

INCREASING STUDENTS' VOCABULARY MASTERY BY WATCHING CARTOON VIDEO AT SMP NEGERI 1 BELOPA

A Thesis

*Submitted as Partial Fulfilment for the Attainment of S.Pd. Degree
in English Language Education Study Program of Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo*



IAIN PALOPO

Proposed by:

AINUN AWALIAH
18 0202 0172

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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2025**

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



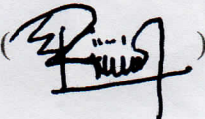


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THESIS APPROVAL

This thesis entitled "Increasing Students' Vocabulary Mastery By Watching Cartoon Video At SMP Negeri I Belopa", which is written by Ainun Awaliah Asdar, Reg. Number 1802020172, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination (Munaqasyah) which was carried out on Friday 21th March, 2025 and coincided in Ramadhan 21th 1446 H it is authorized and acceptable as a partial fulfilment requirement for S.Pd. degree in English Language Education Study Program.

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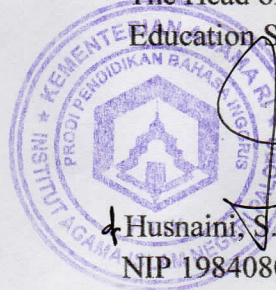
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ABSTRACT

Ainun Awaliah, 2024. *“Increasing Students’ Vocabulary Mastery by Watching Cartoon Video at SMP Negeri 1 Belopa”* A thesis of English Language Education Study Program of Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by Amalia Yahya and Ermawati.

This research aims to determine whether using cartoon videos enhances the vocabulary mastery of eighth-grade students at SMP Negeri 1 Belopa. This study employs a pre-experimental design, specifically the One-Group Pretest-Posttest approach, involving a single experimental group for pre-test and post-test assessments. The population of this study consists of all eighth-grade students at SMP Negeri 1 Belopa, totaling eighty students. Thirty students from the eighth grade were selected for the study during the 2023/2024 academic year. The analysis of pre-test and post-test results reveals a significant improvement in students' vocabulary mastery after exposure to cartoon videos. The average pre-test score was 51.11, categorized as "Poor," while the post-test average increased to 58.88, falling under the "Fair" category. A paired t-test yielded a t-value of 4.108, surpassing the critical t-table value of 2.045 at a significance level 0.000, indicating a statistically significant difference between pre-test and post-test results. Additionally, the correlation coefficient between the two tests was 0.866, demonstrating a strong positive relationship, whereby students who performed well in the pre-test also tended to achieve higher scores in the post-test. Therefore, it is concluded that using cartoon videos as a learning medium effectively improves students' vocabulary mastery.

Keywords: *Vocabulary Mastery, Cartoon Videos, Pre-Experimental Design.*

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is a fundamental component of language acquisition, encompassing the lexicon or specialized sets of words one endeavors to acquire. It can be categorized into receptive (words comprehended when encountered) and productive (words employed in one's expression)¹. Norbert and Diane define vocabulary as the collection of words utilized for communication, enabling the transmission of information, underscoring its crucial role in language acquisition². Indeed, vocabulary serves as the gateway to language proficiency, forming the very scaffolding of linguistic structure. Devoid of a rich lexicon, language would lack coherence and structure.

Central to language learning and utilization, vocabulary constitutes the essence of linguistic competence, facilitating effective communication and expression of ideas. Without a robust vocabulary repertoire, individuals would struggle to convey meaning and engage in meaningful discourse within a given language³. Vocabulary mastery is essential for articulating thoughts, organizing

¹ David K. Dickinson et al., "Teaching for Breadth and Depth of Vocabulary Knowledge: Learning from Explicit and Implicit Instruction and the Storybook Texts," *Early Childhood Research Quarterly* 47 (2019): 341–56, <https://doi.org/10.1016/j.ecresq.2018.07.012>.

² Norbert Schmitt and Diane Schmitt, *Vocabulary in Language Teaching* (Cambridge University Press, 2020).

³ Naeem Afzal, "A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education," *Arab World English Journal* 10, no. 3 (2019): 81–98, <https://doi.org/10.24093/awej/vol10no3.6>.

ideas into coherent sentences, and comprehending information⁴. As highlighted by McQuillan, although vocabulary acquisition may be incidental to the primary objectives of language instruction, educators must adopt effective pedagogical strategies to foster vocabulary development⁵. Failure to do so may result in pedagogical monotony, diminishing students' engagement and enthusiasm for learning.

The use of media in vocabulary instruction plays a crucial role in addressing vocabulary learning challenges. Media, such as videos, images, and digital tools, provide contextualized exposure to new words, making vocabulary learning more interactive and engaging. Through visual and auditory stimuli, students can associate words with real-life situations, which enhances retention and comprehension. Unlike traditional rote memorization, media-based learning encourages active participation, allowing students to see, hear, and use vocabulary in meaningful contexts⁶. Furthermore, multimedia resources, such as cartoon videos, create a stimulating learning environment that increases motivation and reduces students' anxiety in using new words⁷. By integrating media into vocabulary instruction, educators can facilitate a more effective and enjoyable learning experience, ultimately improving students' vocabulary mastery.

⁴ Rusdiana Junaid, Paldy, and Arini Hasan, "The Use of Fly Swatter Game to Improve Students' Vocabulary Mastery," *Journal of English Language Teaching and Applied Linguistics* 4, no. 3 (2022): 120–28, <https://doi.org/10.32996/jeltal.2022.4.3.11>.

⁵ Jeffrey Lawrence McQuillan, "The Inefficiency of Vocabulary Instruction," *International Electronic Journal of Elementary Education* 11, no. 4 (2019): 309–18, <https://doi.org/10.26822/iejee.2019450789>.

⁶ Thi Thao Nguyen Nguyen, "A Review of the Effects of Media on Foreign Language Vocabulary Acquisition," *International Journal of TESOL & Education* 1, no. 1 (2021): 30–37, <https://i-jte.org/index.php/journal/article/view/5>.

⁷ Yudhi Arifani, "Cartoon Video-Assisted Learning: An Investigation into the Acquisition of EFL Children's Incidental Vocabulary," *Call-Ej* 21, no. 2 (2020): 17–31.

The researcher unearthed a series of noteworthy issues in a preliminary SMP Negeri 1 Belopa survey⁸. Firstly, students exhibit a pronounced lack of self-confidence in utilizing vocabulary during oral communication tasks, primarily due to vocabulary acquisition and pronunciation accuracy deficiencies. Secondly, the prevailing emphasis on traditional and routine English instruction within the school setting has contributed significantly to a noticeable lack of motivation among students to expand their vocabulary repertoire. Thirdly, students often encounter feelings of discomfort when initially attempting to employ new vocabulary in conversation, which greatly hampers their enthusiasm for vocabulary acquisition. Fourthly, this pervasive reluctance notably diminishes students' intrinsic motivation to participate in activities to enhance their vocabulary skills actively. Lastly, educators frequently employ didactic and teacher-centered teaching methodologies in English language instruction, wherein extensive explanations are predominantly delivered to the entire class⁹. Consequently, students are afforded limited opportunities to effectively utilize and expand their vocabulary, impeding their overall communicative competence.

To address these challenges, educators must incorporate various instructional tools into teaching and learning, particularly when focusing on spoken English. Media resources assume a significant role in enhancing the effectiveness of English language education. Within the teaching and learning context, instructors

⁸ Alyesa Adelia Putri, "Using Flipped Learning to Enhance the Students Writing Ability in Classroom," *Personal Interview* (Researcher's House, n.d.).

⁹ Husnaini et al., "Teachers' Strategies in Teaching Speaking at High Schools: Obstacles and Challenges," *Linguistics Initiative* 4, no. 2 (2024): 243–62.

must be able to choose and apply suitable and efficient media resources¹⁰. Using cartoon videos is a valuable proposal among the suggested media options. Integrating cartoon videos into English instruction is one of the most effective approaches to offer students additional avenues for comprehending subject matter, with particular emphasis on improving their vocabulary mastery. This pedagogical strategy serves to enhance students' proficiency in vocabulary.

