

**THE INFLUENCE OF WORDWORLD CARTOON
TO ENHANCE VOCABULARY MASTERY**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

By:

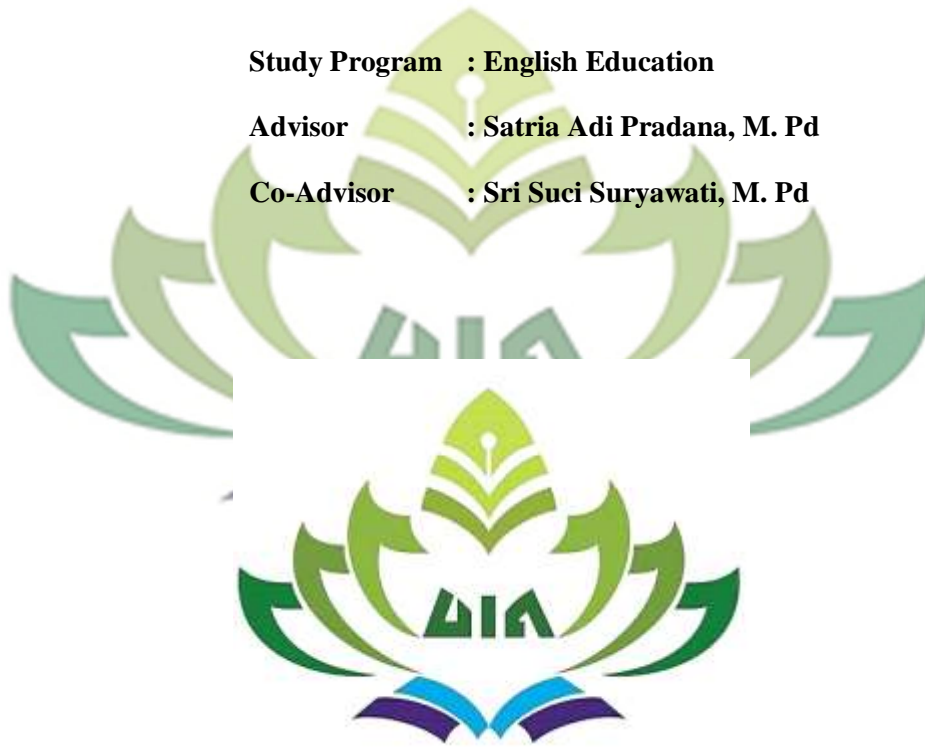
ANNISA RIZKIYANI

NPM 1811040097

Study Program : English Education

Advisor : Satria Adi Pradana, M. Pd

Co-Advisor : Sri Suci Suryawati, M. Pd



FACULTY OF TARBIYAH AND TEACHER TRAINING

RADEN INTAN STATE ISLAMIC UNIVERSITY

LAMPUNG

2022/1444 H

ABSTRACT

The learning process at UPT SDN 40 Panaragan Jaya in terms of developing children's vocabulary was still low because the teacher only used books in developing children's vocabulary so that learning was less efficient because children were easily bored. This study aimed to determine whether there was a significant influence of using WordWorld Cartoon on students' vocabulary mastery.

The research methodology of this research was quasi-experimental design. The population of this research was the fifth grade of UPT SDN 40 Panaragan Jaya in the academic year of 2021/2022. The samples of the research were two classes, 5A and 5B. 20 students for the experimental class (5A) and 20 students for the control class (5B). So, the total of the samples were 40 students. The experimental class used WordWorld Cartoon, while the control class used textbook "Grow with English". The treatments were held in 3 meetings. In collecting the data, this research used a test for the instrument by multiple-choice questions. Before giving the treatment, a pre-test was given. Then, after conducting the treatment was given a post-test.

The results of data analysis showed that the vocabulary scores obtained by students before and after treatment had significant differences; This could be seen from the following facts. Hypothesis testing used T-test to measure the significant influence of using cartoon on student's vocabulary scores. Based on the T-test of the SPSS (Statistical Package For Social Science) version 26, it was obtained that $Sig. = 0.000$ and $= 0.05$. It could be concluded that the using of cartoon on students' vocabulary scores was significant influence.

Keywords: *Audio-Visual Media, Cartoon, Language, Vocabulary*

DECLARATION

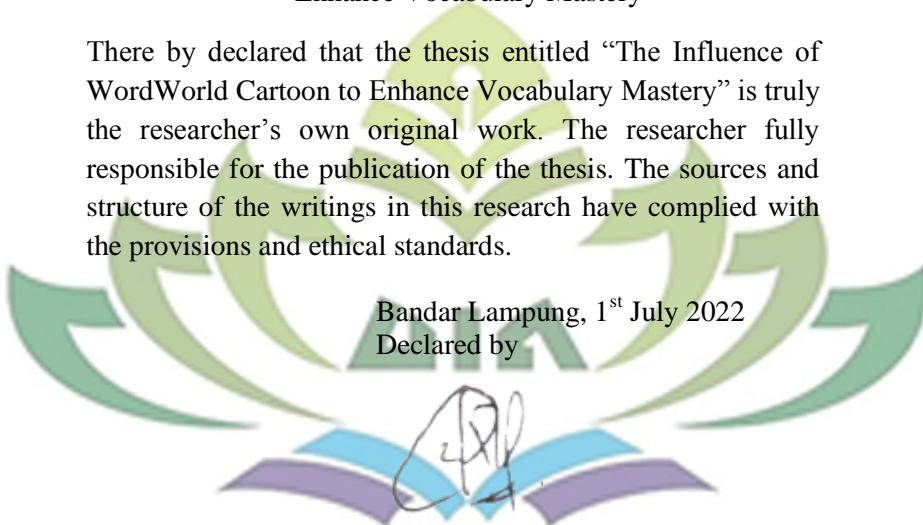
The researcher's identity, the undersigned below:

Name : Annisa Rizkiyani
NPM : 1811040097
Department : English Department
Thesis Title : The Influence of WordWorld Cartoon to
Enhance Vocabulary Mastery

There by declared that the thesis entitled “The Influence of WordWorld Cartoon to Enhance Vocabulary Mastery” is truly the researcher's own original work. The researcher fully responsible for the publication of the thesis. The sources and structure of the writings in this research have complied with the provisions and ethical standards.

Bandar Lampung, 1st July 2022

Declared by



Annisa Rizkiyani
NPM. 1811040097



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIIYAH DAN KEGURUAN**

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

Title : **The Influence of WordWorld Cartoon to Enhance Vocabulary
Mastery**
Name : **Annisa Rizkiyani**
Student's Number : **1811040097**
Study Program : **English Education**
Faculty : **Tarbiyah and Teacher Training**


APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, State Islamic University
of Raden Intan Lampung


Advisor


Satria Adi Pradana, M.Pd
NIP.198602187015031005

Co-Advisor


Sri Suci Suryawati, M.Pd

**The Chairperson of
English Education Study Program**


Dr. Moh. Mubassir, M.Hum
NIP: 197708182008011012



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Letkol H. Endro Suratmin, Sukarame, Bandar Lampung, 35131. (0721) 703260

ADMISSION

The following thesis entitled :

THE INFLUENCE OF WORDWORLD CARTOON TO ENHANCE VOCABULARY MASTERY by ANNISA RIZKIYANI NPM: 1811040097, Department: English Education, has been successfully defended as Thesis Defense of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung, The thesis defense was held on: Friday, July 22 2022.

Board of Examiners:

Chair : Meisuri, M.Pd

Secretary : Zakiyah, M.Pd

Primary Examiner : Dewi Kurniawati, M.Pd

The First Co-Examiner : Satria Adi Pradana, M.Pd.

The Second Co-Examiner : Sri Suci Suryawati, M.Pd

Dean, Faculty of Tarbiyah and Teacher Training



Prof. Dr. Hj. Nirva Diana, M.Pd.

NIP. 196408281988032002

(Meisuri)
(Zakiyah)
(Dewi Kurniawati)
(Satria Adi Pradana)
(Sri Suci Suryawati)

MOTTO

فَاذْكُرُونِي أَذْكَرْكُمْ وَاشْكُرُوا لِي وَلَا تَكْفُرُونِ □

Therefore, remember Me, I will remember you. Give thanks to Me,
and reject not Me.

(Q.S Al-Baqarah: 152)¹



¹ Departemen Agama RI, *Al-Qur'an Dan Terjemahnya Al-Jumanatul 'Ali* (Bandung: CV Penerbit Jumanatul 'Ali-Art, 2014).

