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The Effect of Cartoon Movies on Students' Vocabulary Mastery (A Quasi-Experimental Study at Seventh-Grade Students of MTsN 5 Kaur in Academic Year 2023/2024)

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Abstract: Cartoon movie was an alternative that can be used as a learning media in the teaching and learning process. This study examines the effect of cartoon movies on students' vocabulary mastery. A quasi-experimental design was used, involving 40 seventh-grade students from MTSN 5 Kaur, divided into an experimental group and a control group. The experimental group was taught using cartoon movies, while the control group received conventional vocabulary instruction. Data were collected through pre-tests and post-tests and analysed using t-test. The results showed a significant improvement in the vocabulary mastery of the experimental group compared to the control group. The use of audiovisual media made learning more engaging, interactive, and enjoyable, leading to better retention and comprehension. It can be attributed to their visual and auditory elements, which provide contextual reinforcement, making word acquisition more intuitive and engaging. Additionally, social strategies, such as peer discussions and cooperative learning, further enhance vocabulary retention by encouraging active participation.

Keywords: Cartoon Movies, Language Learning, Quasi-Experimental Study, Vocabulary Mastery

A. Introduction

Language is used to communicate between one person and other people. Language is like an idea, emotions, and desires that can be produced some symbols. According to Verderber (1999) language is the body of words and the system for their use in communicating that are common to the people of the same community or nation, the same geographical area, or the same cultural tradition. Richards and Platt (1992) state language the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units. Then, language is any particular human communication system. On the other hand, Halliday (2003) defines that a language is a system of meaning- a semiotic system. A language is certainly almost the most complicated semiotic system we have.

The use of language cannot be separated from vocabulary. Vocabulary is the most important aspect of language proficiency because it determines how well learners speak, listen, read, and write (Richard, 2002). Hornby (1995) also stated that Vocabulary is the total number of words in a language or all the words known to a person or used in a particular book, subject and a list of words with their meaning, especially one that accompanies a textbook. This definition shows that vocabulary is the basic or the first element that should be mastered in learning language. So, according to the definition above, it can be concluded that vocabulary is a set of words that must be mastered along with their meanings to become a tool for expressing language and or interpreting information in communication.

There are some strategies that can be used in the teaching and learning process, one of them is social strategy. Social strategy is the strategy used when learning new vocabulary by interacting with other people. Through this strategy, learners ask other people about the meaning of a word. The last type of strategies, which are social strategies, and might consist of actions such as asking questions, cooperating with others, and empathizing with others. Social strategy which includes activities such as interacting with others, for example, asking for assistance and explanation or practicing English with others.

Cartoon movies are moving diagrams or cartoons that are made up of a sequence of images displayed one after the other. Moreover, he added another reference that a cartoon movie is the illusion of motion created by the consecutive display of images of static elements (Pujiasih, Titi. 2007) Technology is used to make them become more interesting as the result of development of people's imagination.

Cartoon movie is a form of media where, using animation, characters are shown with simplified features, but still maintain an ability to recognize (Poulson, 2010). Cartoon movies are a good alternative media for teaching vocabulary (Margono, 2010). It is an interesting given audio-visual example through the acting in the scenes. Cartoon movie is an exaggerated amusing illustration caricaturing in moving diagram way of criticizing a person or event with some thoughts (Pande, Ramakumara. 2008). A cartoon movie is a special form of art to present amusing appearance with the help of exaggerated colorful moving diagrams.

Based on the pre-observation was conducted by the researcher in MTS N 5 Kaur, it was found that there are several problems faced by learners, such as: learners' lack of interest in learning, the boring strategy of teaching in learning process. The oher factor that becomes a problem in vocabulary skills is that the educator's ability to teach the materials that do not attract learners' attention. The educator has difficulty finding the right media and strategy that can motivate and not make learners feel bored in the teaching and learning process.

One of the media that is used by the researcher in the teaching and learning process especially in vocabulary is Cartoon Movie. Therefore, the researcher has to focus on aspects of vocabulary by using Cartoon movies. The Cartoon movie was an alternative that can be used as a learning media in the teaching and learning process. There are many modern and effective ways to improve the ability to vocabulary. One way, in accordance with technological development in learning to increase the vocabulary via Cartoon movies. According to (Pujiasih, Titi. 2007) explains that a cartoon movie is moving diagrams or cartoons that are made up of a sequence of images displayed one after the other. Moreover, he added another reference that a cartoon movie is the illusion of motion created by the consecutive display of images of static elements. Technology is used to make them become more interesting as the result of the development of people's imagination. Based on the background above, the research question can be concluded that: Is there a significant difference in vocabulary skills between the students who were taught using Cartoon movies and those of those who were not?

