# THE EFFECTIVENESS OF ENGLISH CARTOON MOVIE TOWARDS VOCABULARY SCORE

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## Abstract

This study is aimed to measure the effectiveness of English cartoon movie toward vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya. The study included in quantitative Approach with Quasi Experimental design, especially non-randomized control group, pre-test and post-test. It was designed the Lesson Plan, conducted the treatment and observed the students' score by pre-test and post-test. The population of study was the seventh graders of MTs Muslimat Nu Palangka Raya which consisted of 3 classes that each class of 39 students. The writer chose VII-A as control class and VII-B experiment class which both as sample. The sample was determined using cluster random sampling technique. The writer applied T-test calculation to test the hypothesis to analyze the data. The result of testing normality found asymptotic significance (0.121) that was higher than significance level ($\alpha$=0.05). It could be concluded the data distribution was normal. The result of homogeneity showed that the significance observed (0.80) was higher than ($\alpha$=0.05). It could be concluded that the data was homogeneous. The result of T-test using manual calculation found $t_{observed}$ (3.5408684) and $t_{table}$ at signifance level of 5% (1.99). It meant $t_{observed}$>$t_{table}$. The result of T-test using SPSS 18.0 calculation found $t_{observed}$ (3.201) was higher than $t_{table}$ at significance level of 5% (1.99). It was interpreted that the alternative hypotheses ($H_a$) stating there is significant effect of English cartoon movie toward vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya was accepted and null hypotheses ($H_o$) stating there is no significant effect of English cartoon movie toward vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya was rejected, It is proved the value $t_{observed}$ was higher than $t_{table}$, either at significance level 5% or 1% (1.99<3.201>2.64). It meant that teaching vocabulary using English cartoon movie gave significant effect on vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya. It is recommended that the teacher apply this media teaching vocabulary.

**Keywords:** *English Cartoon Movie, Vocabulary Score*

## INTRODUCTION

### A. Background of the Study

English is one of the international language that is used by many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, and politics.

For Indonesia, English is a foreign language. English is taught at schools from elementary school up to university. It is just learnt in the school with limit of time. As an English teacher, so he or she demands to explore effective techniques, method, and approaches. Moreover, the teacher who has important role must guide the students to have creativity in classroom. If strategy is not suitable with situation of the class, the teaching and learning will not be successful.

Vocabulary is one of the language elements that is very important for learning English. Vocabulary is one of important aspects in teaching language. Lyne Cameron stated that "Vocabulary is one of the language aspects which should be learned. Learning vocabulary is important because if we want to be able to speak, write and listen nicely we have to know vocabulary first".[11]

According to Stephen D. Krasen "Vocabulary is basic to communication if acquirer do not recognize the meaning of the key words used by those who address them, they will be unable to participate in the conversation. It is also very important for the acquisition process".[12]

### B. Problem of the Study

Is there any significant effect of English cartoon movie toward students' vocabulary scores at the seventh graders of MTs Muslimat Nu Palangka Raya?

### C. Objective of the Study

To measure and describe the effect of English cartoon movie toward students' vocabulary scores at the seventh graders of MTs Muslimat Nu Palangka Raya.

### D. Significance of the study

The writer expects that this research can give benefits, both theoretical and practical. Theoritucally, the result of this study is expected to give contribution to

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[11] Lyne Cameron. 2001. *Teaching Language to Young Learners*. New York: Cambridge University Press, 2001, p. 11.

[12] Stephen D Krashen, *The Natural Approach Language Aqusition In Classroom*.Toronto: Pengamon Press, 1993, p. 11.

support the theories about using cartoon movie in teaching English vocabulary. Practically, the study is expected to be significant for the students, teacher and future researcher.