Cartoons, with their tendency to exaggerate specific aspects, serve as valuable tools for emphasizing pertinent teaching and learning points. They provide a neutral platform where students can respond, engage in humorous interpretations, and interact with these exaggerations individually, in pairs, in small groups, and in larger class settings. Research by Jamal, Ibrahim, and Surif demonstrated that cartoons capture learners' attention effectively while fostering a non-intimidating learning environment, promoting critical thinking, and enhancing English skills¹¹. Another study by Şanlıtürk and Zeybek indicated that exposure to cartoons empowers language learners to articulate proactive and engaging oral responses during classroom discussions, fostering depth, enthusiasm, and increased self-assurance. This boost in confidence is attributed to cartoons creating a conducive, low-affective-filter atmosphere for learning¹². Additionally, Gamage highlights

¹⁰ Husnaini Husnaini, "Development of Self Esteem-Oriented Micro Teaching Materials for IAIN Palopo English Education Students," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no. 1 (2022): 538–60, <https://doi.org/10.24256/ideas.v10i1.2408>.

¹¹ Siti Najihah Binti Jamal, Nor Hasniza Binti Ibrahim, and Johari Bin Surif, "Concept Cartoon in Problem-Based Learning: A Systematic Literature Review Analysis," *Journal of Technology and Science Education* 9, no. 1 (2019): 51–58, <https://doi.org/10.3926/jotse.542>.

¹² Arda Daniştay Şanlıtürk and Gülçin Zeybek, "The Effect of Using Digital Concept Cartoons in Science Lesson on Students' Achievement," *Journal of Science Learning* 5, no. 1 (2022): 1–13, <https://doi.org/10.17509/jsl.v5i1.32097>.

students' preference for using cartoons in language learning due to their ability to cultivate a low-affective-filter environment, ultimately fostering high motivation and confidence and potentially enhancing memory retention and various language skills¹³.

Based on the rationales above, the researcher concludes that students are expected to enhance their vocabulary mastery through instructional media, particularly cartoon videos with English content. It is envisaged that English cartoon videos may improve students' vocabulary.

The innovative approach utilized by the researcher to enhance students' vocabulary acquisition stands out as a novel contribution to this study. The primary objective of this research is to facilitate vocabulary improvement among students by employing a unique methodology involving voice-over activities on pre-recorded cartoon videos. Unlike conventional practices observed in previous studies, this technique requires students to attentively analyze the dialogue in the initial viewing and reproduce it through voice-over during the subsequent viewing session. Previous research predominantly relied on passive viewing of cartoon videos, followed by activities like role-playing or extracting thematic conclusions from the film for presentation. In contrast, the method proposed in this study emphasizes active student participation through voice-over tasks, fostering a deeper understanding and retention of the vocabulary presented in the material.

¹³ Sandamali Gamage, "Cartoons as an Authentic Supplementary Teaching Tool in English as a Second Language Classrooms," *Advances in Language and Literary Studies* 10, no. 1 (2019): 107, <https://doi.org/10.7575/aiac.all.v.10n.1p.107>.

Aligned with the identified concern, the researcher utilized cartoon videos as an instructional tool to improve the students' vocabulary mastery. Specifically chosen for their potential to enhance vocabulary mastery, these videos were a focal point in the research. The innovative approach involved guiding students through repeated viewings of the cartoon videos, encouraging attentive observation of the conversations depicted in the initial screening.

B. Research Question

Based on the background above, the research question is: can cartoon videos improve students' vocabulary mastery in SMP Negeri 1 Belopa?

C. Research Objective

The research objective is to determine whether or not using cartoon videos improves the vocabulary mastery of SMP Negeri 1 Belopa students.

D. Research Significances

The significance of this research consists of the following:

1. Theoretical Significance
 - a. In the future, the next researcher could use the study results as a guide according to their research needs.
 - b. The research findings could provide references for teachers in the future to teach vocabulary by using cartoon videos.
2. Practical Significance
 - a. For the students

This research could help the students understand the meaning of English and mastery vocabulary.

b. For the teacher

This research would help the teacher find a new teaching media to improve students' vocabulary mastery.

c. For the next researcher

The result of this research will support the next researcher in utilizing cartoon videos to increase students' vocabulary mastery.

E. Research Scope

Based on this case, the scope of the research is restricted to improving students' vocabulary mastery at SMP Negeri 1 Belopa. The vocabularies of this research emphasize nouns, adjectives, and verbs.

F. Definition of Key Terms

1. Vocabulary Mastery

Vocabulary mastery is the ability of an individual to master and use vocabulary effectively in a particular language. It involves understanding words in various contexts, recalling and using them accurately in conversation or writing, and comprehending the meanings and nuances of different words.

2. Cartoon Video

Cartoon videos are clips that use colorful illustrations, often with humorous or exaggerated elements, to tell stories or convey information engagingly and entertainingly.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

There are some researches relevant to this research, those are:

Duran, Aktay, and Kuru have performed research to improve the speaking skills of primary school students instructed in a multigrade class through cartoons. This research observed that the speech errors of the students decreased. At the same time, it was determined that there was an increase in the students' speaking time and the number of words and sentences they used. The most important and positive change occurred in the psychological dimension of speech. Students' motivation increased, and they started to behave more comfortably when speaking. In this direction, their anxiety decreased, and their desire to speak increased. Furthermore, positive changes occurred in the students adjusting their tones and sound intensities. The words spoken by the students became more comprehensible¹⁴.

This research and above research utilize cartoon videos to enhance students' language skills, showing positive results. This research focuses on improving eighth graders' vocabulary mastery using a pre-experimental One-Group Pretest-Posttest design, analyzing statistical differences in test scores. In contrast, the above research, employing action research, aims to enhance speaking skills among third- and fourth-grade students in a multigrade class through observations, interviews, and documentation. While this research measures vocabulary improvement through

¹⁴ Ceren Duran, Emel Güvey Aktay, and Oğuzhan Kuru, "Improving The Speaking Skill of Primary School Students Instructed in a Multigrade Class through Cartoons," *Participatory Educational Research* 8, no. 4 (2021): 44–63, <https://doi.org/10.17275/per.21.78.8.4>.

test scores, the above research emphasizes reducing speech errors, increasing word usage, and boosting confidence. Despite these differences in methodology and focus, this research and above research demonstrate the effectiveness of cartoon videos in language learning.

Furqan and Shabir have researched vocabulary and cartoon videos and how to teach vocabulary by using cartoon videos. Based on the result of this study, it is accepted to be good information for many teachers, especially English teachers. It is one solution that can be used as an appropriate method in teaching-learning processes. It could be an alternative that could be used in teaching¹⁵.

This research and above research investigate the use of cartoon videos to enhance students' vocabulary mastery and demonstrate significant positive effects. This research employs a pre-experimental One-Group Pretest-Posttest design with 30 eighth-grade students, showing an improvement in vocabulary scores after using cartoon videos. The above research, using an experimental design with control and experimental groups, focuses on students aged 7 to 14 and finds that the experimental group outperforms the control group in vocabulary acquisition. Despite differences in methodology and sample scope, this research and above research conclude that cartoons are an effective tool for vocabulary instruction.

Nhung and Dieu have conducted research to examine the impact of the use of cartoons on the speaking and listening skills of students in a primary school in a rural area in Vietnam and their attitudes towards the use of cartoons as a learning

¹⁵ Muhammad Furqan and Muhammad Shabir, "The Use of Cartoon Video in Teaching Students Vocabulary," *English Journal* 15, no. 2 (2021): 93, <https://doi.org/10.32832/english.v15i2.5537>.

tool in their English classes. The findings show that the English speaking and listening skills of the students in the experimental group improved more significantly than those of the students in the control group. Besides, the students in the experiment group expressed positive attitudes towards watching cartoons in English classes¹⁶.