DEDICATION

Alhamdulillah thanks to Allah SWT for His grace. This thesis had been completed. From depth of the heart, this thesis is dedicated to:

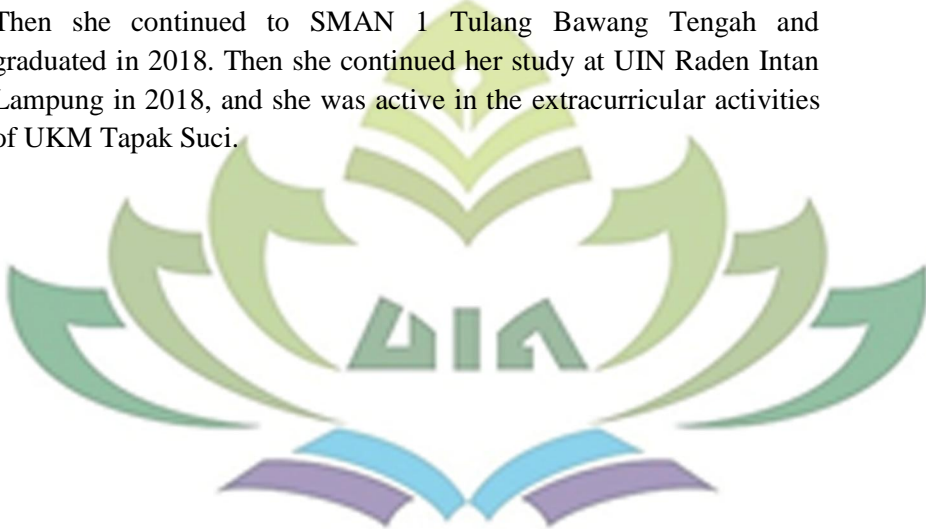
1. My beloved parents, Mr. Hadi Ismanto and Ms. Siti Nurhayati who have provided me with unconditional love and endless support, not only for the completion of my studies but also for the success of my life. I am grateful to have you by my side, and this thesis is absolutely also yours.
2. My beloved sisters, Isnaini Lutfia Sari and Akifa Nazla Nurhadi who have been very supportive, caring, and generous during many difficult stages of my study in the University.
3. My beloved partner, Prayoga Anggi Pratama who always support, listen to my complaints, give advice and love me with sincerity.
4. My almamater, UIN Raden Intan Lampung.



CURRICULUM VITAE

Annisa Rizkiyani was born on May 6th, 2000 in Kotabumi, Lampung Utara. Annisa is the first daughter of Mr. Hadi Ismanto and Ms. Siti Nurhayati. She has two sisters; the first is Isnaini Lutfia Sari and the second is Akifa Nazla Nurhadi.

In academic background, Annisa accomplished her formal education at UPT SDN 40 Panaragan Jaya Tulang Bawang Tengah in 2006 and she graduated in 2012. In the same year, she continued her study in SMPN 02 Tulang Bawang Tengah and finished in 2015. Then she continued to SMAN 1 Tulang Bawang Tengah and graduated in 2018. Then she continued her study at UIN Raden Intan Lampung in 2018, and she was active in the extracurricular activities of UKM Tapak Suci.



ACKNOWLEDGEMENT

Praise to be Allah SWT the Almighty and the most merciful who has given His blessings and guidance so that can complete this undergraduated thesis. Peace and salutation may always be upon the holy world leader, Prophet Muhammad S.A.W, the man of any good deeds who never think hard for the shake of better and better way of Islamic life. In the third place, thank you addressed to:

1. Prof. H. Wan Jamaluddin Z, M.Ag., Ph. D, Rector of UIN Raden Intan Lampung.
2. Prof. Dr. Hj. Nirva Diana, M.Pd., Chair of the Department of English Education Faculty of Tarbiyah and Teaching Training UIN Raden Intan Lampung.
3. Dr. Moh. Muhassin, M. Hum., Chair of the Department of English Education Faculty of Tarbiyah and Teaching Training UIN Raden Intan Lampung.
4. Satria Adi Pradana, M.Pd., my supervisor and my academic advisor, for his guidance and help during my study in the university and the completion of my bachelor thesis.
5. Sri Suci Suryawati, M.Pd., my second supervisor, who has spent countless hours correcting my bachelor thesis.
6. All lecturers in the Department of English Education of UIN Raden Intan Lampung, who have taught the researcher since the first year of her study.
7. All fellow students in the Department of English Education, of UIN Raden Intan Lampung, especially my best friends Lenny Anggun Kusuma, Putri Asmarita, Mira Nuri Santika, Bela Larassati, Denti Karnisa, Novi Putri, and Kurnia Malasari; and also, for all members of Class G, whom I can not mention all their names here, but who are always in my thoughts and daily prayers; I am thankful for your supports and for our friendship.
8. My beloved sisters, Tri Putri Hadi Yanti and Risa Kurniawati who are in the circle “HAHA HEHE”, who always support,

listen to my complaints, give advice and sincere love.
Thankyou.

9. All friends of KKN and PPL 2021 of UIN Raden Intan
Lampung.

Finally, none or nothing is perfect and neither in this thesis. Any
correction comments and criticism for the betterment of this thesis are
always open heartedly welcome.

Bandar Lampung, 1st July 2022
The Researcher,

Annisa Rizkiyani
NPM.1811040097



TABLE OF CONTENTS

	Page
COVER.....	i
ABSTRACT	ii
APPROVAL LETTER	iii
ADMISSION LETTER	iv
DECLARATION	v
MOTTO.....	vi
DEDICATION	vii
CURRICULUM VITAE.....	viii
ACKNOWLEDGEMENT.....	ix
TABLE OF CONTENTS	x
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
LIST OF APPENDICES	xiii
CHAPTER 1 INTRODUCTION	1
A. Title Confirmation.....	1
B. Background of the Problem.....	1
C. Identification and Limitation of the Problem.....	7
D. Formulation of the Problem	8
E. Objective of the Research.....	8
F. Significance of the Research	8
G. Relevant Research.....	9
H. Systematic and Discussion	10
CHAPTER II REVIEW OF LITERATURE.....	11
A. Theories	11
1. Characteristics of Elementary School Student	11
2. Definition of Vocabulary	12

3. Level of Vocabulary	13
4. Principles in Teaching Vocabulary	14
5. Importance of Vocabulary	14
6. Concept Vocabulary	15
7. Concept of Vocabulary Mastery	17
8. The Purpose of Vocabulary	18
9. Concept of Teaching Vocabulary	19
10. Types of Vocabulary	21
B. Learning Media	25
1. Definition of Learning Media	25
2. Benefits of Learning Media	26
3. Types of Learning Media	27
C. Audio-Visual Media	28
1. Cartoon Media	28
2. Benefits of Cartoon	30
3. The Procedures of Using Cartoon	31
4. Advantages and Disadvantages of Cartoon	32
D. WordWorld Cartoon	36
E. Hypothesis	37
CHAPTER III RESEARCH METHODS	39
A. Time and Place of the Research	39
B. Research Design	39
C. Population, Sample and Data Collecting	41
1. Population	41
2. Sample	41
3. Data Collecting	42
D. Operational Definition of Variables	43
E. Research Instrument	43
F. Validity and Reliability of the Instrument	45
1. Validity of The Test	45
2. Reliability of The Test	47
G. Fulfillment of the Assumption	48
H. Hypothesis Testing	49

CHAPTER IV RESULT AND DISCUSSION

A. Data Presentation 51
B. Result of Data Analysis 51
C. Interpretation 57
D. Discussion 58

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion 61
B. Suggestion 62

REFERENCES 63

APPENDICES..... 65



LIST OF TABLES

	Page
Table 1.1 The achievement of KKM at Fifth Grade of UPT SDN 40 Tulang Bawang Tengah 2021/2022	5
Table 2.1 Level of Vocabulary	14
Table 3.1 Table of Nonequivalent Control Group Design.....	40
Table 3.2 Population of English Fifth Grade of UPT SDN 40 Tulang Bawang Tengah in Academic Year 2021/2022.....	41
Table 3.3 Question of Pre-test and Post-Test	43
Table 4.1 Test Content Validity	51
Table 4.2 Test Construct Validity	52
Table 4.3 N-Gain Test	54
Table 4.4 Normality Test Result	55
Table 4.5 Homogeneity Test Result	56
Table 4.6 Independent Sample T-Test Result	57

LIST OF FIGURES

	Page
Figure 1.1 WordWorld Cartoon	36
Figure 4.1 Graph of Vocabulary Development N-Gain Improvement	54



LIST OF APPENDICES

	Page
Appendix 1 Instrument Validation of Pre-test Question.....	67
Appendix 2 Instrument Validation of Post-test Question	69
Appendix 3 Teacher Interview Guide	71
Appendix 4 Question of Pre-Test.....	72
Appendix 5 Question of Post-Test	73
Appendix 6 Script of WordWorld Movie.....	74
Appendix 7 Lesson Plan Experimental Class	79
Appendix 8 Lesson Plan Control Class	89
Appendix 9 Syllabus	97
Appendix 10 Grade 5A & 5B UPT SDN 40 Panaragan Jaya	100
Appendix 11 The Comparison Pre-Test and Post-Test Scores of Experimental Class	101
Appendix 12 The Comparison Pre-Test and Post-Test Scores of Control Class.....	102
Appendix 13 Research Documentation	103
Appendix 14 Pre-Test and Post-Test Samples in the Experimental Class.....	104
Appendix 15 Pre-Test and Post-Test Samples in the Control Class ..	105
Appendix 16 Validity of the Test	106
Appendix 17 Reliability of the Test	109
Appendix 18 N-Gain Experimen and Control Class.....	110
Appendix 19 Normality of the Test.....	112
Appendix 20 Homogeneity of the Test	113
Appendix 21 Independent Sample T-Test.....	114





CHAPTER 1

INTRODUCTION

A. Title Confirmation

The title of this research is "The Influence of WordWorld Cartoon to Enhance Vocabulary Mstery" To emphasize the meaning in the title in this case, it is first explained from the terms of the title of this thesis as follows:

1. Cartoon

Cartoon are also known as animated. Cartoon are a form of 2D (2D) animated images. Cartoons are motion illusions created by the display of successive images of them becoming more attractive as a result of the development of people's imagination. Cartoons are exaggerated cartoons, funny illustrations in moving diagrams, critical ways event with some difficulties. Cartoon are a special art form to display cute looks with the help of exaggerated colorful moving diagrams.