## REVIEW OF RELATED LITERATURE

### A. Vocabulary
### 1. The Nature of Vocabulary

According to Krasen vocabulary is basic to communication if acquirer do not recognize the meaning of the key words used by those who address them, they will be unable to participate in the conversation. It is also very important for the acquisition process.[13]

As stated above that vocabulary is one of component which has to be mastered and acquired in learning new language especially to student in junior high school, it is in line with Lynne said in his book, *The Practical Stylist:*

"However, I believe that words do have a special significance for children learning a new language. The word in recognizable linguistic unit and for children in their first language and so they will notice words in the language by showing them object that can be seen and touched, and that have single word label in the firs language. From their earliest lessons, children are encouraged to think of new language as a set of words; although of course this may not be the only way they think of it"[14]

### 2. Level of Vocabulary

According to nation in his book " teaching and learning vocabulary", in Esna state that teaching vocabulary is directly related to some other language activities. If learners need to cover the whole range of language skills, a productive vocabulary of around 3000 base word and large receptive vocabulary are needed. Scott thornbory state that they are sevent level of vocabulary such as.[15]

### Level of Vocabulary

| Level | Words |
|---|---|
| Easy Start | 200 Words |
| Level One Beginner | 300 Words |
| Level Two Elementary | 600 Words |

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[13]Stephen D Krashen, *The Natural Approach Language Aqusition In Classroom.*Toronto: Pengamon Press, 1993, p. 11.
[14]Lyne Cameron,  2001. *Teaching Language to Young Learners.* New York: Cambridge University Press, 2001, p. 25.
[15]Scoutt Thornbury, *How to Teach Vocabulary, England:*Pearson Education Limited, 2002, p. 59.

| Level Three Pre-Intermediate | 1.200 Words |
| --- | --- |
| Level Four Intermediate | 1.700 Words |
| Level Five Upper-Intermediated | 2.300 Words |
| Level Six Advanced | 3.0   Words |

### 3. Principles in Teaching Vocabulary

In teaching vocabulary, a teacher should have a plan about suitable way and how to apply it in a classroom. According to Nation in *Haji Parhani* thesis, teaching vocabulary is directly related to some other language activities. Teaching vocabulary to young learners does not just simple present some words, but it has significant influence to the four language skills.[16] In Bayu Dwi Jatmiko thesis, Harmer states that many techniques can be used in teaching vocabulary. There are repetition, realia, pictures, mime actions, gesture, contrast, translation explanation, using real object and numeration.[17]

### 4. Kinds of Vocabulary

According to Thornbury, there are two kinds of vocabulary, such as:[18]

### a. Grammatical Words (Function Words)

Grammatical Words (Function Words) are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker.

1) Prepositions

Prepositions are a word that connects one thing with another, showing how they are related. Some prepositions tell you about position or place.[19] Examples of prepositions:  in, of, on, under, into, behind, near, beside, between, at, from, etc.[20]

2) Conjunctions

Conjunctions are words or phrases which join parts of a sentence together.[21]Examples of conjunctions: and, but and or.[22]

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[16]Haji Parhani,*Using Slide as a Media in Teaching Vocabulary at the Fourth Grade Studentsof SDIT Al FurqonPalangka Raya*, Unpublished Thesis,Palangka Raya: State Islamic college of Palangka Raya, 2012.

[17]BayuDwiJatmiko, *Using Digital Advertisement to Enrich Students' Vocabulary*, Unpublished Thesis, Semarang: IKIP PGRI Semarang, 2013, p.3.

[18]Scott Thornbury.*How To Teach Vocabulary*, England: Pearson Education Limited, 2002, p. 4.

[19]Anne Seaton. *Basic English Grammar for English Language LearnersBook 1*, United State: SaddlebackEducational Publishing, 2007, p. 132.

[20]Ann Hogue. *First Steps in Academic Writing*, New York: Longman, 1996, p. 81.

### 3) Determiners

Determiners are definite article, indefinite article, possessives, demonstrate, and quantifiers. Example of determiners: this, those, my, their, which, a, an, the.[23]

### 4) Pronouns

(Personal pronouns refer to people, places, things, and ideas. Example: *I, me, you, your, they, us,* and *it* are all personal pronouns), (Reflexive pronouns are formed by adding ''-self'' or ''-selves'' to certain personal pronouns. They ''reflect'' back to the person or thing mentioned in the sentence. Example: *myself, himself, herself, itself, yourself, yourselves,* and *themselves* are reflexive pronouns. There is no such word as *their selves*), (Demonstrative pronouns can be singular or plural. They point out a specific person, place, or thing. *This, that, these,* and *those* are demonstrative pronouns), (Interrogative pronouns, like their name suggests, are used when asking a question. *Who, whom, which,* and *whose* are interrogative pronouns), (Indefinite pronouns do not refer to a specific person, place, or thing. Some indefinite pronouns are *another, both, everyone, most, no one,* and *several*).[24]

### b. Content Words (Lexical Words)

Content words (lexical words), are words that carry the content or the meaning of a sentence and are open-class words.