B. Methods

In this research, we used quantitative research methods. The quantitative approach used by research was a quasi-experimental method, to determine the impact of using social strategy utilization in Cartoon Movies on vocabulary Development in Children. A quantitative approach was research that began with a cause-and-effect hypothesis, the next step was conducting tests followed by giving treatment to the experimental group and the final measurement was providing a post-test (Suwartono, 2014). This design of research often used in classrooms when experimental and control groups were such naturally assembled group as intact classes, which may be similar (John and James, 2006). Intact classes meat that the seven grade students in the experimental group and the control group had the same competence, and the same English teacher. According to Sugiyono (2011) the scheme of nonequivalent control group design can be described as Table 1.

Table 1. Scheme Non-equivalent control group design

Class	Pretest	Treatment	Posttest
Experiment	O_1	X	O_2
Control	O_3	_	O_4

Note:
Experiment = Group of students who get teach with social strategy and cartoon movie
Control = Group of students who get conventional teaching or no given treatment
O_1 = Experimental group pretest result before given treatment
O_2 = Experimental group pretest result after given treatment
O_3 = Experimental group post test result before given treatment
O_4 = Experimental group post test result after given treatment
The population of this research was the 7th Grade of MTSN 5 Kaur are 62 students in total. In taking the sample, the researcher chose class VIIA as a controlled class which

has 20 students, and class VIIB as experimental class which has 20 students. In this research, the researcher used purposive sampling. Purposive sampling is a technique for determining sample with particular consideration (Sugiyono 2013). In purposive sampling, the two groups of classes must have same or almost same capability. In other words, purposive sampling did not simply study which ever available but rather used their judgment of selector sample that they believe, based on prior information, provided the data then needed. The researcher took two classes that were divided into two groups. The first class was the experimental class (VII.A) which consisted of 20 students and the second was control class (VII.B) which consisted of 20 students. The experimental class was given the treatment by using social strategy and cartoon movie and control class was given the treatment convention teaching tools, book.

A vocabulary test was used as the main research instrument, consisting of 20 multiple-choice questions aligned with the school's curriculum. Validity: The test was piloted with 30 students, and item validity was determined using SPSS 20.0. Out of 50 test items, 22 were valid, and the final test contained 20 items. Reliability: Measured using Cronbach's Alpha in SPSS, yielding a reliability score of 0.835, indicating a high level of consistency. Data analysis, the pre-test and post-test results were analyzed using SPSS 20.0 and Microsoft Excel. Performance levels were categorized based on students' vocabulary scores. Normality Test, ensures the data follows a normal distribution. The test is accepted if the significance level is > 0.05. Homogeneity Test, determines whether both groups have similar variance. The test is accepted if the significance level is > 0.05. Hypothesis Testing (T-Test), an Independent Sample T-Test was used to compare the mean scores of both groups. Requirements for this test: 1) Data must be at the interval/ratio level; 2) Sample data must come from a normally distributed population; 3) Variance between the two groups must be homogeneous.

C. Results and Discussion

The researcher started the research from August 30th until September 30th 2024. This research was divided into two classes, namely class VII A consisting of 20 students as an experimental class and VII B consisting of 20 students as a control class. In experimental classes learning uses Cartoon movies with the use of social strategy while in the control class using conventional teaching material. The results showed that Cartoon movies can increase vocabulary skills of VII grade students at MTSN 5 Kaur. The research was also conducted to determine if there was a significant difference in students' vocabulary skills between experimental class and control class. Data analyzed using SPSS version in the following description presented the findings of the research. The findings were obtained from experimental and control class results on pre-test and post-test scores. The process carried out to get students' vocabulary scores in the experimental class and control class:

The Score of Pre-Test of Experimental Class & Controlled Class

In this research, the researcher used class VII A of MTSN 5 Kaur as the experimental class. In class VII A it consists 20 students who learned English language and taught by using Cartoon movies and using social Strategy in teaching vocabulary of descriptive text. At first, the researcher was doing Pre-test in order to know the ability of students' vocabulary skill by looking at the ability of students to describe their friends in front of class, after doing the pre-test, then the class was treated for six times by using cartoon movies with social strategy during the teaching and learning process before followed by a post- test at the end.