2. Vocabulary

Richard stated that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.¹ Vocabulary is a component of language that can affect macro function. Vocabulary is one of the language components that can affect macro skills.

3. WordWorld Cartoon

WordWorld is an American children's CGI animated television series based on the book and wooden puzzles of the same name. WordWorld aims to define children with words to inspire a love of words and reading. WordWorld empowers children as early readers by making important connections between letters, sounds, words and meanings necessary for reading. The ability to

¹Richard, *Grammar and Vocabulary*, (Cambridge: 2019), p.27

recognize, identify, and manipulate sound sequences represented in words.

4. UPT SDN 40 Tulang Bawang Tengah

UPT SDN 40 Tulang Bawang Tengah is an educational institution under the auspices of the Minister of Education and Culture Education and Culture which is located in Panaragan Jaya, Tulang Bawang Tengah District, Tulang Bawang Barat Regency. This school is the target object as well as the place where this thesis research is carried out.

B. Background of the Problem

Education is a plan to form the nation's next generation in a learning atmosphere by providing knowledge. The existence of education will have a positive influence on all students who will certainly become the nation's next generation. In our country, national education is carried out from elementary school to university level. This is done so that all future generations of the nation can receive and attend proper education to form character, abilities, religious spirituality, self-control, noble character, personality, intelligence and self-skills, wherever they are.

In the Qur'an, Allah SWT explains about education, one of which is contained in Surah Al-Baqarah: 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

"And He taught Adam the names of all of them, then He showed them to the angels, saying, "Name all of these (things) to Me, if you are right!" (Q.S Al-Baqarah: 31)

From the verse of the Qur'an above, it is concluded that education is very important, so Allah promises privileges for anyone who attaches importance to education.² The use of

² Khosiin Khamam, *Pendidikan Islam Dinamika dan Tantangan Masa Depan*, (Malang: Inteligencia Media), h.59

language in education is very important, so that the learning process can be achieved and conveyed properly. Hurlock stated that "Language is a communication tool by symbolizing thoughts and feelings to convey meaning to others".³ Language is a communication tool to convey ideas, thoughts, opinions, and feelings. In modern times, a society relates to other nations.

Children get to know various languages through the process of learning activities at school. In addition to their first/mother language, and the national language (Indonesian), children also know foreign languages. One of the languages taught in elementary schools is English. The ability of children to know and master for the progress of science and technology is so rapid. Alwasilah stated: "The role of English as a second language in Indonesia serves as a tool to help competition and cooperation at the global level through education, trade, the use of science and technology and other human interactions".⁴ So, the role of English is very important. In education, trade, technological developments even in our interactions require good language and skills, including English.

English as a social language is very much needed. Early teaching is needed to master English, for that learning English has been carried out starting from elementary school to university. School basics already include English lessons at all levels. Grade I to grade VI students receive English lessons as local content (mulok).

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

³ Hadi Prijana Ido, *Information and Communication Technology* (Surabaya: ASPIKOM, 2015)

⁴ Satrianawati, *Media dan Sumber Belajar* (Sleman: DEEPUBLISH, 2018), h.23

know vocabulary first. Stephen D. Krashen stated that 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.

David Wilkins summarises up the importance of vocabulary learning, “without grammar very little can be convey, without vocabulary nothing can be convey”. In Aqidatul Husna thesis, Jeremy Harmer states that “If language structures make up skeleton of language, then it is vocabulary than provide the vital organs and the flesh”. It shows that vocabulary is very important, even though people have good ability in structure, but they do not have enough vocabulary to express their idea, the structure are useless. It means that, people have large amount of vocabulary, people can be express their idea precisely, and of course, it is very helpful for them, whether in listening, speaking, reading or writing skills.

Teaching vocabulary is not easy for teachers, but the students usually get bored of learning vocabulary. The teacher should device a good exercise or a way of teaching vocabulary, so that students will enjoy and understand the learning process well. Appropriate media are necessary to make the teaching and learning process effective. Various techniques and media create good atmosphere in classroom so that the students are motivated to learn more new words in fun and enjoyable situation.

Based on preliminary research conducted at UPT SDN 40 Tulang Bawang Tengah in November 2021, to obtain data on student learning outcomes in English subjects, interviewed English subject teachers at UPT SDN 40 Tulang Bawang Tengah. From the interviews conducted with the teacher, concluded that the students' vocabulary was still very low. The information that the researcher got was that most of the students were not motivated and they had difficulty mastering vocabulary. The students said that the English teacher only

used textbooks and blackboards at school during the teaching and learning process.

They only pay attention to what the teacher explains or write the vocabulary written by the teacher on the blackboard. The teacher only requires students to memorize a few words, as a result students cannot memorize a few words well. This teaching method makes students bored because the media or technique is monotonous, only seeing, hearing, writing and then memorizing. Students do not feel happy when learning the material, they even feel pressured because they are required to memorize vocabulary. So, they feel bored, not enthusiastic about learning and lack of motivation. The scores can be seen in the table below:

Table 1.1

**The achievement of KKM at Fifth Grade of UPT
SDN 40 Tulang Bawang Tengah 2021/2022**

No	Class	Student's Score		Number of Students
		<65	>65	
1	5A	13	7	20
2	5B	15	5	20
Total		28	12	40
Percentage		70%	30%	100%

Source: Document of the English Teacher in UPT SDN 40 TBT

Based on the table above, it can be seen that many students who score low or score below the minimum completeness criteria (KKM) of the school, 70 (70%) students are in the failed category, and 30 (30%) are in the pass category. It can be concluded that the students' vocabulary is still very low. From the percentage score table, it shows that the students' vocabulary mastery is low. The researcher found so many difficulties when they were about to face final exams and even, they failed in certain subjects including English. They have problems understanding sentences, and the meaning of words.

To overcome this problem, English teachers must try to find ways or media in presenting the available in front of the class that are easier to understand and attract students' attention. This teaching media will make students bored and to overcome this situation, the teacher must provide other media that have an entertaining effect for students so that they feel happy to receive the material. There are so many media that can be used to increase students' vocabulary such as audio aids, audio visual aids and others. Examples of audio aids are radio, music, and examples of audio-visual aids are video, film/film, and television, etc. This means that the media is very effective for students to learn vocabulary. Cartoon media is a form of computer-based learning media which contains a combination of text, images, music, sound, and animation. The use of cartoon media can be used as an alternative for selecting learning media that is quite easy to apply.

The use of illustration (visual) media from various studies shows that it is very effective because the visual representations that are liked by children can be easily trained to understand the principles of the information they receive. A child is accustomed and educated to think abstractly-contextual through the media of cartoons. Based on research, cartoon media can be ascertained as an effective approach method for improving children's language. In terms of presentation, the use of cartoons in learning is more unique and preferred by children. Considering the importance of developing children's vocabulary as a means of communication, the researcher is encouraged to conduct research entitled: The Influence of WordWorld Cartoon to Enhance Vocabulary Mastery.

In this study the researcher uses a cartoon entitled "WordWorld" which we can watch or we can download from the Youtube application, this cartoon contains a lot of moral values and the use of good language in each episode. The cartoon "WordWorld" has several character values in it that can influence children's social behavior. Some of these

character values are relevant to the social development of elementary school-aged children, namely creative values, friendly or communicative values, curiosity values, social care values, and cooperation values. As stated by Kurniaty, Husna & Ernati explained that cartoons are an interesting medium. Effectively used to teach vocabulary, can increase children's enthusiasm and help children to understand and remember words better.⁵

It can be concluded that vocabulary is a whole word that refers to certain concepts contained in a language or sentence that has certain rules and rules. Vocabulary development can be developed using various media such as picture cards, story media, cartoon and so on.⁶ Cartoon are one of the learning media that can be used to help develop children's vocabulary. Because cartoons are media that present audiovisual and motion messages. Therefore, these give an impressive impression to the audience. The media of this cartoon is generally liked by children because of the attractive animated image characters.

C. Identification and Limitation of The Problem

1. Identification of The Problem

Based on the background of the problem above, the researcher identifies as follows:

- a. The students have difficulties in vocabulary mastery especially in noun
- b. The previous teaching media were still not effective enough to increase students' vocabulary skill

2. Limitation of The Problem

Based on the identification of problem above, the researcher limits the problem on using WordWorld cartoon to enhance vocabulary mastery in noun.

⁵ Kurniaty, F., Husna, L., & Ernati. 2014. *Teaching Vocabulary bu Using Cartoon Movis for JuniorHigh School Students*. E-Journal Bughatta University. Vol 3 (5).

⁶ Madyawati Lilis, *Strategi Pengembangan Bahasa pada Anak* (Jakarta: KENCANA, 2018)

D. Formulation of The Problem

Considering the background above, the researcher formulated the problem as follows:

Is there any significant influence of using cartoon media towards student vocabulary mastery at the fifth grade of UPT SDN 40 Tulang Bawang Tengah in Academic Year 2021/2022?

E. Objective of The Problem

The objective of the research is to know whether there is significance influence of using cartoon towards students' vocabulary mastery.

F. Significance of The Research

Hopefully, the result of this research will bring some benefits to the theoretical and practical use of language.

1. Theoretically, this research can add insight and develop knowledge related to children's language skills through at UPT SDN 40 Tulang Bawang Tengah in Academic Year 2021/2022.
2. Practically, the research findings are expected to be useful for:

- a. For another researcher

The result of this study can add insight and direct experience about how to increase children's language learning motivation, especially with cartoon media.