This research and above research explore the use of cartoon videos in English language learning and demonstrate their positive impact on students' skills. This research focuses on vocabulary mastery among eighth-grade students at SMP Negeri 1 Belopa using a pre-experimental One-Group Pretest-Posttest design, showing a significant improvement in scores after exposure to cartoon videos. The above research examines the effects of cartoons on the speaking and listening skills of fifth-grade students in a rural Vietnamese school using an experimental design with control and experimental groups. While this research and above research highlight the effectiveness of cartoons in language learning, this research emphasizes vocabulary acquisition, whereas the above research investigates broader language skills and students' attitudes toward cartoons as a learning tool. Despite differences in focus, this research and above research support the integration of visual media to enhance English proficiency.

Yudhi Arifani conducted a study to examine the effectiveness of children's at-home incidental vocabulary learning using cartoon videos, both with and without captions. The research also analyzed children's responses to the implementation of

¹⁶ Le Thi Thuy Nhung and Tran Doan Vuong Dieu, "Impacts of Using Cartoons as an Instructional Tool on English Communicative Skills of Young Learners at a Vietnamese Primary School," *Ho Chi Minh City Open University Journal of Science - Social Sciences* 10, no. 2 (2020): 78–86, <https://doi.org/10.46223/hcmcoujs.soci.en.10.2.553.2020>.

these two methods. This at-home experimental study involved 30 EFL children (14 males and 16 females) with no prior English background. The results indicated that children who learned incidental vocabulary through short cartoon videos with captions for thirty minutes at home achieved better outcomes than those who watched the same videos without captions. Additionally, EFL children in both groups, despite having no prior English background, responded positively to the implementation of both methods¹⁷.

This research and above research investigate the use of cartoon videos to enhance students' vocabulary learning, but they differ in context and methodology. This research focuses on eighth-grade students at SMP Negeri 1 Belopa, employing a pre-experimental One-Group Pretest-Posttest design to measure vocabulary improvement in a formal school setting. In contrast, above research examines at-home incidental vocabulary learning among EFL children with no prior English background, comparing the effectiveness of cartoon videos with and without captions using an experimental approach. While this research and above research confirm the positive impact of cartoon videos on vocabulary acquisition, this research emphasizes structured classroom learning, whereas above research highlights independent learning at home.

Nermeen Singer conducted a study to examine the benefits of incidental learning, its effective implementation in classrooms with English Language Learners (ELLs), and findings from previous studies that used cartoons as a method

¹⁷ Arifani, "Cartoon Video-Assisted Learning: An Investigation into the Acquisition of EFL Children's Incidental Vocabulary."

for incidental vocabulary acquisition among students, including ELLs. The study recommends incorporating incidental learning as one of the strategies for acquiring second-language vocabulary among ELLs. However, it emphasizes that teachers should combine this approach with intentional learning to ensure long-term retention. Additionally, the study suggests using cartoons with subtitles for students with basic or limited proficiency in a second language, as this approach effectively supports and scaffolds ELLs in general classroom settings¹⁸.

This research and above research emphasize the role of cartoon videos in vocabulary acquisition among language learners, though they differ in approach. This research investigates the impact of cartoon videos on vocabulary mastery among eighth-grade students at SMP Negeri 1 Belopa using a pre-experimental design, demonstrating significant improvement in test scores. The above research explores incidental vocabulary learning through cartoons for English Language Learners, analyzing its effectiveness and recommending the integration of subtitles and intentional learning for better retention. While this research and above research highlight the benefits of cartoons in language learning, this research focuses on structured classroom instruction, whereas above research advocates for a broader application of incidental learning strategies.

¹⁸ Nermeen Singer, "Cartoons as the Incidental Vocabulary Acquisition Tool for English Language Learners," *Arab World English Journal* 13, no. 1 (2022): 330–41, <https://doi.org/10.24093/awej/vol13no1.21>.

B. Some Pertinent Ideas

1. Vocabulary

a. The Definition of Vocabulary

As defined by authoritative sources, vocabulary encompasses the lexicon or set of words utilized within a specific language. Oxford Dictionary characterizes it as "the body of words used in a particular language"¹⁹, while Chen describes it as "the total number of words of a language."²⁰ Putri emphasizes the crucial role of vocabulary in students' lives and prospects, highlighting its significance as a foundational aspect of language acquisition. She argues that mastery of vocabulary precedes proficiency in English language skills²¹. Ghalebi, Sadighi, and Bagheri further reinforce this notion, asserting that a comprehensive vocabulary correlates with enhanced proficiency in English language skills²². Resky and Sabaruddin echo these sentiments by underlining the pivotal role of vocabulary mastery in developing language skills, including perception, fluency in speaking, and writing proficiency²³. In alignment with these perspectives, the researcher defines vocabulary as a collection of words or phrases constituting a language's fundamental components.

¹⁹ Ja and Weiner Simpson, *Oxford English Dictionary* (Oxford University Press, 1989).

²⁰ Ruiying Chen, "A Review of Cooperative Learning in EFL Classroom," *Asian Pendidikan* 1, no. 1 (2021): 1–9, <https://doi.org/10.53797/aspen.v1i1.1.2021>.

²¹ Putri Ramadhani, "The Effect of Hangman Game Towards Students' Vocabulary Mastery," *Bright Vision Journal of Language and Education* 2, no. 2 (2021): 262–77.

²² Rezvan Ghalebi, Firooz Sadighi, and Mohammad Sadegh Bagheri, "Vocabulary Learning Strategies: A Comparative Study of EFL Learners," *Cogent Psychology* 7, no. 1 (2020), <https://doi.org/10.1080/23311908.2020.1824306>.

²³ Resky Indrayana Uda Patmi and Sabaruddin Sabaruddin, "Communicative Language Teaching With Realia To Enhance Students' English Vocabulary," *JLE: Journal of Literate of English Education Study Program* 2, no. 2 (2021): 37–45, <https://doi.org/10.47435/jle.v2i2.733>.

b. Kinds of Vocabulary

According to Celce-Murcia, vocabulary can be categorized into two primary types²⁴:

- 1) Function words, or grammatical words, convey grammatical relationships within sentences rather than carrying specific lexical meanings. These words, which belong to closed word classes, are resistant to change and typically remain relatively few in number. They are considered lexically unproductive and exhibit minimal variation in form. Function words are further classified into productive and receptive vocabulary. Productive vocabulary encompasses lexical terms students can recall and appropriately utilize in spoken and written communication. Students must comprehend and utilize these words effectively. In contrast, receptive vocabulary comprises words that students recognize and understand in the context of reading and listening but may not actively use in their communication.
- 2) In contrast to function words, content words represent vocabulary items primarily belonging to open-word classes, such as nouns, verbs, adjectives, and adverbs. These words contribute to the substantive content of language and are essential for conveying specific meanings. Content words should be distinguished from function words and are typically taught as part of vocabulary instruction rather than grammar. Educators must clearly understand the vocabulary that students need to master, encompassing both function and content

²⁴ Elite Olshtain and Marianne Celce-Murcia, *Discourse and Context in Language Teaching: A Guide for Language Teachers* (Cambridge University Press, 2000).

words. Both types of vocabulary play crucial roles in foreign language acquisition, with function words facilitating grammatical structure and content words enriching the expressive capacity of language. For instance, in the sentence "The cat jumped over the fence," "the" serves as a determiner (a function word), while "over" functions as a preposition (another function word), and "cat" and "fence" are content words (nouns).

According to Dang, various types of vocabulary can be identified, encompassing²⁵:

1) Active Vocabulary

Words and phrases are actively employed by individuals in their spoken and written communication, reflecting their comfort and confidence in usage.

2) Passive Vocabulary

Words and phrases are comprehended by individuals when encountered in reading or listening but are not frequently utilized in their communication.

3) Basic Vocabulary

Foundational words, including pronouns, articles, common verbs, and nouns, were essential for everyday communication.

