The Impact of Using Cartoon Movie To Increase Vocabulary Mastery In Elementary School

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Abstract

Background:
Learning vocabulary for elementary school students requires a kind of special treatment so that students can pay more attention and focus on learning. Cartoon movie is one of the media that can be used for learning activities.
Methodology:
This research is an *experimental* type with a *one group pretest-posttest design* and data analysis techniques using the *Paired Sample T* Test as well as using cartoon movie *"Dora the Explorer"* as a treatment to find out whether there was an increase in students' vocabulary mastery or not.
Findings:
The results of this study showed an increase in students' vocabulary mastery from the results of the data obtained by the researcher from the pre-test and post-test scores after being given treatment.
Conclusion:
The researcher concluded that cartoon movies can be used as learning media to improve vocabulary skills in student because it is evident from the result of the tests and treatments given that there is a significant increase in scores. in the first meeting there was an increase in the average pre-test score from 65.50 to 82.00 in the post-test average score, and at the second meeting there was also an increase in the average score from 42.50 in the pre-test results to 77.50 in the post-test results.
Originality:
Cartoons are characterized by bright colors, varying degrees of movement, simple themes or messages for children to understand, shorter duration, variety of sounds, and other stimuli that appeal to children. The vocabulary contained in the cartoon is also simple which will make it easier for children to remember the vocabulary.

1. INTRODUCTION

Children often forget the vocabulary they just learned. Teachers should be smarter in finding ways to attract students' interest and attention to learning to help improve English language skills in particular, increase their vocabulary knowledge because vocabulary is a important components in English language skill listening, speaking, reading. and writing. Knowing a lot of vocabulary is very useful because if you master vocabulary it will make it easier for someone to learn English (Munir, 2016). To attract students' interest in learning to improve vocabulary mastery, teachers can use media that children like. One of them is by using movie as a learning medium. movie was chosen as a teaching tool because it is an important part of youth culture in contemporary society. Besides that, the film scene also contains a positive moral message for the audience.

Cartoon movie are one of the media that can be used for learning. Teachers can use cartoon movie as learning materials because cartoon movie attract children's attention by using colorful audio visuals, funny characters and even though the storyline is short, it still gives a positive message to the children who watch it. According to Canning and Wilson (2014), cartoons can stimulate and motivate students' interest. Cartoon movie can interest students, especially children, because they present two audio and visual learning styles. This media can help students interpret the message spoken by seeing the speaker's visual appearance, and listening to the speaker's voice. Therefore, students can adapt their spoken language with animated images. This will make it easier for them to understand and remember spoken language. Considering this statement, the researcher is interested in using cartoon movies as a learning medium to find out whether there is an increase in students' vocabulary mastery. The researcher chose students of SD 009 Samarinda class 2B as the subject studied.

2. METHOD

Researchers use quantitative methods because the research is more systematic and results can be obtained by accurate analysis under controlled conditions for the factors and subjects studied. This study uses an experimental design which according to Buedo (2018), is research where the subject or group observed after being given treatment will prove whether the treatment has the potential to make significant changes or not. researchers used cluster sampling technique for sample selection. which according to Aniruddha Deshmukh (2013), cluster sampling is a technique for taking populations and samples that can be divided into

existing groupings. Using the cluster sampling technique in schools is more efficient because the population obtained is large and also the time used and required is less and more efficient.

Researchers used pre-test and post-test one group to analyze the impact of using cartoon films in teaching English vocabulary. the researcher used the instrument in the form of the cartoon movie "Dora The Explorer" as a medium as well as treatment and vocabulary tests in the form of pre-test and post-test to find out whether there was an increase in students' vocabulary mastery. The number of questions given is 40 multiple choice questions. The 40 questions include pre-test questions and post-test questions. Both the questions in the pre-test and post-test have topics related to the vocabulary in the cartoon "Dora the explorer". Students are given 30 minutes to get the opportunity to answer questions on both tests. There were 2 meetings to collect data. At the first meeting, the researcher gave a pre-test in the form of multiple choices with 10 questions. Then the researcher shows a cartoon movie whose vocabulary is related to the topic being studied. after that the researcher gave instructions to students by mentioning what new vocabulary they already knew and learned. Furthermore, the researcher gave a post-test in the form of multiple choice of 10 questions, basically the questions given were similar to the pre-test. For the second meeting, the researcher repeated the same activities as before. Finally, after the research on data collection in schools was completed, the researcher continued the research by calculating data using SPSS version 23 with Paired sample T Test analysis to find out the results of the research that had been done.

3. FINDINGS AND DISCUSSION

3.1. Findings

Research findings based on the results of the data that has been collected and the results of the data analysis carried out to answer the research topic " "Does learning using cartoon movies have a significant impact on increasing students' vocabulary mastery?" The pre-test was then given treatment in the form of watching the cartoon movie "Dora the Explorer" with a different story theme. The two cartoon films are related to the learning topics they are studying. The researcher explained the difference in the average scores obtained by students between the results of the pre-test and post-test with sig (2-tailed) the score of the two cartoon movies to determine whether the hypothesis testing can be accepted or not. The researcher spent 2 weeks to collect and obtain data.

3.1.1 First Meeting

The first meeting was held on Thursday, October 27 2022. The researchers gave a pre-test, treatment and post-test in class 2B which consisted of 20 students. The researcher gave a test in the form of questions related to the topic of learning. The topic discussed that day was "food and drink", this topic contains vocabulary in the form of food and drink such as ice cream, chocolate, noodles and others. The treatment given was in the form of a cartoon movie "Dora The Explorer" with the title "Dora the Explorer: Yum Yum Yummy Snack" related to the topic and questions given. The following are the scores from the pre-test and post-test that the researchers collected:

Table 1 Score Pre-test and Post-test of "Food and drink".