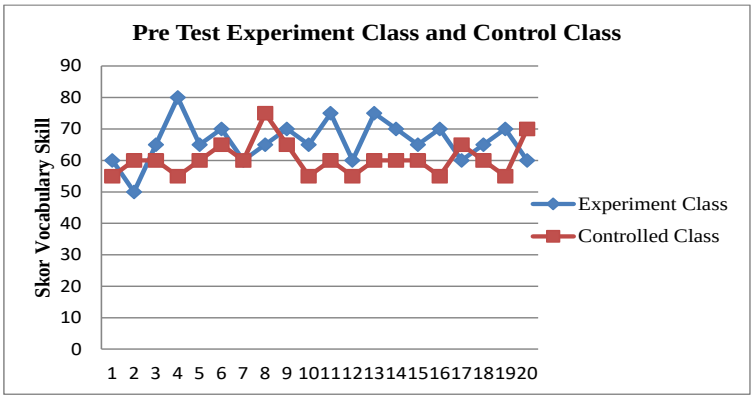


Figure 1. Pre-test Experimental Class & Pre-test Control Class

Based on the graph above, that the vocabulary pre-test conducted a test to measure the students' initial ability, here the researcher examines the students' vocabulary ability, and the researcher sees that the students' vocabulary skills still low in the experimental class and control class.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
PreTest Score Vocabulary Skill	Equal variances assumed	1.325	.257	2.840	38	.007	5.500	1.936	1.580	9.420
	Equal variances not assumed			2.840	36.010	.007	5.500	1.936	1.573	9.427

Independent Sample Test

Based on the table above, it was found that there was an average difference in pret-test vocabulary skills between the experimental group and the control group. From

the table, a Sig (2-tailed) value of 0,10< 2.0 Because the significance value < 2.0, the researcher's hypothesis (H1) was accepted and the null hypothesis (Ho) was rejected. This means that there is no a significant effect using cartoon movies in increasing students' vocabulary Skills at MTSN 5 Kaur.

Treatment In Experimental Class & Control Class

Treatment In Experimental Class

In the experimental class, the first thing the researcher did was to give a pre-test at VII A to measure students' vocabulary skills, after doing the pre-test, the researcher then gave treatment using the Cartoon Movie the researcher started the treatment to improve students' vocabulary skills, not only by giving Cartoon Movie but also the researcher used a strategy, namely the social strategy, after doing treatment for 6 meetings the researcher gave a post-test to measure whether there was an effect on the use of cartoon movies in the experimental class.

Treatment In Controlled Class

The treatment carried out in the control class is different from that carried out in the experimental class, learning in the control class does not use the cartoon movies, and the learning process is taught directly by the teacher, the teacher started the treatment at the school MTSN 5 Kaur.

The Score Post-Test of Experimental Class & Controlled Class

In this research, the researcher is used class VII B of MTSN 5 Kaur as a controlled class. Similar with the experimental class, this class was had to do the similar pre-test as the experimental class at the beginning and learned to write down and translate the vocabulary the researcher give based on cartoon movies. Then, after doing the similar pre-test like experimental class, this class is also being taught about vocabulary. However, there is difference between the experimental class and controlled class. In control class, they are taught vocabulary without getting any kind of treatments like experimental class which is using cartoon movie and use social strategy. Then, after doing teaching and learning process, the controlled class is also had to do the similar post-test as the experimental class.

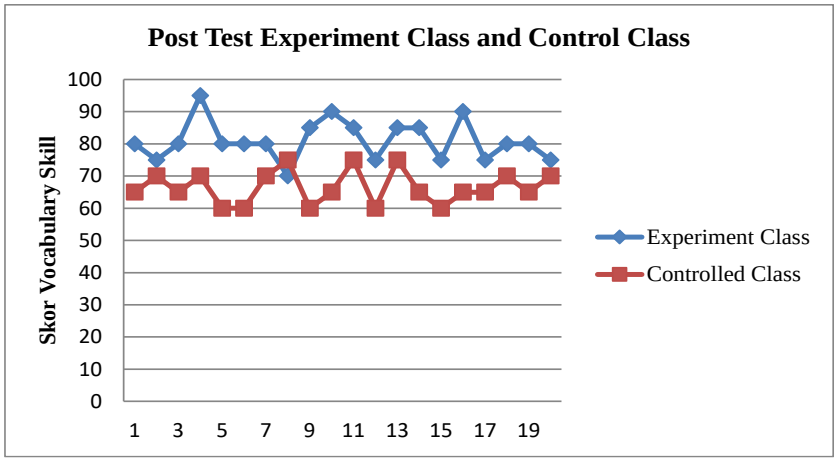


Figure 2. Post-Test Experiment Class & Control Class

Based on the graph above, the researcher conducted a post-test, post-test was a test that was carried out after the learning process was completed. After implementing the cartoon movies to improve students' vocabulary, we can see that with the successful use of the cartoon movie it can be seen from the graph above that there is an increase after the students' vocabulary.