### 1) Nouns

A noun is a word used to name a person, place, thing, or idea. We can classify or group nouns into the categories: (Proper nouns label specific people, places, or things. The first letter must be capitalized. Example: Susan), (Common nouns label general groups, places, people, or things. Example: School), (Concrete nouns label things experienced through the senses of sight, hearing, taste, smell, and touch. Example: Hamburger), (Abstract nouns label things not knowable through the senses. Example: Love), and (Collective noun label groups as a unit. Example: Family).[25]

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[21]Stephen Bailey. *Academic Writing Handbook for International Students Third Edition*, London: Routledge, Taylor and Francis Group, 2011, P. 192.

[22]Howard Sargeant. *Basic English Grammar for English Language Learners Book 2*, United State: SaddlebackEducational Publishing, 2007, p. 109

[23]Anne Seaton. *Basic English Grammar for English Language LearnersBook 1*, United State: SaddlebackEducational Publishing, 2007, p. 71.

[24]Jack Umstatter. *The Teacher's Activity-a-Day*, United States : Jossey-Bass A Wiley Imprint, 2010, p. 9

[25]Gabriele Stobbe.*Just Enough English Grammar Illustrated,*United States: McGraw-Hill, 2008, p. 2-3.

2) Verbs

A Verb is a word that shows action (*runs, hits, and slide*) or state of being (*is, are, was, were, and am*).[26]

3) Adjectives

Adjectives describe nouns and pronouns.[27] Adjectives tell what things or people look like, what kind they are. Examples of adjectives: size (*large*), color (*yellow*), shape (*round*), appearance (*pretty*), etc.[28]

4) Adverbs

Adverbs are words that modify verbs, adjectives, and other adverb. Example of adverb:

| Adjective | Adverb |
| --- | --- |
| Beautiful | Beautifully |
| Quick | Quickly[29] |

**B. Cartoon Movie**

**1. The Nature of Cartoon Movie**

Poulson stated cartoon movie is a form of media where, using animation, characters are shown with simplified features, but still maintaining an ability to recognize.[30]

Margono also gives statement that cartoon movie is a good alternative media for teaching vocabulary. It is an interasting which given audio visual examples through the acting in the scenes.[31]

Pande stated that, cartoon movie is an exaggerated amusing illustration caricaturing in moving diagram way of critizing a person or event with some

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[26]Jane Straus. *The Blue Book of Grammar and Punctuation, An Easy-to-Use Guide with Clear Rules, Real-World Examples,and Reproducible Quizzes Tenth Edition*, United States**:**Jossey-Bass A Wiley Imprint, 2008, p. 1

[27]Phyllis Dutwin. *English Grammar Demystified*, United State: McGraw-Hill, 2010, p. 36.

[28]Howard Jackson. *Good Grammar for Students*, London: Sage Publications, 2005, p. 18.

[29]J.B. Heaton. *Writing English Language, Longman 1974,*p. 41.

[30]Poulson.*Cartoon Film.* Available at www.cwrl.utexas.edu/poulson accessed in January, 2010,p.12.

[31] Margono.*The Effectiveness of Teaching English Verbs By Using Cartoon Films.* Unpublished Paper, 2010, p.5.

toughts. A cartoon movie is a special form of art to present amusing apperance with the help of colorful moving diagram exaggerated.[32]

## 2. Kinds of Cartoon Movie

Cartoon movie are made in different kinds and different purposes. Kinds of cartoon movie are broken down into:

a. Animated Film

They generally consist of drawing and paintings by artist called cartoons.

b. Documentary Films

Documentary films present information on many subjects. They show men life and work throughout the world. They explain events in science and processes in Technology, and illustrate various aspects of life in nature.

c. Experimental and Avant- Garde Films

Experimental films are made for many reasons. The film maker may wish to express personal experiences or view points in ways that would seem eccentric in Mainstream context. The film maker may also use staging to express distinct feelings or ideas. Any sort of footage may be used for several avant-garde films.[33]

## 3. Advantages of using movie as teaching media

Harmer states the advantages of using movie in teaching and learning process are:

1) Seeing language-in-use

One of the main advantages of movie is that students do not just hear language, they see it too. This greatly aids comprehension, since for example; general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus we can observe how intonation can match facial expression. All such paralinguistic feature gives valuable meaning clues and helps viewers to see beyond what they are listening to, and thus interpret the text more deeply.