- b. For student

The students as research subjects, are expected to be able to gain hands-on experience of active learning, creative and fun through the medium of cartoon. Student will be motivated to learn to read faster and children's confidence.

- c. For english teachers

The teacher can increase knowledge and contribute ideas about how to increase children's language learning motivation, especially with cartoon media.

G. Relevant Research

The use of Audio-Visual Media (Cartoon Film) to teach vocabulary, one of them is Rosmaya Sinta Makasau, the title "Pembelajaran Kosa Kata Secara Insidental (Pada Anak) Melalui Film Kartun Berbahasa Inggris". This research discusses about Incidental Vocabulary Learning (In Children) Through English Cartoon Films. The results prove that the cartoon series Dora the Explorer really is contribute to language acquisition because of instructions and elements language covered in it. In addition, children get a lot and variety new vocabulary and phrases and sentences through the cartoon series Dora this explorer. Even they can do this incidental learning every day in a relaxed and fun atmosphere because cartoons are one of the children's worlds.⁷

The previous research by Dian Purnama, a student of English Language Education Department Faculty of Education and Teacher Training, UIN Ar-Raniry Banda Aceh. The title is "IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH ANIMATION MOVIE". The purpose of this research to investigate the improvement of using animation movie in improving students' vocabulary mastery and to find out the responses from students toward animation movie in improving vocabulary mastery. Based on the result of this research, the researcher could conclude that the vocabulary of students Darul Ulum in learning increased due to Animation Movie. In addition, the students showed very positive responses toward this media. While studying and learning process, they looked enthusiasm, quiet, happy, and relax. While studying and learning process, they looked enthusiasm, quiet, happy, and relax.⁸

⁷Sinta Rosyama, *Pembelajaran Kosa Kata Secara Insidental (Pada Anak) Melalui Film Kartun Berbahasa Inggris* 2017

⁸Purnama Dian, *Improving Students' Vocabulary Mastery Through Animation Movie*". UIN Ar-Raniry Banda Aceh. (2018)

H. Systematic and Discussions

The researcher discusses the research into structure below:

1. Chapter I Introduction

This chapter which is consists of the Title Confirmation, Background of the Problem, Identification and Limitation of the Problem, Formulation of the Problem, Objective of the Research, Significant of the Research, Relevant Research, and Systematic and Discussion.

2. Chapter II Literature Review

This chapter which is consists of the theories of Vocabulary, Learning Media, and Audio-Visual Media.

3. Chapter III Research Method

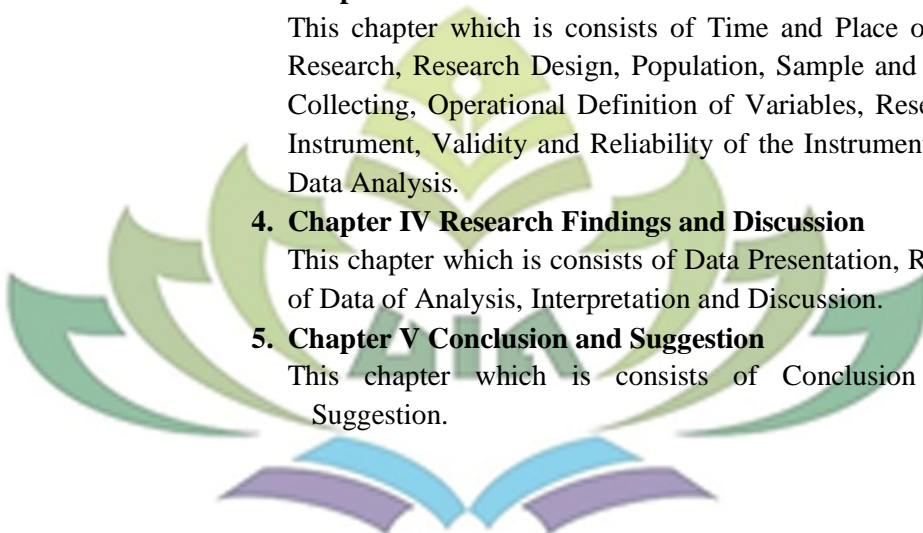
This chapter which is consists of Time and Place of the Research, Research Design, Population, Sample and Data Collecting, Operational Definition of Variables, Research Instrument, Validity and Reliability of the Instrument and Data Analysis.

4. Chapter IV Research Findings and Discussion

This chapter which is consists of Data Presentation, Result of Data of Analysis, Interpretation and Discussion.

5. Chapter V Conclusion and Suggestion

This chapter which is consists of Conclusion and Suggestion.



CHAPTER II LITERATURE REVIEW

A. Theories

1. Characteristics of Elementary School Students

Heruman stated that, Elementary school students generally ranged between 6 or 7 years to 12 or 13 years, they are in the concrete operational phase. The abilities that appear in this phase are the ability in the thought process to operate the rules logic, although it is still tied to concrete objects. Object concrete that can be captured by the five senses. Piaget in Susanto (2015: 77) states that each stage cognitive development in children, have different characteristics

The outline is grouped into four stages, namely:

1. Sensory motor stage (age 0-2 years), at this stage the child has not entering school age
2. Pre-operational stage (age 2-7 years), at this stage ability cognitive abilities are still limited. Children still like to imitate people's behavior others (especially parents and teachers).
3. Children begin to be able to use the right words and be able to express short sentences effectively;
4. The concrete operational stage (age 7-11 years), at this stage the child have begun to understand the cumulative aspects of matter, have the ability to understand how to combine several class of objects that vary in level, besides that the child has able to think systematically about objects and events concrete ones;
5. Formal operational stage (11-15 years old), at this stage children already in their teens, the cognitive development of students at this stage already has the ability to coordinate two variety of cognitive abilities simultaneously (simultaneously) or sequentially.

Based on the expert opinion, it can be concluded that characteristics of elementary school students who are

generally between the ages of 7-12 years, namely starting to have a high curiosity in a way investigate, try, and experiment about something that considered interesting for themselves, and students are able to understand how to combine several different classes of objects level, besides that students are able to think systematically about concrete objects and events.

Elementary school age children, have different characteristics with younger children. They love to play likes to move, likes to work in groups, and likes to feel or do something directly. Therefore, the teacher should develop learning that contains elements of the game, or create a fun learning atmosphere using interesting media and add to their learning enthusiasm, make students move or move, work or study in groups, as well as providing opportunities to be directly involved in learning.

2. Definition of Vocabulary

Richards stated that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.⁹ Vocabulary is a component of language that can affect macro function. Vocabulary is one of the language components that can affect macro skills. Vocabulary is a list of target language words. In addition, Richards and Schmidt stated that vocabulary is a set of lexemes, including single words, compound words, and idioms.¹⁰ Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc.; a list of words with their meaning, especially one that accompanies a textbook.

The definition shows that vocabulary is the first element, English learners must learn to master English very well. On the other hand, components and other English skills. Language vocabulary is always changing

⁹Richard, *Grammar and Vocabulary*, (Cambridge: 2019), p.28

¹⁰Ibid, p.34

and developing. When life becomes more complex, people devise or borrow new words to describe humans' activity. No one knows the exact number of words in the English vocabulary today. From the above interpretation, we can conclude that vocabulary is core component of language proficiency which consists of a set of lexemes, which includes single words, compound words, idioms; provide multiple bases for how well the learner speaks, reads, listens, and writes; and has in common with terms lexis" and lexicon".

In language learning, vocabulary occurs in building fluency in language. The purpose of vocabulary mastery is to make students have good language skills in language skills. it depends on the quality and quantity of the vocabulary they master. More and more vocabulary that can be mastered by students, they will get better skills which can be achieved by using language.

Based on the statement above, it can be concluded that vocabulary is one of the components of English that must be mastered and mastered by students in learning a new language. This shows one of the reasons for the emphasis on vocabulary in English learning. Within the vocabulary is the center of language teaching and learning. It plays an important role in the four language skills and contributes to learners to perform or practice their skills better. It means mastering vocabulary.

3. Level of Vocabulary

Nation in his book "Teaching and Learning Vocabulary", in Esna stated 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 a author round 3000 base word and large receptive vocabulary are needed. Scott

Thornbory state that they are seventh level of vocabulary such as.¹¹

Table 2.1
Level of Vocabulary

Level	Words
Easy Start	200 Words
Level One Beginner	300 Words
Level Two Elementary	600 Words
Level Three Pre-Intermediate	1.200 Words
Level Four Intermediate	1.700 Words
Level Five Upper-Intermediate	2.300 Words
Level Six Advanced	3.000 Words

Because the students are still at the beginner's level, the researcher took 200 words in her research, based on handbook of the teacher.

4. Importance of Vocabulary

Vocabulary is very important to learn. Vocabulary is a language component that have an important role in learning English. Vocabulary is the basis for learning English. In David Nunan's book, Hocket argues that vocabulary is the easiest aspect of a second language to learn and requires almost no formality attention in class. Rivers also argues that vocabulary is very important for successful use of a second language because, without a broad vocabulary, we would be unable to use the structures and functions we may have learned to

¹¹Scoutt Thornbury, *How to Teach Vocabulary, England*: Pearson Educational Limited, 2012, p.59.

understand communication.¹² It is concluded that, importance of vocabulary learning, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.¹³ It means if someone has little grammar, he can still convey something, but if he doesn't have vocabulary, he can't convey whatever. This shows how important vocabulary is for students in mastering it English.