4) Specialist Vocabulary

Terminology and jargon are associated with specific fields or subjects, such as medical, legal, or scientific terms.

²⁵ Thi Ngoc Yen Dang, *Corpus-Based Word Lists in Second Language Vocabulary Research, Learning, and Teaching*, *The Routledge Handbook of Vocabulary Studies*, 2019, <https://doi.org/10.4324/9780429291586-19>.

5) Academic Vocabulary

Words prevalent in educational and scholarly texts are often characterized by complexity or formality.

6) Technical Vocabulary

Words about technology and specific technical domains like computer science, engineering, or electronics.

7) Colloquial Vocabulary

Informal and conversational words and expressions typical in casual communication among friends or within social groups.

8) Formal Vocabulary

The polite and appropriate language is utilized in formal contexts such as business, official correspondence, or academic writing.

9) Slang

Informal language is localized and utilized within particular groups, generations, or subcultures, often subject to rapid change.

10) Archaic Vocabulary

Words were once used but are now considered outdated in modern language usage.

11) Loanwords

Words borrowed from other languages and assimilated into a specific language's vocabulary, such as "sushi" from Japanese or "pizza" from Italian.

12) Homophones

Words share the same pronunciation but differ in meaning and spelling, like "two," "to," and "too."

13) Synonyms and Antonyms

Sets of words with similar or opposite meanings are exemplified by "happy" and "joyful" as synonyms and "happy" and "sad" as antonyms.

14) Homographs

Words spelled identically but possess distinct meanings and pronunciations, for instance, "lead" (the metal) and "lead" (to guide).

15) Heteronyms

Words spelled alike but carry divergent meanings and pronunciations, such as "tear" (to cry) and "tear" (a rip).

According to Bhatti et al., English encompasses various types of vocabulary, including nouns, verbs, and adjectives²⁶:

1) Noun

A noun denotes a person, place, thing, quality, or activity. Nouns can be categorized into two types based on form: concrete nouns, representing tangible entities, and abstract nouns, denoting intangible concepts.

2) Verb

A verb denotes an action, event, or state. Verbs are indispensable in speech as they form sentences and convey action or existence.

²⁶ Muhammad Safdar Bhatti et al., "Realia-Mediated Instruction: An Effective Tool for Improving Young Learners' Vocabulary Skills," *Al-Lisan* 6, no. 2 (2021): 157–66, <https://doi.org/10.30603/al.v7i2.2176>.

3) Adjective

Adjectives serve to describe or qualify nouns by expressing specific qualities or attributes. They can be further classified into two subclasses: basic adjectives, which undergo inflection to denote comparative and superlative degrees using suffixes like "-er" and "-est," and derived adjectives, which are formed by adding derivational suffixes such as "-ous," "-al," and "-able" to various bases.

c. Techniques in Presenting Vocabulary

According to Nuralisah and Kareviati, there are many ways to present vocabulary, those are²⁷:

1) Say the word clearly and write it on the board

The teacher first gives an example of pronouncing and saying this word clearly, then asks students to follow and repeat it, and then writes it on the board.

2) Get the class to repeat the word in the chorus.

The teacher tries to repeat the word so that students can practice more and they understand it.

3) Translate the word into the students' language.

The teacher gives the word in the text Gas prepared and asks them to translate it into the students' language.

4) Ask students to translate the word.

Commonly, the teacher gives the text and reads it correctly. After that, they ask students to translate the word.

²⁷ Ai Siti Nuralisah and Evie Kareviati, "The Effectiveness of Using Memrise Application in Teaching Vocabulary," *PROJECT (Professional Journal of English Education)* 3, no. 4 (2020): 494, <https://doi.org/10.22460/project.v3i4.p494-500>.

5) Draw a picture to show what the word means.

One technique of presenting a new word is drawing a picture to show and explain the word's meaning.

6) Give an English example to show how the word is used

The teacher gives an English example first, and students follow and repeat it to show how the word is used.

7) Ask questions using the new word.

After the teacher gives an English example, follow and repeat it correctly. Then, the teacher asks questions using the new word to measure whether students can understand.

It can be argued that it is very good for all teachers to use this method because many things can be learned: students can learn, pronounce, use, and understand new words. Besides that, the teacher has to choose one of the ways based on the students' level, student's ability, and conditions of vocabulary.

As Jeremy Harmer stated, there are many occasions when some form of presentation and explanation is the best way to bring new words into the classroom. Those are²⁸:

1) Realia

One way of presenting words is to bring their representation into the classroom by bringing 'realia' into the room. Words like 'postcard,' 'ruler,' 'pen,'

²⁸ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 1991).

'ball,' etc. can be presented this way. The teacher holds up the object (or points to it). Says the word and then gets students to repeat it.

2) Pictures

Pictures can be used to explain the meaning of vocabulary items; teachers can draw things on the board or bring in pictures. They can illustrate concepts such as above and opposite just as easily as hats, coats, walking, sticks, cars, smiles, frowns, etc., words.

3) Mime, Action, and Genre

It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular, are probably better explained by mime. Concepts like smoking or running are easy to present in this way: ways of walking, expressions, prepositions ('to,' 'toward,' etc.). and times (a hand jerked back over the shoulder to represent the past, for example).

4) Contrast

Teachers saw how words exist because of their sense relations, and they can be used to teach meaning. We can present the meaning of 'empty' by contrasting it with 'full,' 'cold,' by contrasting it with 'hot,' and 'big' by contrasting it with 'small.' We may present these concepts with pictures or mime and ensure our students' understanding by highlighting the meaningful contrasts.

5) Enumeration

Another sense relation is that of general and specific words. We can use this to present meaning. We can say 'clothes' and explain this by enumerating or listing various items. The same is true of 'vegetables' or 'furniture,' for example.

6) Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. However, with more intermediate students, such a technique can be used. It is worth remembering that explaining the meaning of a word must include explaining any relevant facts of word use. If we are explaining the meaning of 'mate' (friend), we must point out that it is a colloquial word used in an informal context and is more often used for males than females.

7) Translation

Translation is a quick and easy way to present words' meaning, but not without problems. In the first place, translating words is not always easy; in the second place, even where translation is possible, it may make it a bit too easy for students by discouraging them from interacting with the words.

From the explanation above, it can be believed that there are two categories to explain and present the meaning of new words in the classroom: using object form and unobject form. Object form brings things into the classroom to explain and present word meaning, such as realia and pictures. Unobject form is a way to explain and present word meaning, such as mime, gesture, contrast, explanation, translation, and enumeration.

According to Rohim and Gumelar, when presenting vocabulary to learners, especially in language teaching contexts, it's essential to use effective techniques

that aid comprehension, retention, and application. Here are some techniques commonly used to present vocabulary²⁹:

1) Contextualization

Introduce new words in meaningful contexts, such as sentences, short paragraphs, or dialogues. It helps learners understand how the word is used in real-life situations, making it easier to remember and use later.

2) Visual Aids

Use images, flashcards, or multimedia to illustrate the meaning of words. Visual aids can enhance understanding and create stronger associations with the new vocabulary.

3) Realia

Bring real objects or examples into the learning environment to represent the new words. For instance, if teaching fruits, display actual fruits for students to see and name.

4) Word Association

Connect new words with familiar words or concepts that learners already know. This linking technique helps learners make connections and remember the meanings more effectively.

²⁹ Robi Faizal Rohim and Rizdki Elang Gumelar, "The Effect of Memrise Application Towards Students ' Vocabulary Mastery," *Journal of English Language Learning (JELL)* 6, no. 2 (2020): 194–98.

5) Categorization

Organize new words into groups or categories based on similarities or themes. This technique helps learners see patterns and relationships between words, making it easier to remember them.

6) Storytelling

Present new vocabulary within engaging and relevant stories. Stories can captivate learners' interest, making the vocabulary more memorable and enjoyable.