2) Cross-cultural awareness

A movie uniquely allows students a look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British „body language" when inviting someone out, or how Americans speak to waiters.

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[32]Pande, Ramakumara, *Nepalase Cartoons: Himalayan Humour Sense of Humour Series.* Michigan: Universitas Michigan. Ratna Pustaka Bandar, 2008, p. 5.

[33] David Dalton F. *Some Techniques for Teaching Pronunciation: The Internet TESL Journal* ,Vol. III ,No .I available at www.aitech.ac.jp,1997.p.95.

Movie is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.

3) The power of creation

When students make their own movie as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of film-making can provoke genuinely creative and communicative uses of the language, with students finding them doing new things in English.

4) Motivation

For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting task. [34]

## 4. Principles in Using Cartoon Movie in Teaching Vocabulary
### Preparation
Before the teacher starts to teach in the classroom, she or he should prepare the material at home.
a. The teacher selects words that are relevant to the theme of the lesson (if we discuss about the animals, the words that related to animals are: cow, sheep, horse, lion... etc).

b. Teacher should know the meaning of those words and how to apply it in the sentence, (e.g; Lion- The lion is the king of the jungle, Horse- The horses run so fast).

c. The teacher should have listed of the words before class begins.

### Application
To create a good environment, both teacher and students should follow several procedures. Students should do the activity in learning process based on the command given by the teacher. There are three activities that should be considered by teacher in teaching vocabulary by using cartoon movies.

### 1. Pre- Teaching Activities
To stimulate the student's background knowledge, teacher should do pre-teaching at the beginning of the class. There are some activities in pre-teaching phase, such as:

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[34] Harmer, Jeremy. *The Practice English Language Teaching*. New York; Longman.2004.p.282

a. The teacher comes into the classroom and brings a cartoon movie that has been selected for the teaching purpose. It is best to pick some cartoon movies that student know well because many movies may present excellent opportunities to improve vocabulary.

b. The teacher does greetings to all students.

Teacher    : "Good Morning,
Students   : "Good Morning,
Teacher    : "How are you today?".
Students   : "Fine, and you?"
Teacher    : "I'm fine too, thanks".

c. The teacher checks attendance and ask about previous lesson.

Teacher    : "I will check your attendance first, Dody".
Dody       : "Present mom".
Teacher    : "Ani's here?".
Ani        : "Yes mom".

d. The teacher is asking several questions related to the theme of the lesson.

Teacher    : OK students, have you ever watched cartoon movie?
Students   : Yes, mom.
Teacher    : What is your favorite cartoon movie?
Students   : SpongeBob, Dora, Sinchan, Cinderella, Doraemon... mom!
Teacher    : Where do you usually watch the movie?
Students   : At home, mom!
Teacher    : Alright, today our topic is about the animals. Do you like animals?
Students   : Yes, mom.
Teacher    : What animals do you protect at home?
Students   : There are cat, bird, dog . . . . . etc.
Teacher    : Is there animal that you are fear of?
Students   : Yes mom, we are fear of the wild animals such as lion, crocodile, tiger, and bear.

## 2. Whilst- Teaching Activities

In whilst-teaching activities, teacher may conduct several activities like distributing the selected material to the students and instruct them to do the activities. Here, there are some teacher's activities in whilst teaching.

a. The teacher divides the students into some groups. Each group consists of five students.

b. The teacher presents a cartoon movie and then play the movie in front of the

class.

c. The teacher instructs each group to watch the movie and after they watch, ask several questions based on what they watch.

For example:

Teacher : "All of you. Have you watched the movie?"

All students : "Yes mam".

Teacher : "What is the movie about, Rina?"

d. The teacher instructs each group to write the things that they see in the movie. (It's better to replay the movie once again so the students can remember well the things in the movie).

e. All groups discuss the meaning of word based on the some things in the movie.

f. The teacher monitors the Rina : "The movie is about kinds of animal mam".

Teacher : "Do you still remember some words in this film?"

All students : "Yes mam". Students during doing the task.

g. The teacher instructs each group to write the things in cartoon movie.

h. The teacher instructs each group to collect the discussion report.

Teacher : "OK, students have you finished? And now collect your discussion report to me".