Independent sample test

Levene's Test for Equality of Variances				t-test for Equality of Means						
		F	Sig	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									lower	upper
Post Test Score Vocabulary Skill	Equal variances assumed	.253	.631	8.043	.38	.000	14.500	1.803	10.850	18.150
	Equal variances not assumed			8.043	36.779	.000	14.500	18.03	10.846	18.154

Based on the table above, it was found that there was an average difference in post-test vocabulary skills between the experimental group and the control group. From the table, a Sig t value of 8.043>2.0. Because the significance value > 2.0, the researcher's hypothesis (H1) was accepted. This means that there is a significant effect using cartoon movies with the use social strategy in Increasing Students' vocabulary skills at MTSN 5 Kaur.

Table 2. Descriptive statistic Pre-Test Experimental & Control Class

		Pre-Test Experiment	Pre-Test Control
N	Valid	20	20
	Missing	0	0
Mean		66.00	60.50
Median		65.00	60.00
Variance		46.316	28.684
Minimum		50	55
Maximum		80	75

Based on the table above descriptive statistical analysis is useful for describing research data and including the amount of data. It can be seen that the sample (N) 20 represents the number of students in the experimental class and control class. There was the highest pre-test score in the experimental class was 80 and the lowest is 50 so the average score is 60.00, While the highest Pre- Test Control score is 75 and the lowest score is 55 so the average score is 60.50.

Table 3. Descriptive statistic Post-Test Experimental & Control Class

		Post Test Experiment	Post Test Control
N	Valid	20	20
	Missing	0	0
Mean		81.00	60.50
Median		80.00	65.00
Variance		38.421	26.579
Minimum		70	60
Maximum		95	75

Based on the table above descriptive statistical analysis is useful for describing research data and including the amount of data. It can be seen that the sample (N) 20 represents the number of students in the experimental class and control class. There was the highest pre-test score in the experimental class was 80 and the lowest score was 50 so it earned an average of 66.00, the highest post-test score in the experimental class was 95 and the lowest was 70 with an average of 81.00. While the highest Pre-Test Control score is 75 and the lowest score is 55 so the average score is 60.50 and the highest control class post-test score is 75 and the lowest is 60 with a average score of 66.50. Further, in order to see the differences of the score of pre-test and post-test from both classes, the researcher presented the diagram based on the of pre-test and post-test from experimental class and controlled class. From the diagram, it was clearly that experimental class got higher score than controlled class in the post-test.

Tests of Normality

Normality test is used to determine whether data collection from experimental and controlled classes is distributed within a normal curve or not. This normality test was

conducted using IBM SPSS Statistic Version 22.0 which has the following requirements: if the normality test result is more than > 0.05, it can be categorized that the data distribution is normal, but if the result score is less than < 0.05. Normality test results that showed that the significance value (Sig) for all data both on the kolmogrov-smirnov test and the shapiro-wilk test > 0.05 using SPSS.

		Kolmogorov-Smirnova			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
PreTest Score Vocabulary Skill	Exsperiment	.158	20	.200*	.945	20	.292
	Controll	.287	20	.000	.831	20	.003

Tests of Normality

		Kolmogorov-Smirnova			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
Post Test Score Vocabulary Skill	Experiment	.214	20	.017	.934	20	.182
	Control	.214	20	.017	.878	20	.017

Based on the table above, the researcher obtained normality test results that showed that the significance value (Sig) for all data both on the kolmogrov-smirnov test and the shapiro-wilk test > 0.05 using SPSS, it can be concluded that the distribution research data is normal.

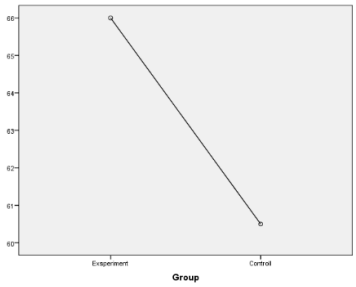
Homogenity Test

After obtaining the results of the normality test, the next step is to calculate the homogeneity of the data. Homogeneity test is used to determine whether data in both classes is homogeneous or not. This test was also performed using IBM SPSS Statistic Version 22 to have a data homogeneity with a significant level of more than α > 0.05

Test of Homogeneity of Variances

Pretest Score Vocabulary Skill

Levene Statistic	df1	df2	Sig.
1.325	1	38	.257



Post Test Score Vocabulary Skill

Levene Statistic	df1	df2	Sig.
.235	1	38	.631

Based on the mean significance value (Sig) on post-test is 0.631 > 0.05, so it can be concluded that the variance of post-test data of experimental classes and post-test data of control classes is the same or homogeneous. Thus, one of the requirements of the independent sample t-test has been fulfilled.