6. Concept of Vocabulary

Language is formed by words. Michael and Anne stated that, vocabulary is about words. He also said that when we use language, we use words all the time, thousands of them.¹⁴ By having adequate vocabulary, a person will be able to communicate with others and express ideas clearly and easily. Hiebert and Kamil says, "Vocabulary is a collection of words that we know meaning when we speak or read orally and a collection of words as well which a person can use when writing and speaking."¹⁵ Vocabulary is the basic knowledge of language, especially in English. Vocabulary used by students to understand English sentences, in making sentences, students must know the words they want to use.

Vocabulary is important to master, because with vocabulary students can express their ideas and communicate with each other well. Important vocabulary in learn a language because without it, the learner cannot use language the communication with others. So, the quality of the student's language to some extent depends

¹²David Nunan. *Language Teaching Methodology*. (Prentice Hall International). p.117

¹³Norbert Schmitt. *Researching Vocabulary: A Vocabulary Research Manual*, (University of Nottingham: Palgrave Macmillan, 2012), p.3.

¹⁴Michael McCarthy, Anne O’Keeffe And, Steven Walsh, *Vocabulary Matrix Understanding, Learning, Teaching*, (Jason Mann, United Kingdom, 2012), p.1

¹⁵Elfrieda H. Hiebert ND Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*, (Lawrence Erlbaum Associates, London, 2012), p.3

on the quality of their knowledge of vocabulary. Based on the statement above, we can conclude that vocabulary is a list contains words with meaning in the language. It is clear to us that vocabulary is one of the most important things besides many factors in learning English. No vocabulary we cannot communicate well with the interlocutor, therefore vocabulary is an important component in English that must be mastered.

There are several aspects of vocabulary that must be learned or mastered by students in learning a foreign language, namely as follows:

a. Meaning of the word

The least problematic vocabulary problem, it seems, is meaning. Say meanings include: polysemy, antonym, synonym, hyponym, and connotation.

b. Expanding the Use of Words

However, the word not only has a different meaning. They can also be stretched and rotated to suit different contexts and different uses. We said that someone was in the mood is black or someone is yellow, but we don't really describe the color. In such a context black and yellow means something else. It often stretches throw away our set of metaphors using idioms. For example: "You are an apple in my eyes" this idiom shows that he is starting to praise someone

c. Word Combinations

Although words can appear as single items combined in a sentence. (Mongoose bites snake), they can also appear in two or more groups of items (Reptile's usually lightning-fast reaction disappoints him). They often combine with each other in a way that a competent speaker of the language can do recognize instantly, but everything else often feel strange. Types of words that unite in one language often completely different from the types of words that coexist in other.

d. Word Grammar

The last one is about the grammar of the word used by distinguishing the use of words based on the use of certain grammatical patterns such as nouns, verbs, adjectives, adverbs, etc., we make a distinction between countable and uncountable nouns. The former can be singular and plural. We can say one seat or two seats, etc. From these statements, it can be concluded that there are several aspects of vocabulary: they are word meanings, expand word use, word combinations and grammar. In this study, the researcher will focus on the words meaning and grammar of words because they have been studied by student.

7. Concept of Vocabulary Mastery

Vocabulary mastery is always being an essential part of English. Vocabulary is knowledge of the meaning of words. So, all knowledge of the word is vocabulary. That is, vocabulary is a vital part of language, because language is formed by words. If we have a good enough vocabulary, we will be able to communicate with others and express ideas clearly and easily. Lewis and Hill say that vocabulary mastery is very important for the student. Without having proportional English vocabulary, students will get some difficulties in using English.¹⁶ So, vocabulary is very important in the world of communication, the more vocabulary we have the higher our speaking skills.

Whereas mastery refers to having great skill at something or total dominate something. Mastery is from the master, which is one's knowledge able about the subject like a master painter.¹⁷ Mastering vocabulary means mastering the meaning and how to use it them in context. Cameron stated that vocabulary is central to

¹⁶Hill, Lewis. *Vocabulary*. (Singapore: 2015), p.15

¹⁷Website Vocabulary, Available At:
<https://www.vocabulary.com/dictionary/mastery>

learning basic level of foreign language.¹⁸ Students can learn foreign languages more easily.

There are four types of word classes in the existing vocabulary, namely:

- a. Nouns relate to the names of things such as places, plants, people and another. For example: john, student, house, desk, rose, rabbit leadership, human body.
- b. Verbs can be used to show the size and state of an object for example: work, write, go, and others.
- c. Adjectives are words that describe nouns that have grammatical properties ratio. For example: beautiful girl, good job, long hair, and others.
- d. Adverbs relate to how the process, time and where something occur. Example: today, tomorrow, definitely, maybe, etc.¹⁹

8. The Purpose of Vocabulary Mastery

Lynne Cameron stated, the purpose of mastering English vocabulary for students is to make them easier and can learn English.²⁰ Learning a language is learning its vocabulary. We cannot learn a language without vocabulary. It's impossible because the vocabulary is all the words we use in the language. But vocabulary mastery too depends on the quality of the individual to use his language. There are several criteria so that they can master or know the vocabulary in a target language.

Through vocabulary, students are able to master four language skills, namely listening, speaking, reading and writing. By having mastery of words students can communicate well and clearly with one another. Elementary school students do several ways in learning vocabulary. it will be developed when studying in junior

¹⁸Lynne Cameron, *Teaching Language to Young Learner*, (United Kingdom: Cambridge University Press, 2019), p.72

¹⁹Ibid.p.73

²⁰Ibid, p.88

high school. Students learn basically the word content of the vocabulary, because the learner is the main word that dominates English. Mastery of vocabulary is one of the factors to master English as a foreign language. This means that students have the ability to understand and use words and their meanings. The more vocabulary the students master, the better they will be do their language. By having a limited vocabulary, students will find difficulty in mastering English skills. By mastering vocabulary, they can form their English thinking that English is one of their subjects at school.

John Langan said, good vocabulary, more than any other factor.²¹ In addition, it is hoped that they will have more vocabulary, because it is easier for them to find new vocabulary and will help them learn English in their future junior high school, high school or even university level. So that they can use their English skills to communicate with other people from any country. By having knowledge of what the purpose is, mastery of vocabulary can be arranged or designed to achieve a goal. environmental support students in learning English vocabulary.

9. Concept of Teaching Vocabulary

Vocabulary is one of the language aspects which should be learn. Learning vocabulary is important because we are able to speak, write, and listen we have to know vocabulary first. A person said to „know“ a word if they can recognize its meaning of it and also understand and can use it in sentence context. Teaching vocabulary plays important role in acquisition foreign language. For this reason, teacher should pay more attention to the teaching and learning English vocabulary for children as the learners. Teacher should choose and apply some teaching techniques and media which are suitable with the students“ need based on the curriculum.

²¹ Langan John, *Sentence Skills with Reading*, (Singapore: 2018) p.55

Vocabulary mastery is very significant for the students as the basis of developing language skill. The students will not understand what the meaning of words in, when they communicate each other without mastering English vocabulary well. Considering the importance of mastery of vocabulary to improve language skills, student's vocabulary mastery should increase the entire words. Because, if the students to achieve the goal of teaching vocabulary is required creativity of teachers to organize learning vocabulary in accordance with the context that will be taught. Cameron said in her book *Teaching languages to young learners*, the list basic techniques by which teacher can explain the meaning of new words, all of which can be used in the young learner classroom:

By demonstration or pictures

- a. Using an object
- b. Using a cut-out figure
- c. Using gesture
- d. Performing an action
- e. Photographs
- f. Drawings or diagrams on the board
- g. Pictures from book (to these we might add moving images, from TV, video, or computer by verbal explanation)
- h. Analytical definition
- i. Putting the new word in a defining context
- j. Translation into another language.²²

From the statement above that we saw some of the many ways we can explain meaning, and when teaching vocabulary this is a major part of the teacher art. Students need to see word in context to see how they are used. The best way, perhaps, of introducing new words is for students to read texts or listen to audio tracks and see or hear those words in action. Vocabulary is basic element of

²²Lynne Cameron, p.85

language to understand the language; the learner should know the complexity of words; the teacher should decide how to teach vocabulary on the class.

10. Type of Vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by expert. One of explanation is explained by Thornbury. He explained that there are at least eight types of vocabulary.²³ There are noun, verb, adverb, adjective, pronouns, preposition, conjunctions, and determiner. The researcher just focuses on nouns in this research because they are included in syllabus. Those can be describing are:

a. Noun

Barbara Dykes stated that a noun is the name of an object. Everything there is has a name, whether you can see it or not.²⁴ There are several main types of nouns, namely common nouns (people, places, and things are called common nouns), proper nouns (names) certain people, places, and things), countable nouns and uncountable nouns, and plural nouns.

1) Common Nouns

These are the names of everyday objects that we can see, hear and touch.²⁵ These kinds of common noun:

a) Common nouns are words for things

These common nouns are words for nouns: ruler, chair, hammer, bicycle, truth, pen, table, saw, calculator, crayon, couch, axe, truck, television, pencil, loyalty, drill, ferry, refrigerator, book, lamp, ladder, train, stove, dictionary, carpet,

²³Scott Thornbury, *How Teach Vocabulary*, (Logman: Person Education Limited, 2012)

²⁴Barbara Dykes, *Grammar for Everyone Practical Tool for LearningAnd Teaching Grammar*, (Australia Cataloguing: Victoria Acer Press, 2011)

²⁵Ibid, p.21

lawn mower, bus, computer, courage, telephone, shovel, lazy printer, etc.

b) Common nouns are words for animals

These common nouns are words for animals: dog, puppy, cat, kitten, cow, calf, horse, foal, sheep, lamb, goat, kid, frog, tadpole, etc.

c) Common nouns are words for places

These common nouns are words for places: bank, airport, hotel gas station, library, park, museum, farm, mall, zoo, theater, factory, hospital, nursery, etc.

d) Common nouns are words for people who do certain things

The common nouns are words for people who do certain things: singer, manager, sailor, gardener, dancer, secretary, pilot, police, officer, etc.²⁶

2) Proper Noun

As mentioned before the proper noun is word that showed about names of particular people, places, and things. According to Sargeant, there are some kinds of proper noun such as:

a) The people's names people's names are proper nouns. Such as: Robbin Hood, Florence, etc.

b) The names of the days of the week and the moths of the year are proper nouns.

c) The names of special days and celebrations are also proper nouns.

