	12	42	42	100	Successful
<b>TOTAL</b>							<b>2712</b>	
<b>MEAN SCORE</b>							<b>96,85</b>	

From the data above, it can be seen that the mean score of the experimental class on the post-test is 96,85. It means that there was significant progress of the mean score of the experimental class from (85,93) in the pre-test to (96,85) in the post-test.

**Table 4**  
**The Result of Students Post-Test in Control Class**

No	Initial	The score of Vocabulary Accuracy						Qualification
		Spelling Words	Matching Words	Making Sentence	Total Score	Maximum Score	Students Score	
1	AF	15	15	11	41	42	98	Successful
2	ASA	14	15	12	41	42	98	Successful
3	AKU	14	15	10	40	42	95	Successful
4	AR	15	15	10	40	42	95	Successful
5	AAPU	15	15	9	39	42	93	Successful
6	ARJ	15	15	7	37	42	88	Successful
7	ADD	15	15	10	40	42	95	Successful
8	BGS	15	13	11	39	42	93	Successful
9	DL	15	15	10	40	42	95	Successful
10	GSS	15	15	11	41	42	98	Successful
11	GMA	14	13	10	37	42	88	Successful
12	HCT	15	15	12	42	42	100	Successful
13	I	15	15	12	42	42	100	Successful
14	JVN	15	15	12	42	42	100	Successful
15	JFM	13	15	11	39	42	93	Successful
16	KYO	15	15	12	42	42	100	Successful
17	LBDR	12	14	10	36	42	86	Successful
18	MS	14	15	8	37	42	88	Successful
19	MAF	15	15	11	41	42	98	Successful
20	MI	15	14	10	39	42	93	Successful
21	MR	15	14	12	41	42	98	Successful
22	NPSR	15	15	11	41	42	98	Successful
23	NS	15	15	12	42	42	100	Successful
24	RNA	15	13	11	39	42	93	Successful
25	SPR	15	15	10	40	42	95	Successful
26	ZZPT	15	15	11	41	42	98	Successful
27	ZZA	15	15	10	40	42	95	Successful
<b>TOTAL</b>							<b>2571</b>	
<b>MEAN SCORE</b>							<b>95,22</b>	

The counted data above, showed that the post-test mean score of the experimental and control classes was different. The mean score of the experimental class on the post-test is 96,85 while the mean score of the control class on post-test is 95,22. It proved that the progress of students' vocabulary in experimental class after getting the treatment was developed.

## DISCUSSION

The purpose of this research is to develop vocabulary mastery of the students by using cartoon movies. After presenting the findings, the researcher indicates that using cartoon movies develop the student's vocabulary mastery. It can be seen that after giving the treatment there are significant changes after comparing the results of the pre-test and post-test. In the pre-test, students had weaknesses in determining adjectives (descriptive adjective) in terms of use or making a sentence. However, the students' weaknesses can be overcome by providing a treatment in term of use cartoon movies. In the post-test, the mean score of the experimental class is higher than the control class. Furthermore, there are three types of vocabulary that are the scope here, namely noun (common noun), verb (action verb) and adjective (descriptive adjective). Of these three words, during the pre-test, the students were weak in descriptive adjectives, during the post-test all three types of words had improved. After that, it can be seen in terms of form, meaning and use. In terms of form, during the pre-test students had weaknesses in spelling words because students did not really know the order of the English alphabet properly and correctly. In terms of meaning, students are weak in matching words and their meanings due to students' lack of knowledge of English vocabulary and its meanings. In terms of use, students are weak in placing adjectives (descriptive adjectives) in composing a sentence, because students don't know what adjectives (descriptive adjectives) look like. Hasanah (2016) found that watching cartoon movie can stimulate the students in learning English, especially in learning vocabulary. It means that teaching vocabulary using cartoon movies gives significant effect on vocabulary mastery of the students.

After implementing cartoon movies, students can develop their vocabulary mastery based on the three vocabulary scopes and based on form, meaning and use. In terms of form, it can improve students' ability to know the English alphabet well. In terms of meaning, it can improve students' mastery of vocabulary in English and the meanings. In terms of use, it can increase students' knowledge in making sentences and placing words properly and correctly. During the post-test, there was a lot of improvement in seventh grade students at SMPN 6 Palu in developing vocabulary through cartoon movies. Margono (2010:5) states "Cartoon movie is a good alternative media for teaching vocabulary. Therefore, it can be indicated that watching cartoon movies is very effective for developing students' vocabulary in terms of form, meaning and use.

Based on the post-test results, it shows significant development. It can be seen in terms of form, meaning and use, students can spell words correctly and know the order of the alphabet in English well, students can also match words with the meanings correctly, and students can construct sentences based on three scope vocabulary such as verb (action verb), noun (common noun), adjective (descriptive adjective) and also knowing the correct placement of these words in

a sentence. However, not only that, by using cartoon movies students gain a lot of new vocabulary that was previously unknown. Cartoon movies seems effective to developing vocabulary mastery, because watching cartoon movies could be a good solution. According to Mukti (2012), a cartoon is one of mediums that be utilized to teach vocabulary because it is appealing and effective. Cartoon movies are teacher-student communication tool that is quite efficient so that students don't get bored during learning. Furthermore, cartoon movies succeeded in making students willing and happy to develop their vocabulary mastery. Because, apart from cartoon movies being an effective medium, researcher also plays a very important role in making the classroom atmosphere more comfortable and conducive.

## CONCLUSION

The aim of this research is to determine if watching cartoon movies effectively develop vocabulary mastery of seventh grade students of SMPN 6 Palu. This research applied a quasi-experimental. It can be seen from the results of data analysis that the average post-test score for the experimental class (96.85) is higher than the average post-test score for the control class (95.22). The average value of the post-test experimental class also experienced a significant change from the average value of the pre-test (85.93). Apart from that, it can also be proven by looking at the t-count value (2.982600844) which is greater than the t-table value (1.671). After conducting research, the researcher concludes that using cartoon movie media is an effective technique that can help students to develop their vocabulary knowledge. This is demonstrated by the presentation and analysis of data in the previous chapter. This is indicated by the t-count value being greater than t-table. This means that the research hypothesis is accepted. Furthermore, the researcher concluded that cartoon movies are effective to develop vocabulary mastery of seventh grade students of SMPN 6 Palu.

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