7) Word Games

Use interactive word games like crossword puzzles, word searches, or memory-matching games to reinforce vocabulary learning in a fun and interactive way.

8) Repetition and Recycling

Repeated exposure to new vocabulary over time is crucial for retention. Review and recycle previously introduced words regularly to reinforce learning.

9) Role-Play

Encourage learners to use new vocabulary in role-playing scenarios, conversations, or simulations. This technique promotes practical application and boosts confidence in using words.

10) Mnemonic Devices

Teach memory aids or mnemonic devices to help learners remember challenging words or word meanings.

11) Word Families

Show related words with the same root or affixes to demonstrate how word forms vary (e.g., teach, teacher, teaching).

12) Gestures and Actions

Use physical gestures or actions to demonstrate word meanings, especially for verbs or actions.

13) Contextual Clues

Teach learners to use the surrounding context to guess the meaning of unfamiliar words when reading or listening.

14) Multisensory Approaches

Incorporate multiple senses in presenting vocabulary, such as hearing, seeing, and speaking, to enhance comprehension and memory.

15) Word Walls

Display new words on a classroom word wall, visible to learners, as a constant reminder and reference.

d. Part of Speech

Part of Speech is a category of words based on their function and usage in a sentence. There are eight main types of Part of Speech³⁰:

³⁰ Rustan Santaria, *Fundamental English: Dasar-Dasar Penguasaan Bahasa Inggris* (Intimedia, 2014).

1) Noun

A noun is a word used to name a person, place, thing, or concept. It can be a concrete noun like "book" or an abstract noun like "happiness." Examples: Sarah (person), school (place), chair (thing), freedom (concept).

2) Pronoun

A pronoun replaces a noun to avoid repetition in a sentence. Examples include he, she, it, they, which substitute names of people or things. For example, "Lisa is my friend. She is very kind."

3) Verb

A verb expresses an action or a state of being in a sentence. Examples: run (to move quickly), eat (to consume food), is (to be). For example, "He runs every morning."

4) Adjective

An adjective describes the quality or state of a noun or pronoun. Examples: beautiful (attractive), big (large), smart (intelligent). For example, "She has a beautiful dress."

5) Adverb

An adverb modifies a verb, an adjective, or another adverb. Examples: quickly (in a fast manner), very (to a great degree), always (at all times). For example, "She speaks fluently."

6) Preposition

A preposition connects a noun or pronoun to another word in a sentence.

Examples: in (inside), on (on top of), under (beneath). For example, "The book is on the table."

7) Conjunction

A conjunction links words, phrases, or clauses in a sentence. Examples: and (addition), but (contrast), because (reason). For example, "I like coffee and tea."

8) Interjection

An interjection is a short word or phrase that expresses emotion or spontaneous reaction. Examples: wow (amazement), ouch (pain), hooray (excitement). For example, "Wow! That's amazing!"

2. Cartoon Video

a. The Definition of Cartoon Video

There exist numerous definitions for cartoon videos. Cartoon films represent a viable instructional medium for facilitating the development of speaking skills in education. As posited by Sari, exposure to a cartoon movie can potentially stimulate and sustain students' curiosity and interest³¹.

Through the observation of visual presentations coupled with auditory engagement, this medium holds the potential to aid students in comprehending the conveyed messages effectively. Consequently, students can synchronize their spoken language with the animated visuals, enhancing their capacity to comprehend

³¹ Ima Frafika Sari, "The Speech Act of Cartoon Movie: Spongebob Squarepants' The Movie," *Linguists: Journal Of Linguistics and Language Teaching* 6, no. 1 (2020): 126, <https://doi.org/10.29300/ling.v6i1.2854>.

and retain the spoken content. It is worth noting that a video, by definition, pertains to the recording, reproduction, or broadcast of dynamic visual images.

According to Aini and Asnawi, cartoon videos represent a medium capable of conveying educational messages effectively, leveraging the amalgamation of two fundamental elements: audio and visual components³². Various experts have provided multiple definitions of cartoons, all converging on the notion that animation involves a sequence of images or drawings generated, often with the aid of computer technology.

Based on the various perspectives outlined, "cartoon videos" is an audiovisual medium that integrates audio and visual elements to convey educational messages. The term "cartoon" refers to a series of images or illustrations, typically created with computer technology or other techniques, which create the illusion of movement or animation when arranged in a specific sequence. In filmmaking, "cartoon videos" also encompass the cinematic technique in which images or puppets are manipulated to produce the effect of motion. As a learning tool, "cartoon videos" combine these elements to facilitate the delivery of educational messages engagingly and effectively to the audience, particularly in the context of teaching speaking skills.

b. Types of Cartoon Video

There exists a plethora of diverse resources encompassing various types of cartoon movies. Within pedagogy, educators can employ a specific category of

³² Syarifah Aini and Asnawi, "The Effect of Cartoon Movie on Students' Speaking Ability," *Education & Learning* 1, no. 2 (2022): 39–44, <https://doi.org/10.57251/el.v1i2.158>.

cartoon movies as an instructional tool to enhance the teaching and learning processes. The discretion rests with the educator, who selects the most suitable genre or type of cartoon movie for classroom presentation, ensuring its alignment with the objectives and educational context.

Following Wijethilaka's categorization, cartoon movies can be broadly classified³³. The first category comprises cartoon movie recordings derived from specialized films and television programs created by experts in their respective fields. These cartoons are often meticulously crafted by professionals such as animators, storytellers, or filmmakers. They may serve various purposes, including entertainment, education, or the communication of complex concepts. As a result, they can be a valuable resource for educators seeking to engage students with content that has been expertly curated.

The second category includes cartoon movie recordings obtained from domestic television broadcasts. These cartoons are typically designed for a broader audience and are readily accessible to the general public. They encompass various genres, from children's programming to content geared towards adults. Given their familiarity and accessibility, these recordings can serve as approachable teaching materials that students may encounter daily. Educators can adapt and utilize them to align with their instructional objectives and cater to the specific needs of their students.

³³ Thanuja Sandeepani Wijethilaka, "Effect of Cartoons on Children Effect of Cartoons View Project Effect of Cartoons on Children," *Jurnal Ilmiah. SriLanka. University of Moartuwa*, no. October (2020), <https://www.researchgate.net/publication/345066689>.

Lastly, the third category comprises animated film records originating from language training broadcasts and educational films. These cartoons are purposefully created to facilitate language acquisition and serve educational objectives. They are often tailored to include linguistic elements, cultural references, and educational themes to assist learners in developing language skills. Language educators, in particular, can leverage these recordings to immerse students in authentic language contexts, enhancing their language proficiency. Each category offers distinct resources that educators can harness to support their teaching and learning objectives. The choice of which category to employ depends on the curriculum's specific educational context and goals.

c. Use of Cartoon Videos in Mastery Vocabulary

The use of cartoon videos in mastering vocabulary is an engaging and effective learning approach. Cartoon videos possess strong visual appeal, reinforcing the connection between words and the images depicted. This visually stimulating content enriches students' learning experiences, enabling them to associate vocabulary with real-life situations. Through diverse scenarios and contexts, cartoon videos provide practical insights into vocabulary usage in relevant contexts. This renders the learning process more engaging and comprehensible for students³⁴.

Moreover, cartoon videos also aid in enhancing vocabulary retention among students. With their unique blend of captivating visuals and engaging narratives, cartoon videos offer enjoyable and interactive learning experiences. Students are

³⁴ Furqan and Shabir, "The Use of Cartoon Video in Teaching Students Vocabulary."

more likely to actively engage with the presented content, facilitating better retention of learned vocabulary. Thus, cartoon videos provide opportunities for improved understanding of vocabulary and assist students in retaining this vocabulary in the long term³⁵.