3) Concrete and Abstract Nouns

A concrete noun is a word for a physical object that can be felt by sentences, we can see, touch, smell objects (flowers, girls). Abstract noun is a word for a concept, it is an idea that only exists in our minds (beauty, justice, man).

²⁶Howard Sargeant, *Basic English Grammar*, (Essex: Saddleback Educational Publishing, 2010)

4) Countable and Uncountable Nouns

Countable nouns (singular nouns) can be singular or plural: oven(s), exercise(s), etc. We use countable nouns to separate individual things like oven and practice, things we can count. Many countable nouns are concrete: table(s), cars, but there are also abstract ones: situations, ideas.²⁷

b. Verb

A verb is part of the backbone of any sentence, joined to a noun or subject as one of the two absolutely necessary elements of a complete sentence.²⁸ The verb lives in what grammarians call the predicate, which contains the verb plus all the words that relate specifically to it. The verb gives the subject act or express a state of affairs. Complete sentences only if they contain both a subject and a verb. Most verbs describe actions, so they called action verb. Action verb tell what people or thing are doing. Here common action verbs such as: drink, eat, etc.²⁹

c. Adjective

Adjective describe noun and pronoun. Phyllis stated that adjective describe noun and pronouns, adding color and clarity to sentences.³⁰ For the most part, you will find an adjective placed in front of the noun it modifies or describe. Besides, it can be group of word. Hence, its most usual position is before the noun or pronoun that is modifies, but it fills other positions as well. They give information about people, place, and things. There are kinds of adjective.

²⁷Ibid, p. 11.

²⁸Phyllis Dutwin, *English Grammar DeMYSTiFieD*, (United States: McGraw-Hill,2012)

²⁹ Howard Sargeant, *Op, Cit*, p.51.

³⁰Ibid, p.35

- a. Adjective about size of people or thing.
Example: a big house
a high mountain
- b. Adjective about color of things
Example: a red carpet
a black shoe
- c. Adjective about describing quality
Example: a beautiful woman
a rich family
- d. Adjective about what things is made of. They refer to substances
Example: a plastic fold
a paper bags

d. Adverb

Adverb is an adverb that functions to describe a verb or adjective. There are six types of adverbs, namely Adverb of Time, Adverb of Place, Adverb of Frequency, Adverb of Degree, Adverb of Manner, and Adverb of Purpose.

1) Adverb of Time

Adverb of Time is an adverb that stated the time of occurrence of an activity or event.

Example: I've been quite busy today.

2) Adverb of Place

Adverb of Place is an adverb that stated the place where an activity or event occurs.

Example: Let's eat somewhere.

3) Adverb of Frequency. Adverb of Frequency is a type of adverb used to express how often an event occurs.

Example: He goes to work every day.

4) Adverb of Degree is an adverb used to express how far the level or intensity of an event or activity is.

Example: I totally agree with you.

5) Adverb of Manner is an adverb that describes how an event occurs or is done.

Example: Tasya sings the song beautifully.

- 6) Adverb of Purpose is an adverb that explains the purpose or reason for doing an activity or event.

Example: I went to Bali to visit my nephew.³¹

B. Learning Media

1. Definition of Learning Media

The word media comes from Latin and is the plural form of the word medium which literally means intermediary or introduction. Learning media is a tool that is used by teachers so that learning activities take place effectively. Sadiman “Media is everything that can be used to channel messages from senders to recipients so that they can stimulate students' thoughts, feelings, concerns and interests and attention in such a way that the learning process occurs”.³²

Briggs (in Sadiman) argues that “media are all physical tools that can present messages and stimulate students to learn”.³³ Trianto says “Media as a component of learning strategies is a container of messages that the source or distributor wants to be forwarded to the target or recipient of the message, and the material to be conveyed is a message of learning, and that the goal to be achieved is the learning process”.³⁴

Based on some of the opinions of the experts above, it can be concluded that learning media is a tool used by teachers to help the success of learning and develop students' interest in learning. In this case, teachers, textbooks, e-learning and the school environment are learning media as a means of delivering learning messages

³¹Website of adverb, available at: <https://www.ruangguru.com/blog/mengenal-jenis-jenis-adverb-dalam-bahasa-inggris>

³²Sadiman, Arief S dkk. *Media Pendidikan Pengertian, Pengembangan dan Pemanfaatannya*. Raja Grafindo. (Jakarta: 2016)

³³Ibid, p.47

³⁴Trianto. *Mengembangkan Model Pembelajaran Tematik*. PT Prestasi Pustaka. (Jakarta: 2017)

which are carried out with direct learning models, namely by the way the teacher acts as a transmitter of information and in this case the teacher should use various appropriate media. Learning media is a teaching and learning tool. Everything that can be used to evoke thoughts, feelings, attention and abilities or skills of students so as to encourage the learning process.

Learning media can provide a concrete and direct learning experience to students. So, students will feel and see firsthand the relationship between theory and practice or understand the application of science in the field. Learning media can stimulate students to think critically, use imagination, abilities and attitudes are further developed, thus giving birth to creativity and works that are so innovative. Media can increase the efficiency of the learning process, because by using the media can reach students in different places, and within the scope which is not limited to a certain time. Learning media can solve educational problems or teaching both in the micro and macro scope.

Thus, it can be concluded that the use of media in classroom learning is a needs that cannot be ignored. This can be understood considering the process the learning experienced by students is focused on various activities to increase knowledge and insight for the provision of life in the present and the future. One of The effort that must be achieved is how to create a learning situation that enable the process of learning experiences in students by mobilize all learning resources and effective and efficient ways of learning. In this case, learning media is one of the effective supporters in learning assist the learning process.

2. Benefits of Learning Media

In general, the benefits of media in the learning process are facilitate interaction between teachers and students so that learning will be more effective and

efficient. Wina Sanjaya stated there is a very important contribution to use of media in learning, namely:

- a. Learning can be more interesting.
- b. Learning becomes more interactive with the application of theory learning and the principles of psychology that are accepted in terms of student's participation, feedback and reinforcement.
- c. The quality of learning can be improved.
- d. Delivery of learning messages can be more standardized. Every student who sees or hear the presentation through the media received the same message.
- e. The learning process can take place anytime and anywhere required.

The media used in learning is expected to provide benefits for students and teachers. The benefit of media for students is that it can help students to clarify information orders delivered and can help students to increase interest and motivation to learn. The benefits of media for teachers are to assist teachers in clarifying the material presented, as a tool for conveying perceptions between students and teachers and helping teacher to be able to present objects that are too big or too small that can be replaced with media image.

3. Types of Learning Media

The media used in education are various its kind. The media used in learning is adjusted with the learning material delivered. The various media in learning is visual media, audio media and audio media visual. Description of the various media in learning described as follows:

- a. Visual Media

Visual media including graphic media. Azhar Arsyad says, can facilitate understanding and

strengthen memory.³⁵ Visual media fosters students' interest in bridging the material content with the real world. Media visuals are effective when they are in a meaningful context. Visual media consists of pictures, charts, cartoons and maps.

b. Audio Media

Audio media is related to student hearing, for example radio, cassette. The messages which are conveyed in the audio media outlined in auditive symbols, both verbal and non-verbal.

c. Audio Visual Media

Is a medium that conveys learning messages in the form of sounds and images. Audio visual media such as film, video and television.

It can be concluded that learning media has a very important role in educational activities. Learning media that are used can help facilitate learning effectively and efficiently.

C. Audio-Visual Media

1. Cartoon Media

Cartoon are also known as animated films. Cartoon are a form of 2D (2D) animated images. The term animation comes from the Greek anima, means soul or life. Sibero stated that the word animation can also mean to give life object by moving the image object with a certain time. Cartoon is not always used for entertainment only, cartoon can also used for educational media, information, and other knowledge media. Cartoon is the illusion of motion created by the consecutive display of images of them become more interesting as the result of development of people's imagination. A cartoon is a special form of art to present amusing appearance with the

³⁵Website visual-media, Available at <https://text-id.123dok.com/document/7q053j8ly-definition-of-visual-media-kinds-of-visual-media.html>

help of colorful moving diagram exaggerated. In short it can be seen in cartoon how to shown people's imagination that is releaved in drawing forms. By using cartoon people can learn everything like human social and animal pictures and effects.