No	Pre-test	Post-test
1.	60	90
2.	70	100
3.	80	100
4.	70	100
5.	60	80
6.	90	100
7.	70	90
8.	60	60
9.	90	70
10.	90	90
11.	90	70
12.	50	90
13.	20	60
14.	30	70
15.	30	60
16.	70	80

17.	90	90
18.	70	90
19	90	90
20.	30	60

Table 2 Paired sample Statistic of Pre-test and Post-test "Food and drink".

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	65.5000	20	23.05029	5.15420
	POST TEST	82.0000	20	14.72556	3.29274

Table 3 Paired sample T-Test of Pre-test and Post-test "Food and drink".

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	-16.50000	18.43195	4.12151	-25.12642	-7.87358	-4.003	19	.001

The data stated that the average score for the pre-test was 65.50 and after the researchers gave the treatment in the form of showing student cartoon movies, the average score increased to 82.00 for the post-test results and also the data showed sig. The score (2-tailed) for the pre-test and pot-test is 0.01 < 0.05. which means sig. (2-tailed) score less than 0.05. The research results show that the hypothesis can be accepted.

3.1.2 Second Meeting

The second meeting was held on Thursday, 03 November 2022. Similar to the previous study, the researchers gave pre-tests, treatments, and post-tests in class 2B which consisted of 20 students. The topic discussed that day was "clothing", this topic contains vocabulary about clothing such as t-shirts, shirts, pants and others. The treatment given was in the form of a cartoon movie "Dora The Explorer" with the title "Dora the Explorer: Clothes Adventure" related to the topic and questions given.

Table 4 Score Pre-test and Post-test of "Clothing".

No	Pre-test	Post-test
1.	40	70
2.	70	100
3.	90	100
4.	100	100
5.	80	100
6.	30	70
7.	50	90
8.	30	50
9.	20	90
10.	20	70
11.	50	60
12.	10	70
13.	60	80
14.	50	80

15.	40	80
16.	30	80
17.	40	60
18.	10	60
19	10	60
20.	20	70

Table 5 Paired sample Statistic of Pre-test and Post-test "Clothing".

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	42.5000	20	26.53201	5.93274
	POST TEST	77.5000	20	15.17442	3.39310

Table 6 Paired sample T-Test of Pre-test and Post-test "Clothing".

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRE TEST - POST TEST	-35.00000	19.05670	4.26121	-43.91881	-26.08119	-8.214	19	.000

The data above stated that the average score for the pre-test was 42.50 and after the researchers gave treatment in the form of showing students cartoon movies, the average score increased to 77.50 for the post-test results and also the data showed sig. Scores (2-tailed) for the pre-test and pot-test is $0.00 < 0.05$. which means sig. (2-tailed) score less than 0.05. The research results show that the hypothesis can be accepted.

3.2. Discussion

The results of this study stated that there is a change in students' scores which increases after using cartoon movies as a medium and treatment in learning English vocabulary in 2 meetings. It can be seen in some which are the results of the scores from the students' pre-test and post-test. At the first meeting with the topic "food and drink" the

average score obtained by students for the pre-test was 65.50 and after the researcher gave treatment using a cartoon movie with the title "Dora the Explorer: Yum Yum Yummy Snack" as a related learning media with learning topics, the average score increased to 82.00 for the post-test scores. sig value. (2-tailed) pre-test and post-test is 0.01 < 0.05, meaning that the hypothesis can be accepted because sig. (2-tailed) less than 0.05. then in the second meeting with the topic "clothing" showed the pre-test average value was 42.50. after that the researcher gave treatment in the form of a cartoon movie entitled "Dora the Explorer: Clothes Adventure", the post-test average score was 77.50 which means there was an increase in score. sign value. (2-tailed) the results of the pre-test and post-test of the second meeting were 0.00 <0.05, which means the hypothesis can be accepted because sig. (2-tailed) less than 0.05.

Based on the student response to the treatment that the researcher gave was very good. the students carried out new vocabulary learning activities from the cartoons that were shown. when the treatment was carried out the students were very focused on paying attention to the cartoon movie they were watching. the results of the pretest and posttest scores on different topics are also very good because there are differences in the relevant scores. This statement is supported by the results of data analysis conducted by researchers using SPSS 23 with sample analysis of the Paired T-Test and one sample T-Test. The use of cartoon movies as a learning medium in teaching English vocabulary is effective and has a good impact on improving students' vocabulary mastery.

Barza and Memari (2014) state that learning using media in the form of movies can have a positive impact where movies can have a significant influence on students' level of understanding of knowledge. Because in cartoon movies there are lots of very good vocabulary to be known, remembered, memorized and practiced every day by students. In addition, there is also a moral message contained in cartoon movies that are good for students to watch which can improve students' understanding, knowledge, and skills in English vocabulary. Putranti & Mina (2015), also said that learning by using cartoon movies will give students more attention and students will not get bored easily in following lessons and they are also more enthusiastic in learning vocabulary. The statement was proven to be true during research. The students showed their enthusiasm in learning English vocabulary using cartoon movies. They are also more enthusiastic in learning English vocabulary.

4. CONCLUSION

There is a significant change in the average score of students before and after being given treatment in the form of cartoon movies. At the first meeting there was an increase in the average pre-test score from 65.50 to 82.00 in the post-test average score and at the second meeting there was also an increase in the average score from 42.50 in the pre-test results to 77 .50 on the post-test results. cartoon movies have proven to be effective as a medium for learning English vocabulary. The use of cartoon movies makes students more enthusiastic and have more interest in learning.

5. REFERENCES

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