Furthermore, using cartoon videos in vocabulary learning also promotes increased student engagement in the learning process. Students are motivated to participate in learning activities by presenting captivating and relevant content. Cartoon videos can be integrated into various learning contexts inside and outside the classroom. This flexibility enables teachers to utilize cartoon videos as effective learning aids. Thus, the use of cartoon videos in mastering vocabulary not only enhances the quality of learning but boosts student motivation and engagement in the learning process³⁶.

d. The Advantages of Using Cartoon Videos Teaching Learning Process

Incorporating cartoon movies into the classroom allows students to enhance their vocabulary and pronunciation skills. Furthermore, these lessons can catalyze fostering greater engagement and interest in the teaching and learning process among students. According to Asnawi, the utilization of cartoon videos in the classroom confers several educational benefits³⁷:

³⁵ Pamadya Vitasmoro, Jatmiko, and Agata iwan Candra, "Improving Student's English Vocabulary Mastery through Animation Cartoon," *Advances in Social Science, Education and Humanities Research* 383, no. Icass (2019): 505–9, <https://doi.org/10.2991/icss-19.2019.32>.

³⁶ Widi Syahtia Pane and Godefridus Bali Geroda, "The Effect of The Use of Video on English Vocabulary Mastery of The Elementary Second Level Students at SDN 018 Samarinda," *Borneo Educational Journal (Borju)* 1, no. 1 (2019): 50–58, <https://doi.org/10.24903/bej.v1i1.294>.

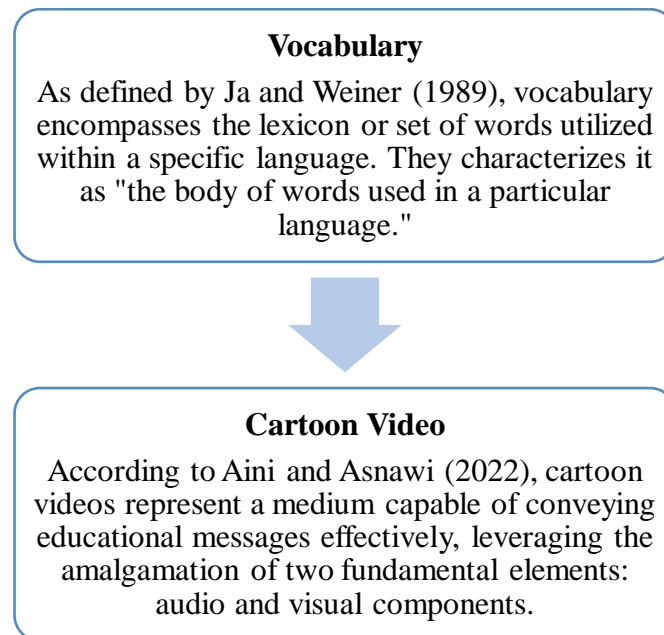
³⁷ Syarifah Aini and Asnawi, "The Effect of Cartoon Movie on Students' Speaking Ability."

- 1) Cartoon videos serve as a valuable resource by providing students with native speakers as models for honing their pronunciation, intonation, and understanding of language registers.
- 2) The use of cartoon videos has the potential to kindle students' interest in learning English and can significantly enhance their comprehension of interpersonal interactions.
- 3) Beyond mere audio recordings, cartoon videos offer a multisensory learning experience that deepens students' understanding of language and content.
- 4) Integrating cartoon videos into the curriculum can invigorate classroom activities as they resonate with students' lived experiences and interests.
- 5) Cartoon videos contribute to developing cross-cultural awareness as they depict fictional characters on screen, allowing students to compare them with real-life individuals, such as friends and family.
- 6) Cartoon videos excel in elucidating complex processes, offering the option of slow-motion presentations when necessary.
- 7) Each student can glean valuable insights from cartoon movies, regardless of their level of cognitive aptitude, making them an inclusive educational resource.

C. Conceptual Framework

The framework of quantitative research methods follows a series of logical steps that enable researchers to plan, execute, and analyze studies using a quantitative approach. This research investigates the impact of cartoon videos on enhancing vocabulary mastery among SMP Negeri 1 Belopa students. The conceptual framework employed in this research is illustrated in the diagram below:

Chart 2.1. Conceptual Framework



During a preliminary survey conducted at SMP Negeri 1 Belopa, a comprehensive examination revealed significant issues concerning students' vocabulary proficiency. One notable concern highlighted by the researcher was the pervasive lack of self-assurance among students when employing vocabulary in various contexts. This deficiency in confidence was attributed to several factors, including inadequate vocabulary acquisition and pronunciation accuracy challenges. Furthermore, the prevailing instructional methods employed within the school environment, which predominantly focus on traditional approaches to English language teaching, were identified as contributing factors exacerbating students' apprehension. The absence of innovative strategies to engage students in vocabulary acquisition also contributed to this issue.

In addressing these challenges, this study draws upon the research conducted by Jamal et al.³⁸, which explores the effectiveness of using cartoons to enhance students' vocabulary mastery. By incorporating this innovative approach into the instructional framework, it is anticipated that students will be more actively engaged in the learning process, thereby facilitating more effective vocabulary acquisition. To measure the impact of this intervention, data collection and analysis will be conducted utilizing the experimental method, as Arikunto advocates³⁹. Through systematic experimentation and rigorous analysis of the data collected, this research aims to provide empirical evidence regarding the efficacy of using cartoons as a pedagogical tool to enhance students' vocabulary mastery. Ultimately, this study's anticipated outcome is enhancing students' vocabulary proficiency, thus addressing the identified issues and improving overall language learning outcomes.

D. Hypothesis

Based on the theory stated above, the hypothesis of this research was formulated as follows:

1. Ha: The cartoon video increases students' vocabulary mastery in the eighth grade of SMP Negeri 1 Belopa.
2. H0: The cartoon video does not increase students' vocabulary mastery in the eighth grade of SMP Negeri 1 Belopa.

³⁸ Jamal, Ibrahim, and Surif, "Concept Cartoon in Problem-Based Learning: A Systematic Literature Review Analysis."

³⁹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktis* (Jakarta: Rineka Cipta, 1998).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used the pre-experimental approach, particularly the One-Group Pretest-Posttest Design, which requires just one experimental group for the pre-test and post-test. In addition, this research aimed to explain the growth in vocabulary mastery throughout the eighth grade of SMP Negeri 1 Belopa. The research design pattern is described as follows:

Table 3.1 The Design of the Pre-Experimental Method

Pre-Test	Treatment	Post-Test
O ₁	X	O ₂

Where:

O₁: Pre-Test

X: Treatment

O₂: Post-Test

B. Time and Location

This research was conducted from Maret to April 2024. The research was conducted at SMP Negeri 1 Belopa, on Dr. Ratulangi Street No. 66 Palopo, Balandai, Bara Subdistrict, Palopo City, South Sulawesi, Indonesia.

C. Research Variables

The research variables consist of the following:

1. The Independent variable is cartoon video.
2. The dependent variable is students' vocabulary mastery.

D. Population and Sample

1. Population

The population is a generalization area consisting of objects/subjects with specific qualities and characteristics determined by the researcher to be studied and concluded⁴⁰. In this research, the population is eighth-grade students of SMP Negeri 1 Belopa. The total number of eighth graders is eighty students.

2. Sample

The population of this study consists of eighty students enrolled in the SMP Negeri 1 Belopa. In deleting this sample, the researcher used the purposive sampling approach proposed by Sugiyono, in which a specific sampling is determined. The selection of a group of subjects in purposive sampling is based on specific traits that are believed to be closely related to previously known population traits. In other words, the unit of samples contacted is adjusted to particular criteria applied according to the purpose of research or research⁴¹. Consequently, the sample for this research consists of thirty students enrolled in the eighth grade of SMP Negeri 1 Belopa during the academic year 2023/2024.

⁴⁰ Uhar Suharsaputra, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan* (Bandung: Refika Aditama, 2012).

⁴¹ Sugiyono, *Metode Penelitian* (Bandung: Alfabeta, 2001).