The literal meaning of cartoon is to bring life or move. Cartoonis a special mass media that delivers audio and visual display, which is packaged as attractive as possible with the aim of providing a display that makes it easier for the communicant to receive well or sometimes even confusing in the reception of the message between the lines. While cartoons are pictures with a funny appearance (which reflect a child's style image) of the cartoon made from cute pictures. Researcher concluded that a cartoon is a story that is shown in the media electronic with cute children's style pictures.³⁶

Kurniaty, Husna, & Ernati explain that cartoon is an interesting and effective medium to use teach vocabulary, able to increase children's enthusiasm for learn pronunciation, and help children to understand and remember better words.³⁷ Rosmayasinta Makasau said, it was confirmed that with a child watching a cartoon can get hundreds of vocabularies the word per semester if cartoon videos are more often presented. Noni Marlianingsih said that the use of public service media in the form of animated audio-visual media can increase a great sense of interest in learning and increase mastery of English vocabulary.³⁸

Cartoon are defined as works of art and copyright culture which is a mass communication medium of view – hearing which is made based on the principle of

³⁶ Novia Maulidya Dkk, *Kamus Bahasa Indonesia Lengkap* (Surabaya: CV Cahaya Agency,2013), h.224

³⁷ Husna, *Teaching Vocabulary by Using Cartoon Movies for Junior High School Students*, 7.

³⁸ Noni Marlianingsih, *Pengenalan Kosa Kata Bahasa Inggris Melalui Media Audio Visual (Animasi) Pada Paud*, *E-journal Ilmiah Kependidikan* Vol.3 No. 2 Juli 2016, Hal 133-140.

cinematography by being recorded on celluloid, video tapes, video discs, and or the resulting material other technological inventions in all shapes, types and sizes through chemical processes, electronic processes, or other processes, with or without sound, which can be demonstrated and/or projection systems other.

Cartoon is a visual change over time that gives a multimedia project immense power. The characteristics of cartoon are important in child development. Early childhood really admires and enjoy the cartoon. especially cartoon with characters like animal characters. Children like cartoon with good and funny characters, as for the characteristics of the good cartoon for early childhood. Cartoon is very useful to raise interest and generate young learners' motivation. By using lesson to more easily cartoon is interesting funny thinkable and easy to get that can be possible to use vocabulary.

The purpose of cartoon media is to help teachers easily convey messages to students so that students can master messages this is done quickly and accurately within the framework of the teaching and learning process carried out by the teacher, the use of cartoon media is intended so that students who are involved in this learning activity avoid symptoms of verbalism, namely knowing the words conveyed by the teacher but do not understand the meaning or meaning. This cartoon media is generally favored by children because of the interesting animated image characters. This is supported by a study conducted by Zamir's, et al, the data in this study provides the conclusion that television shows that are most liked by the public are mostly animated cartoon.³⁹

2. Benefits of Cartoon Media

Kemp and Dayton stated in Sukiyasa the benefits of cartoon media including the learning process becomes

³⁹ Ika Wahyu Wiranti, *Pengaruh Film Animasi Terhadap Motivasi Belajar Pada Anak Tk*, *Jurnal Ilmu pendidikan*. Pendidikan Anak Usia Dini, h.2.2015.8

more interactive, quality teaching increases, students' positive attitudes towards what learned can be improved, can change the positive role of the teacher, and arouse the will to act.⁴⁰ Cartoon can be used to convey an idea, information or message used in life. Animations can be used to convey messages to children as listeners or spectators in the scope of education, in cartoon education can be used to convey material in an activity so that children are easy to understand.

The benefits of cartoon in the process of activities, cartoon is like other media who have a role in the field of education, especially for improve the quality of an activity process, the benefits of cartoon include: *The first is* to be able to convey the message thoroughly visually and dynamic, *the second is* cartoon are able to attract children's attention very well easy, *the third cartoon* can present media that are more interesting and fun, *and the last is* visually and dynamically prepared by cartoon technology can facilitate the introduction process by way of demonstration.

3. Advantages and Disadvantages of Cartoon

The use of this cartoon media has advantages and disadvantages. The following describes the advantages and disadvantages of cartoon media. The advantages of cartoon media are as follows:

- a. Learning to use cartoon media can attract children's attention.
- b. By using media children feel more enthusiastic in learning.
- c. Make the process of stimulation and stimulation effective.

Watching cartoon is a common thing for children, even for some teenagers and adults who have become interested in the world since childhood. Most of them have a high

⁴⁰Wahyullah Alannasir. "Pengaruh Penggunaan Media Dalam Pembelajaran IPS Terhadap Motivasi Belajar Siswa Kelas IV SD Negeri Mannuruki". Journal of EST Vol. 2 No.2, (2016), p.88

interest in animation because they thinking cartoon has animaginative and heroic story, can affect imagination and creativity, and can be an alternative means of entertainment that can eliminate boredom of daily activities.⁴¹

As for some of the weaknesses of animation media in learning media to Artawan, among others:

- a. Requires sufficient creativity and skills
- b. Requires special software to open it
- c. Requires special equipment to use.⁴²

4. Principle In Using Cartoon In Teaching Vocabulary

Based on the procedure of using media in the classroom suggested by Sadiman and Abidin, and procedure of using in the classroom suggested by Hamalik.

Here are the steps:

a. Preparation

Before the teacher starts teaching in the classroom, the teacher must prepare materials at home.

- 1) The teacher chooses words that are relevant to the theme of the lesson (if discussing objects in class, words related to objects in class are: blackboard, table, chair...etc).
- 2) The teacher must know the meaning of these words and how to apply them in sentences, (for example; Tables - There are 20 desks in the class, Blackboard - Take notes on the blackboard).
- 3) The teacher should make a list of words before the class starts.

b. Application

In teaching vocabulary, a teacher should have a plan about suitable way and how to apply it in a classroom. Teaching vocabulary is directly related to some other language activities. Teaching vocabulary to young learners does not just simple present some words, but it

⁴¹Website, <http://journal.pcr.ac.id>

⁴²Artawan, *Media Pembelajaran*, (Raja Grafindo Persada: Jakarta 2017), p.27

has significant influence to the four language skills. To create a good environment, both teachers and students must follow several procedures. Students must carry out activities in the learning process based on the orders given by the teacher. There are three activities that must be considered by the teacher in teaching vocabulary using cartoon.

1) Pre-Teaching Activities

To stimulate students' background knowledge, the teacher must pre teach at the beginning of the class. There are several activities prior to the teaching phase, such as:

a. The teacher comes into the classroom and brings the selected cartoons for teaching purposes. It is best to choose a few cartoons that students know very well because may present extraordinary opportunities to increase vocabulary.

b. The teacher greets all students.

Teacher : "Good morning,

Student : "Good morning,

Teacher : "How are you today?".

Student : "Okay, and you?"

Teacher : "I am fine, thank you".

c. The teacher checks attendance and asks the previous lesson.

Teacher : "I will check your presence first, Dody".

Dody : "Present mother".

Teacher : "Ani...?".

Ani : "Yes ma'am".

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

Teacher : Alright, have you ever watched cartoons

Student : Yes ma'am.

Teacher : What is your favorite cartoon?

Students : SpongeBob, Dora the Explorer, Sinchan, Cinderella, WordWorld... ma'am!

Teacher : Where do you usually watch movies?

Student : At home, ma'am!

Teacher : Alright, today we will watch WordWorld Cartoon and our topic is about objects in class. Do you like observing objects around this classroom?

Student : Yes ma'am.

Teacher : Tell me what are the objects in the class?

Students : There are tables, chairs, blackboards, cupboards, trash boxes...etc.

Teacher : What are the objects that you often use in class?

Students : chairs, tables, pens, books, blackboards... ma'am!

2) Whilst-Teaching Activities

In teaching activities, teachers can carry out several activities such as: distributing selected materials to students and instructing them to carry out activities. Here, there are several teacher activities in teaching.

- a. The teacher divides the students into several groups. Each group consists of five students.
- b. The teacher presents a cartoon and then plays the video in front of the class.
- c. The teacher instructs each group to watch the movie and after they watch, ask some questions based on what they watched. As an example:

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

All students: "yes ma'am".

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

- d. The teacher instructs each group to write down the things they see in the movie. (It is better to

- replay the video one more time so that students can remember well the things in the film.)
- e. All groups discuss the meaning of the word based on several things in the video.
 - f. The teacher monitors Rina: "The film is about objects in class, ma'am".
Teacher : "Do you still remember some of the words in this movie?"
All students: "yes ma'am". Students working on assignments.
 - g. The teacher instructs each group to write things in the cartoon.
 - h. The teacher instructs each group to collect a report on the results of the discussion.
Teacher : "Okay, students finished? And now collect discussion report to me".

3) Post-Teaching Activities

Post-teaching activities are needed as a follow-up to what students have learned. Here, there are some activities in post-teaching that must be followed.

- a. The teacher gives practice to students by asking students to compose letters from animal cartoons.
As an example:
Teacher : Dear students, please arrange the letters below related to the cartoon, so that they become correct words. There are twenty words and I'll give you about 30 minutes to sort them out. Example: L-A-G-F The correct one is FLAG.
- b. After students finish, the teacher asks one of them to write the answer on the board. As a result, they can all see the correct and incorrect answers to the words in the animal cartoons.⁴³

⁴³Sadiman, Abidin, Hamalik dkk. *Media Pendidikan Pengertian, Pengembangan dan Pemanfaatannya*. Raja Grafindo. (Jakarta: 2016), p.56

D. WordWorld Cartoon

Figure 1.1
WordWorld Cartoon

WordWorld is an American children's CGI animated television series based on the book and wooden puzzles of the same name. WordWorld debuted on PBS Kids and was created by Don Moody, Jacqueline Moody, Peter Schneider and Gary Friedman. WordWorld is produced by The Learning Box and WTTW Chicago. This cartoon has a very good and attractive design quality, this film will spoil the eyes because it has a depiction of the atmosphere combined with bright colors, this will make children excited. In addition, the content of the storyline is very important. In this cartoon there are several characters such as sheep, shark, pig, ant, and others.