1. **Post- Teaching activity**

Post teaching activities are necessary as the follow up phase on what the student have studied. Here, there are some activities in post teaching to follow.

a. The teacher gives exercises to the students by asking students to arrange the letters of animal's cartoon movie.
   For example:
   Teacher : Right students, please arrange the letters of animal's movie below into correct word. There are twenty words and I'll give you time about 30 minutes to arrange them.
   Example : G- I- E- T- R. The correct one is TIGER.

b. After students finish them, teacher asks one of them to write the answer on the board. As the result, they all can see the wrong and the right answers of the word in animal's cartoon movie.

## RESEARCH METHODOLOGY

### A. Research Design

This Research classified into Quantitative research The design of this study was Quasi Experimental design.

### B. Variable of the Study

Variable is a construct or a characteristic that can take on different values or scores.[35] There were two variables:

Independent Variable : English Cartoon Movie
Dependent Variable : Student's Vocabulary Score

### D. Population and Sample

The population for the study was consisted of the following are comprise of:

a) Class VII A
b) Class VII B

### E. Research Instruments

It is made test based on the material and was appropriated with syllabus at MTs Muslimat Nu Palangka Raya. The form of test was multiple-choices.

### F. Data Collection

Writer did some steps to collect data: writer given test to students. Class C to try-out, class B to experiment and class A to control. The data was arranged in the tabulate used manual calculation and SPSS 18.0 program

## RESEARCH FINDING AND DISCUSSION

### A. Data Presentation of Pre-test and Post-test Experiment Class

**Table 4.21 The Comparison Pre Test and Post Test Score of Experiment Class**

| No | Students' Name | Students' Code | Experiment Class | | | | Diff |
|---|---|---|---|---|---|---|---|
| | | | Pre Test Score | Grade | Post Test Score | Grade | |
| 1 | AMR | E01 | 69 | C | 75 | B | 6 |
| 2 | ASB | E02 | 66 | C | 73 | B | 7 |

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[35] *Ibid.*, p. 32

| 3 | AS | E03 | 61 | C | 71 | B | 10 |
| 4 | ASN | E04 | 79 | B | 80 | A | 1 |
| 5 | AA | E05 | 70 | B | 71 | B | 1 |
| 6 | DI | E06 | 61 | C | 73 | B | 12 |
| 7 | EA | E07 | 78 | B | 80 | A | 2 |
| 8 | FBS | E08 | 79 | B | 70 | B | -9 |
| 9 | GP | E09 | 54 | D | 70 | B | 16 |
| 10 | K | E10 | 78 | B | 79 | B | 1 |
| 11 | LH | E11 | 70 | B | 74 | B | 4 |
| 12 | MA | E12 | 65 | C | 75 | B | 10 |
| 13 | MAH | E13 | 66 | C | 73 | B | 7 |
| 14 | MAP | E14 | 75 | B | 79 | B | 4 |
| 15 | MDA | E15 | 58 | D | 78 | B | 20 |
| 16 | MNRR | E16 | 76 | B | 78 | B | 2 |
| 17 | MRM | E17 | 65 | C | 75 | B | 10 |
| 18 | MS | E18 | 58 | D | 69 | C | 11 |
| 19 | MK | E19 | 66 | C | 71 | B | 5 |
| 20 | MN | E20 | 60 | C | 71 | B | 11 |
| 21 | MM | E21 | 65 | C | 78 | B | 13 |
| 22 | ML | E22 | 70 | B | 75 | B | 5 |
| 23 | NM | E23 | 60 | C | 79 | B | 19 |
| 24 | NI | E24 | 54 | D | 71 | B | 17 |
| 25 | NH | E25 | 74 | B | 80 | A | 6 |
| 26 | NDA | E26 | 65 | C | 75 | B | 10 |
| 27 | NAM | E27 | 61 | C | 69 | C | 8 |
| 28 | NH | E28 | 70 | B | 75 | B | 5 |
| 29 | RW | E29 | 60 | C | 70 | B | 10 |

| 30 | RA | E30 | 70 | B | 80 | A | 10 |
| 31 | RJ | E31 | 65 | C | 75 | B | 10 |
| 32 | RR | E32 | 56 | D | 71 | B | 15 |
| 33 | RM | E33 | 54 | D | 70 | B | 16 |
| 34 | RR | E34 | 70 | B | 80 | A | 10 |
| 35 | REW | E35 | 64 | C | 80 | A | 16 |
| 36 | SPS | E36 | 63 | C | 80 | A | 17 |
| 37 | SF | E37 | 79 | B | 79 | B | 0 |
| 38 | W | E38 | 58 | D | 75 | B | 17 |
| 39 | ZAS | E39 | 70 | B | 75 | B | 5 |
| | Mean | | 66.76923 | | 74.8846 | | |