E. Research Instrument

In this research, the instrument employed consists of a vocabulary test, which collects information about the students' progress before and after the teaching and learning activities. The primary purpose of this vocabulary test is to evaluate how the teacher's involvement has contributed to enhancing the students' vocabulary mastery. The vocabulary test is divided into a pre-test and a post-test to achieve this objective. The pre-test is conducted before the teacher begins their instructional intervention and is specifically designed to assess the students' vocabulary mastery, particularly when asking and giving directions.

By administering the pre-test, the researcher establishes a baseline measurement of the students' vocabulary mastery, which can be used as a reference point for later comparisons. After the completion of the teaching intervention, the post-test is conducted to once again evaluate the students' vocabulary mastery, with a specific focus on asking and giving directions. The post-test enables the researcher to determine the impact of the teacher's interventions, facilitating a comparison of the students' performance before and after the teacher's involvement. By incorporating both the pre-test and post-test within the vocabulary assessment, this research aims to gain valuable insights into how the students' vocabulary mastery has developed throughout the learning process.

F. The Procedure for Collecting Data

The procedures for collecting data in this research are as follows:

1. Pre-Test

In this pre-test, the researcher asked students to fill out the paper that the researcher gave them, which consisted of types of vocabulary, such as ten adjectives, ten nouns, and ten verbs. It took fifteen minutes.

2. Treatment

After giving a pre-test, the students are given treatment. The treatment is carried out in five meetings. Each meeting takes 90 minutes, so the total time for all sessions is 450 minutes. It will be held in three weeks. The details of this step are as follows:

a. Opening Class

- 1) The researcher greetings the students.
- 2) The researcher asks about the student's condition.

b. Running Class

- 1) The researcher provided explanations on the topic of giving directions. The following were some aspects that the researcher explained to the students regarding giving directions:

a) Definition

Giving directions is the ability to explain to someone how to reach a specific place or location. It is an essential communication skill used daily, especially when traveling or helping someone find their way.

b) Key phrases in giving directions

Here are key phrases commonly used for giving directions in English:

- Go straight: *jalan lurus*.
- Turn left: *belok kiri*.
- Turn right: *belok kanan*.
- Go past: *lewati sesuatu*.
- Take the first (turn) on your left/right: *ambil belokan pertama di kiri/kanan*.
- Take the second (turn) on your left/right: *ambil belokan kedua di kiri/kanan*.
- At the corner: *di sudut jalan*.
- Across from: *berseberangan dengan*.
- Next to: *di sebelah*.
- Opposite: *berlawanan dengan*.
- Between: *di antara*.
- On the right/left: *di kanan/kiri*.

c) Examples of phrase usage in sentences

- Go straight: "Go straight for two blocks, then you'll see the library on your right." (*Jalan lurus selama dua blok, kemudian Anda akan melihat perpustakaan di sebelah kanan.*)
- Turn left: "Turn left at the traffic lights, and the supermarket is on your left." (*Belok kiri di lampu lalu lintas, dan supermarket ada di sebelah kiri.*)
- Turn right: "After the park, turn right and continue down the street." (*Setelah taman, belok kanan dan lanjutkan ke bawah jalan.*)

- Go past: "Go past the church, and the post office is on your right." (*Lewati gereja, dan kantor pos ada di sebelah kanan.*)
- Take the first on your left: "Take the first left after the gas station." (*Ambil belokan pertama ke kiri setelah pom bensin.*)
- Across from: "The school is across from the hospital." (*Sekolah berada di seberang rumah sakit.*)
- Next to: "The restaurant is next to the bank." (*Restoran ada di sebelah bank.*)
- Opposite: "The bus stop is opposite the bookstore." (*Halte bus berada di seberang toko buku.*)

2) The researcher plays the cartoon video.

3) The students identified 20 vocabulary words based on what they heard from the cartoon video. Subsequently, the words were collaboratively categorized into verbs, nouns, and adjectives.

c. Closing Class

1) The researcher gives corrections and motivations to the students.

The title cartoon video for each meeting:

- a. The first meeting: The Rainbow Ribbon
- b. The second meeting: Mermaid Cove
- c. The third meeting: Dragon's Cave
- d. The fourth meeting: Skate Park
- e. The fifth meeting: Rainy Mountain

3. Post-Test

The post-test was distributed to the students after treatment. The researcher evaluated the students with the same test material in the pre-test. This text aimed to discover the student's vocabulary development after giving the treatment.

G. The Technique of Data Analysis

Before analyzing the data, the researcher collected the data and analyzed them by using procedures as follows:

1. Analyzing the raw data of the pre-test. Each of the students' correct answers got one, and the wrong answer got 0.
2. Raw scores were converted to a set of the core maximum of 100 using the following formula:

$$\frac{\text{The total of the students' correct answer}}{\text{The total of item}} \times 100$$

3. Converting the scores of the students into values.
4. Classifying the scores of the students into the following score classification⁴²:

Table 3.2 Score Classification

Classification	Score
Excellent	96-100
Very Good	86-95
Good	76-85
Average	66-75

⁴² Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktis*.

Classification	Score
Fair	56-65
Poor	36-55
Very Poor	0-35

5. Calculates the mean score, standard deviation, significance test, and standard value

The researcher calculated the mean score, standard deviation, test of significance, and standard value using SPSS 25 and used t_{table} distribution to choose the score of t_{count} (t_o). Besides knowing whether the pre-test and post-test are significantly different and also to see the acceptability of the hypothesis, the researcher uses the criteria of hypothesis acceptability, which are:

If: $t_o \geq t_t$ = Reject the null hypothesis

If: $t_o < t_t$ = Received null hypothesis

CHAPTER IV

RESULTS AND DISCUSSION

A. Results

1. The Result of Students' Vocabulary Test in the Pre-Test

Before administering the treatment, the researcher conducted a preliminary assessment (pre-test). The pre-test required students to identify a specific topic's vocabulary from a cartoon video. Before implementing the treatment based on the identified vocabulary, the researcher thoroughly analyzed the pre-test results, focusing on verbs, adjectives, and nouns. The data is presented in the table below:

Table 4.1 The Students' Pre-Test Score

No	Student	Vocabulary			Pre-Test Score	Classification
		Adjective	Verb	Noun		
1	ABJ	2	3	2	46.66	Poor
2	ANK	2	3	2	46.66	Poor
3	AMS	2	3	3	53.33	Poor
4	APR	4	2	3	60	Fair
5	BYKP	2	3	3	53.33	Poor
6	CJ	2	4	4	66.66	Average
7	FS	4	3	3	66.66	Average
8	DARS	2	2	2	40	Poor
9	FM	3	3	3	60	Fair
10	HPS	2	2	2	40	Poor
11	KDM	2	3	2	46.66	Poor
12	KEIY	2	2	3	46.66	Poor
13	MAM	3	4	2	60	Fair
14	MAALF	2	2	3	46.66	Poor
15	MR	2	2	3	46.66	Poor
16	MRR	3	3	3	60	Fair
17	NND	3	3	2	53.33	Poor
18	NDSY	2	3	2	46.66	Poor
19	NB	2	3	3	53.33	Poor
20	NF	3	3	2	53.33	Poor

No	Student	Vocabulary			Pre-Test Score	Classification
		Adjective	Verb	Noun		
21	QQA	3	2	3	53.33	Poor
22	RS	2	3	3	53.33	Poor
23	SAR	3	3	2	53.33	Poor
24	SLP	2	2	2	40	Poor
25	SSN	3	2	3	53.33	Poor
26	SR	3	2	2	46.66	Poor
27	ZJ	2	2	2	40	Poor
28	ZA	2	3	2	46.66	Poor
29	SMA	3	3	3	60	Fair
30	SSAP	2	2	2	40	Poor
Total					51.11	Poor

The table above displays the students' pre-test performance, with scores ranging from a minimum of 40 to a maximum of 66.66. The pre-test results were systematically categorized based on specific vocabulary types: adjectives, verbs, and nouns. This classification revealed the students' vocabulary mastery before implementing the cartoon video treatment. The overall mean score for vocabulary mastery in the pre-test was 51.11, which falls into the "Poor" category.