T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Pre-Test Score Vocabulary Skill	Equal variances assumed	1.325	.257	2.840	38	.007	5.500	1.936	1.580	9.420
	Equal variances not assumed			2.840	36.010	.007	5.500	1.936	1.573	9.427

Based on the table above, it was found that there was an average difference in pre-test and post-test between the experimental group and the control group. From the pre-test table, a Sig (2-tailed) value of 0.007 < 0.05. Because the significance value <0.05, the researcher's hypothesis (H1) was accepted and the null hypothesis (Ho) was rejected. From the post-test table, a Sig (2-tailed) value of 0.000 < 0.05. Because the significance value <0.05, the researcher's hypothesis (H1) was accepted and the null hypothesis (Ho) was rejected. This means that there is a significant effect using cartoon movies in increasing students' vocabulary skills at MTSN 5 Kaur.

In light of these findings, it can be concluded that the use of cartoon movies represents a highly effective method for enhancing vocabulary skills among students. The integration of visual and social learning strategies has proven to be particularly

beneficial in fostering language acquisition, as evidenced by the marked improvements observed in the experimental group. As the study demonstrates, multimedia tools such as cartoon movies offer a unique and impactful way of engaging students, making abstract vocabulary concepts more accessible and easier to retain. This research provides a strong foundation for further exploration of how multimedia and other innovative teaching techniques can be used to improve language learning in a variety of educational contexts.

The results of the thesis align closely with multiple previous studies, particularly in their conclusions about the effectiveness of cartoon movies in improving vocabulary skills. This result wasa in line with Desi Pitriana and Jufri (2013) the study emphasized that cartoon movies serve as an effective medium for teaching vocabulary, enhancing student motivation, and breaking monotony in traditional learning. Similarly, the thesis demonstrates that cartoon movies combined with social strategies significantly improve vocabulary acquisition, making the learning process more engaging and motivating for students. In addition, Ali Karakaş and Arif Sarıçoban (2012) Both studies explore the contextual role of cartoon movies in vocabulary learning. The Karakaş and Sarıçoban study found that watching cartoons contextualizes target words, aiding vocabulary acquisition. This aligns with the thesis, which showed how cartoon movies facilitated vocabulary learning through contextual and interactive means, particularly when paired with social strategies. Then Zulfadli A. Aziz and Rina Sulicha (2016) Aziz and Sulicha's research demonstrated that cartoon films used as audio-visual aids significantly improved vocabulary learning outcomes, as evidenced by higher post-test scores in the experimental group. The thesis findings also mirror this, with the experimental group showing significantly improved vocabulary skills compared to the control group.

The thesis shares key findings with these studies, particularly regarding the use of cartoon movies as an effective tool for vocabulary instruction. Each study, including the thesis, confirms the value of integrating multimedia tools like cartoon movies into the learning environment to foster vocabulary development and maintain student engagement. This demonstrates a consensus in the research community about the pedagogical benefits of such innovative strategies.

D. Conclusions

This study confirms that cartoon movies combined with social strategies significantly improve students' vocabulary acquisition. The experimental group, which used cartoon movies and social strategies, demonstrated a greater improvement in vocabulary skills compared to the control group, which followed conventional teaching methods. Statistical analysis supports this finding, indicating a significant difference in learning outcomes between the two groups. The effectiveness of cartoon movies in vocabulary learning can be attributed to their visual and auditory elements, which provide contextual reinforcement, making word acquisition more intuitive and

engaging. Additionally, social strategies, such as peer discussions and cooperative learning, further enhance vocabulary retention by encouraging active participation. These findings reinforce previous studies (Pitriana & Jufri, 2013; Karakaş & Sarıçoban, 2012; Aziz & Sulicha, 2016) that highlight the pedagogical benefits of multimedia-based instruction. The study contributes to the growing evidence that incorporating multimedia in language teaching enhances students' engagement and learning outcomes. Therefore, educators are encouraged to integrate cartoon movies into vocabulary instruction to create a more dynamic and effective learning environment.

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