A = Very Good       B = Good              C = Poor              D = Very Poor

The Table 4.21 showed that the students' score is mostly increase. Significantly in experiment class than control class, it seems from the median of the both.

**Table 4.22 The Comparison Pre Test and Post Test Score of Control Class**

| No | Students' Name | Students' Code | Control Class | | | | Diff |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | Pre Test Score | Grade | Post Test Score | Grade | |
| 1 | AK | C01 | 61 | C | 74 | B | 13 |
| 2 | ASI | C02 | 60 | C | 70 | B | 10 |
| 3 | ANDP | C03 | 58 | D | 70 | B | 12 |
| 4 | AP | C04 | 65 | C | 71 | B | 6 |
| 5 | A | C05 | 54 | D | 78 | B | 24 |

| 6 | BS | C06 | 70 | B | 70 | B | 0 |
| 7 | DM | C07 | 63 | C | 74 | B | 11 |
| 8 | DAR | C08 | 66 | C | 63 | C | -3 |
| 9 | F | C09 | 60 | C | 70 | B | 10 |
| 10 | FH | C10 | 74 | B | 78 | B | 4 |
| 11 | HZ | C11 | 65 | C | 78 | B | 13 |
| 12 | H | C12 | 73 | B | 70 | B | -3 |
| 13 | HA | C13 | 74 | B | 66 | C | -8 |
| 14 | JR | C14 | 65 | C | 75 | B | 10 |
| 15 | JEP | C15 | 66 | C | 65 | C | -1 |
| 16 | KN | C16 | 56 | D | 61 | C | 5 |
| 17 | K | C17 | 60 | C | 66 | C | 6 |
| 18 | K | C18 | 70 | B | 74 | B | 4 |
| 19 | KMNA | C19 | 64 | C | 74 | B | 10 |
| 20 | LH | C20 | 70 | B | 74 | B | 4 |
| 21 | MA | C21 | 61 | C | 63 | C | 2 |
| 22 | MA | C22 | 60 | C | 71 | B | 11 |
| 23 | MAS | C23 | 74 | B | 78 | B | 4 |
| 24 | MA | C24 | 72 | B | 70 | B | -2 |
| 25 | MD | C25 | 74 | B | 74 | B | 0 |
| 26 | MFS | C26 | 65 | C | 74 | B | 9 |
| 27 | MJA | C27 | 70 | B | 74 | B | 4 |
| 28 | M | C28 | 65 | C | 70 | B | 5 |
| 29 | MNA | C29 | 56 | D | 70 | B | 14 |
| 30 | M | C30 | 64 | C | 66 | C | 2 |
| 31 | M | C31 | 65 | C | 74 | B | 9 |
| 32 | NH | C32 | 65 | C | 78 | B | 13 |

| 33 | NSK | C33 | 74 | B | 78 | B | 4 |
| 34 | NR | C34 | 58 | D | 75 | B | 17 |
| 35 | R | C35 | 73 | B | 78 | B | 5 |
| 36 | RA | C36 | 63 | C | 75 | B | 12 |
| 37 | S | C37 | 70 | B | 74 | B | 4 |
| 38 | WAS | C38 | 56 | D | 61 | C | 5 |
| 39 | YD | C39 | 65 | C | 74 | B | 9 |
| | Mean | | 65.24358 | | 71.6153846 | | |

A = Very Good          B = Good          C = Poor          D = Very Poor

The Table 4.22 showed that the students' score is mostly increase. Significantly in experiment class than control class, it seems from the median of the both.