Through an innovative approach to audiences in word-rich places where objects spell the objects they represent, WordWorld aims to define children with words to inspire a love of words and reading. WordWorld empowers children as early readers by making important connections between letters, sounds, words and meanings necessary for reading. The ability to recognize, identify, and manipulate sound sequences represented in words. Through regular exposure to WordWorld, children will develop:

- a. An increasingly clear understanding that letters represent sounds, sounds make up words, and words stand for real things in the world.
- b. A growing awareness of letters and the sounds they represent.
- c. An emerging sensitive to and recognition of the following:
- d. Rhythmic words.
- e. The visual and auditory segments in words.
- f. Merging parts of words into words.
- g. A sample of letter-sound relationships.
- h. The concepts (though not the terminology) underlying such structures such as compound words, plurals, comparative and superlative.

Through regular exposure to WordWorld, children will develop a clearer understanding of vocabulary, grammatical structures, thinking strategies, and concept/content knowledge that will contribute to understanding. WordWorld aims to help children demonstrate increased awareness and/or understanding of:

1. New vocabulary items.
2. Literal question and answer relationship.
3. Concepts (though not necessarily terminology) underlying structures such as compound, plural, comparative and superlative words.
4. Context of problem solving.
5. The conclusion of a statement or action.
6. Story elements such as characters, settings, problems and solutions.
7. New concept and content background knowledge.⁴⁴

E. Hypothesis

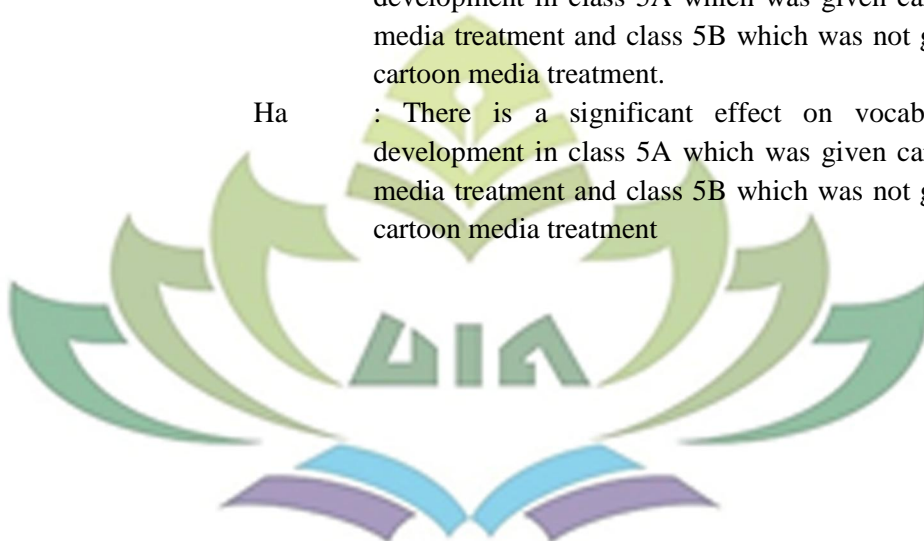
The hypothesis is a temporary answer to the problem formulation research where the formulation of the research problem has been stated in question form. It is said

⁴⁴Website WordWorld Movie, available at: <https://www.wordworld.com/about/word-world>

temporarily because the answer that given is based on the relevant theory not yet based on empirical facts obtained through data collection. From theory above it can be concluded that the hypothesis is a statement that must be proven to be true an assumption that arises temporarily must be proven true. Based on the opinion of the experts above the researcher concludes that a hypothesis is a statement that needs to be proven true. Assumptions that arise are temporary to prove actually and true must be tested based on the existing power in the field. The hypothesis in this research is:

Ho : There is no significant effect on vocabulary development in class 5A which was given cartoon media treatment and class 5B which was not given cartoon media treatment.

Ha : There is a significant effect on vocabulary development in class 5A which was given cartoon media treatment and class 5B which was not given cartoon media treatment



REFERENCES

- Arikunto, Suharsimi. *Prosedur Penelitian : Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta. Althof: 2016), p.18
- Artawan, *Media Pembelajaran*, (Raja Grafindo Persada: Jakarta 2017), p.27
- Barbara Dykes, *Grammar for Everyone Practical Tool for Learning And Teaching Grammar*, (Australia Cataloguing: Victoria Acer Press, 2011)
- David Nunan. *Language Teaching Methodology*. (Prentice Hall International). p.117
- Departemen Agama RI, *Al-Qur'an Dan Terjemahnya Al-Jumanatul 'Ali* (Bandung: CV Penerbit Jumanatul 'Ali-Art, 2014).
- Donald Ary, *Grammar*. (Singapore: 2019) p.236
- EkaSari Luh Putu, “*Penerapan Metode Bercerita Berbantuan Media Gambar Berseri Untuk Meningkatkan Kemampuan Berbicara Pada Kelompok Al*”, 4.1 (2016)
- Elfrieda H. Hiebert ND Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*, (Lawrence Erlbaum Associates, London, 2012), p.3
- Hadi Prijana Ido, *Information and Communication Technology* (Surabaya: ASPIKOM, 2015)
- Hill, Lewis. *Vocabulary*.(Singapore: 2015), p.15
- Howard Sargeant, *Basic English Grammar*, (Essex: Saddleback Educational Publishing, 2012)
- Husna, *Teaching Vocabulary by Using Cartoon Movies for Junior High School Students*, 7.
- Ika Wahyu Wiranti, *Pengaruh Film Animasi Terhadap Motivasi Belajar Pada Anak Tk*, *Jurnal Ilmu pendidikan*. Pendidikan Anak Usia Dini, h.2.2015.8
- Jack R Frankel and Norman E. Wallen, p.154

- John W. Creswell, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative research 4th Ed.* (Boston:Pearson Education, 2015) p.299.
- Kalean Imayati, *Speaking Skill Improvement by Using Movie as Media at First Grade of SMP Negeri 13 Malang.* (2015)
- Khosiin Khamam, *Pendidikan Islam Dinamika dan Tantangan Masa Depan,* (Malang: Inteligencia Media), h.59
- Kurniaty, F., Husna, L., & Ernati. 2014. *Teaching Vocabulary bu Using Cartoon Movis for JuniorHigh School Students.* E-Journal Bunghatta University. Vol 3 (5).
- Langan John, *Sentence Skills with Reading,* (Singapore: 2018) p.55
- Lynne Cameron, *Teaching Language to Young Learner,* (United Kingdom: Combridge University Press, 2019), p.72
- Madyawati Lilis, *Strategi Pengembangan Bahasa pada Anak* (Jakarta: KENCANA, 2018)
- Michael McCarthy, Anne O’Keeffe And, Steven Walsh, *Vocabulary Matrix Understanding, Learning, Teaching,* (Jason Mann, United Kingdom, 2010), p.1
- Noni Marlianingsih, *Pengenalan Kosa Kata Bahasa Inggris Melalui Media Audio Visual (Animasi) Pada Paud,* E-journal Ilmiah Kependidikan Vol.3 No. 2 Juli 2016, Hal 133-140.
- Norbert Schmitt. *Researching Vocabulary: A Vocabulary Research Manual,* (University of Nottingham: Palgrave Mancmillan, 2010), p.3.
- Novia Maulidya Dkk, *Kamus Bahasa Indonesia Lengkap* (Surabaya: CV Cahaya Agency,2013), h.224
- Phyllis Dutwin, *English Grammar DeMYSTiFieD,* (United Stated: McGraw-Hill,2010)
- Purnama Dian, *Improving Students’ Vocabulary Mastery Through Animation Movie".* UIN Ar-Raniry Banda Aceh. (2018)
- Richard, *Grammar and Vocabulary,* (Cambridge: 2019), p.27

Sadiman, Abidin, Hamalik dkk. *Media Pendidikan Pengertian, Pengembangan dan Pemanfaatannya*. Raja Grafindo. (Jakarta: 2016), p.56

Satrianawati, *Media dan Sumber Belajar* (Sleman: DEEPUBLISH, 2018), h.23

Scoutt Thornbury, *How to Teach Vocabulary, England: Pearson Educational Limited*, 2012, p.59.

Sinta Rosyama, *Pembelajaran Kosa Kata Secara Insidental (Pada Anak) Melalui Film Kartun Berbahasa Inggris 2017*

Sugiyono, *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif dan R&D*. Bandung:Alfabeta, 2019), p.129

Trianto. *Mengembangkan Model Pembelajaran Tematik*. PT Prestasi Pustaka. (Jakarta: 2017)

Wahyullah Alannasir. “*Pengaruh Penggunaan Media Dalam Pembelajaran IPS Terhadap Motivasi Belajar Siswa Kelas IV SD Negeri Mannuruki*”. *Journal of EST* Vol. 2 No.2, (2016), p.88

Website of adverb, available at:
<https://www.ruangguru.com/blog/mengenal-jenis-jenis-adverb-dalam-bahasa-inggris>

Website visual-media, Available at <https://text-id.123dok.com/document/7q053j8ly-definition-of-visual-media-kinds-of-visual-media.html>

Website Vocabulary, Available At:
<https://www.vocabulary.com/dictionary/mastery>

Website, <http://journal.pcr.ac.id>

Yono, “*Metode Penelitian Kombinasi (mixed methods)*”, 21.