Based on calculation with formula of t-test, the result is :

t-table at df 23 at 5% significant level 2,07

$t_o = 3.5408684 > t_{table} = 1.99$    ← **Ha accepted at $t_{table}$  5 %**

The calculation above show the result of t-test calculation as in the table follows :

**Table 4.28**

**Calculated Testing Hypothesis test**

| Variable | t observe | t table | | Df/db |
| --- | --- | --- | --- | --- |
| | | 5% | 1% | |
| $X_1 - X_2$ | 3.5408684 | 1.99 | 2.64 | 76 |

Where:

X1                = Experimental Class

X2                = Control Class

t observe        = The calculated Value

t table           = The distribution of t value

df/db             = Degree of Freedom

## B. Testing Hypothesis Using SPSS Program

The writer also applies SPSS 18.0 program to calculate t-test in testing hypothesis of the study which supports the result of manual calculation. The result of the test using SPSS 18.0 program can be seen as follows.

**Table 4.29 The Calculation of T-test Using SPSS 18.0**
**Independent Samples Test**

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | F | Sig. | t | df | | | | Lower | Upper |
|---|---|---|---|---|---|---|---|---|---|
| S c o r e Equal variances assumed | 2.441 | .122 | 3.201 | 76 | .002 | 3.179 | .993 | 1.201 | 5.158 |
| Equal variances not assumed | | | 3.201 | 71.457 | .002 | 3.179 | .993 | 1.199 | 5.160 |

Table 4.29 reports that Ha is accepted. It is found that the result of $t_{observed}$ = 3.201 is higher than $t_{table}$ = 1.99 in the significant level of 5% and 2.64 in the significance level of 1%. It can be interpreted that alternative hypothesis ($H_{a)}$ is accepted. It means students who taught using cartoon movie give significant effect on the students' vocabulary score and have better vocabulary score than those taught without cartoon movie.

## C. DISCUSSION

The result of analysis shows that there is significant effect of using cartoon movie toward vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya. In line with the theory of vocabulary which is described previously, the writer asked the students to identify the kind of vocabularies such as noun, adjective, and verb through cartoon movie. And the students felt motivated by the

use of cartoon movie to improve their vocabularies. The students who are taught using cartoon movie get higher score in post-test with mean (74.8846) than those students who are taught by conversional method with mean (71.6153846). Moreover, after the data calculates using T-test and it is found the $t_{observed}$ is 3.5408684 and $t_{table}$ 1.99. It means that $t_{observed} > t_{table}$.

## CONCLUSION AND SUGGESTION

### A. Conclusion

The result of data analysis shows that vocabulary score which gained by students before and after conducting treatment, there are significantly different, it can be seen from the following fact. First, the result of t-test using manual calculation shows that the calculation value $t_{observed}$ is greater than $t_{table}$ = 1.99<3.5408684>2.64. Second, the result of t-test using SPSS 18.0 calculation found the value $t_{observed}$ is higher than $t_{table}$ = 1.99 <3.201> 2.64. This indicates that the alternative hypothesis stating that there is significant effect of cartoon movie toward vocabulary score is accepted. Meanwhile, the null hypothesis stating that there is no significant effect of cartoon movie toward vocabulary score is rejected. It implicates that if the students taught using cartoon movie, their score would be higher than without using cartoon movie.

### B. Suggestion

Based on the research finding, there are some suggestions which are addressed to the teachers, students, and other researcher.

### 1. The Teachers

Based on the research finding, cartoon movie gave effect toward students' vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya. Therefore, the writer suggests, teacher should be more creative and innovative to select the teaching strategy to deliver their material because it helps the students to felt motivated and enthusiasm. They could find a good instructional media to get their students' interest in learning English, especially in vocabulary. Cartoon movie would be helpful to improve students' vocabulary score, therefore the teacher needs to maintain using cartoon movie in the next new academic year.

### 2. The Students

Based on the research finding, cartoon movie used in teaching vocabulary can improve the students' score in vocabulary. Also cartoon movie help them to improve their vocabulary in daily activity especially, noun, verb and adjective were improved based on the example given on the cartoon movie. In sum, the writer suggests to the

students to do more practicing vocabulary exercise in order to get better in mastery of vocabulary.

## 3. The Other Researchers

The writer realizes that the design of study in this thesis is very simply. In this case, there are still many weakness that can be found out. The writer would like to suggest some ideas for further research. Future researchers are suggested to conduct a similar study on the other skills or components like writing, listening, reading, or speaking skill or vocabulary and grammar for the improvement of the teaching English. They are also suggested improving the study with the better design in order to support the result finding. In other word, hopefully further research will complete this technique.

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