Table 4.2 Students' Frequency and Percentage in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage
Excellent	96-100	0	0%
Very Good	86-95	0	0%
Good	76-85	0	0%
Average	66-75	2	6.7%
Fair	56-65	5	16.7%
Poor	36-55	23	76.6%
Very Poor	0-35	0	0%

Based on Table 4.2, the majority of students, 23 in total, scored in the "Poor" range (36-55), representing the highest frequency at 76.6% of the group. Five

students, or 16.7%, scored " Fair " (56-65). Two students fell into the "Average" range (66-75), making up 6.7% of the total. No students scored in the "Excellent" range (96-100), "Very Good" range (86-95), "Good" range (76-85), or the "Very Poor" range (0-35), all of which account for 0% in their respective categories. This distribution indicates that most students scored in the lower performance ranges, with the highest frequency in the "Poor" category.

2. The Result of Students' Vocabulary Test in the Post-Test

A post-test was administered following the incorporation of cartoon videos into the intervention. Students were instructed to identify twenty vocabulary words based on the given topic. After implementing the cartoon video intervention, the researcher analyzed the students' post-test results. The findings from this analysis are presented in the table below.

Table 4.3 The Students' Post-test Score

No	Student	Vocabulary			Post-Test Score	Classification
		Adjective	Verb	Noun		
1	ABJ	2	3	3	53.33	Poor
2	ANK	2	4	3	60	Fair
3	AMS	3	3	2	53.33	Poor
4	APR	2	3	3	53.33	Poor
5	BYKP	3	2	3	53.33	Poor
6	CJ	4	4	2	66.66	Average
7	FS	4	3	2	60	Fair
8	DARS	3	3	3	60	Fair
9	FM	2	4	3	60	Fair
10	HPS	3	3	2	53.33	Poor
11	KDM	3	4	3	66.66	Average
12	KEIY	4	3	3	66.66	Average
13	MAM	2	2	3	46.66	Poor
14	MAALF	4	3	3	66.66	Average
15	MR	3	4	2	60	Fair
16	MRR	2	4	3	60	Fair

No	Student	Vocabulary			Post-Test Score	Classification
		Adjective	Verb	Noun		
17	NND	2	3	2	46.66	Poor
18	NDSY	3	3	2	53.33	Poor
19	NB	3	3	3	60	Fair
20	NF	3	3	2	53.33	Poor
21	QQA	4	4	3	73.33	Average
22	RS	3	2	2	46.66	Poor
23	SAR	3	4	3	66.66	Average
24	SLP	3	3	3	60	Fair
25	SSN	3	4	4	73.33	Average
26	SR	3	4	3	66.66	Fair
27	ZJ	3	2	4	60	Fair
28	ZA	2	3	3	53.33	Poor
29	SMA	4	4	2	66.66	Average
30	SSAP	3	2	2	46.66	Poor
Total					58.88	Fair

The results in Table 4.3 show that the post-test has improved students' vocabulary mastery. This is reflected in the students' average post-test score of 58.88, which falls within the "Fair" range. This outcome demonstrates the progress made by the students as a direct result of the intervention.

Table 4.4 Students' Frequency and Percentage in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage
Excellent	96-100	0	0%
Very Good	86-95	0	0%
Good	76-85	0	0%
Average	66-75	7	23.3%
Fair	56-65	11	36.7%
Poor	36-55	12	40%
Very Poor	0-35	0	0%

Based on Table 4.4, most students, 13 in total, scored in the "Poor" range (36-55), making up the highest frequency at 40% of the group. Eleven students

achieved a "Fair" score (56-65), representing 36.7% of the total. Seven students fell into the "Average" range (66-75), accounting for 23.3%. No students scored in the "Excellent" range (96-100), "Very Good" range (86-95), or "Good" range (76-85), resulting in 0% in these categories. Similarly, no student scored in the "Very Poor" range (0-35), accounting for 0%. This distribution shows that most students scored in the "Poor" and "Fair" categories, with no representation in the higher performance ranges.

3. The Statistic Analysis of Pre-Test and Post-Test Results

a. The Paired Sample T-Test of Pre-Test and Post-Test

Table 4.5 The Paired Sample Statistic Test of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	51.11	30	7.69800	1.40546
	POSTTEST	58.88	30	7.64807	1.39634

The paired sample statistics test outcomes are presented in the table below. According to the data, the total number of students (N) is 30. The pre-test results show a mean score of 51.11 with a standard deviation 7.69800. Meanwhile, the post-test results indicate a mean score of 58.88 with a standard deviation of 7.64807.

b. The Paired Sample Correlations of the Pre-Test and Post-Test

Table 4.6 The Paired Sample Correlation of Pre-Test and Post-Test

		N	Correlation	Sig.
Pair 1	PRETEST & POSTTEST	30	.087	.648

Table 4.6 presents the results of the correlation analysis between the pre-test and post-test. The correlation coefficient between the two variables is 0.866,

indicating a very strong positive correlation. The degree of significance is 0.000, confirming that the relationship is statistically significant. This suggests a strong relationship between students' vocabulary mastery before and after the treatment, where higher scores in the pre-test are associated with higher scores in the post-test.

c. The Paired Sample Test of Pre-Test and Post-Test

Table 4.7 The Paired Sample Test of Pre-Test and Post-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-7.77778	10.36991	1.89328	-11.64997	-3.90559	-4.108	29	.000

The researcher found that in Table 4.7, the paired sample test shows a t-count (to) value of 4.108, with a degree of freedom (df) of 29. The t-table (tt) value at a 5% significance level (0.05) and df = 29 is 2.045. This indicates that the t-count is higher than the t-table value. Additionally, the table shows a significant (2-tailed) value of 0.000, which is smaller than 0.05, the standard significance level. Therefore, the results in Table 4.7 confirm that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. This outcome demonstrates that using cartoon videos effectively improved the vocabulary mastery of tenth-grade students at SMPN 1 Belopa.

B. Discussion

This study evaluated the impact of cartoon videos on enhancing students' vocabulary mastery at SMPN 1 Belopa. Using a pre-experimental design, the

research focused on an experimental class to determine the effectiveness of cartoon videos in improving vocabulary mastery. The study followed a structured process, including a pre-test, treatment, and post-test, to assess any significant improvements in students' vocabulary mastery due to the cartoon video intervention.

This research was carried out in three main phases. Initially, a pre-test was administered, where students were given a paper containing vocabulary tasks, including ten adjectives, ten nouns, and ten verbs. This pre-test was completed within fifteen minutes. Following the pre-test, the treatment phase was implemented over five sessions. Each session lasted 90 minutes, totaling 450 minutes across three weeks. During these sessions, the class was structured into three parts: the opening, running, and closing. At the beginning of each session, the researcher greeted the students and checked their well-being. Then, the researcher provided directions, played a cartoon video, and asked students to identify 20 vocabulary words related to the video. The sessions concluded with the researcher offering corrections and motivational feedback.

The treatment utilized five different cartoon videos throughout the meetings: "The Rainbow Ribbon" for the first meeting, "Mermaid Cove" for the second, "Dragon's Cave" for the third, "Skate Park" for the fourth, and "Rainy Mountain" for the fifth. Finally, a post-test was administered to evaluate the students' vocabulary development after the treatment. The post-test consisted of the same vocabulary tasks as the pre-test to measure student vocabulary mastery improvements.

The findings of this study demonstrate that implementing cartoon videos as a teaching intervention has significantly enhanced students' vocabulary mastery. The discussion will elaborate on the pre-test and post-test results, examine the statistical analysis in greater depth, and explore the educational implications of these findings while drawing connections to relevant theories and research in language education.

In the pre-test, students' performance revealed a low level of vocabulary mastery, with the majority scoring in the "Poor" category. Specifically, 76.6% of the students fell within this classification, with a mean score of 51.11 (Table 4.1 and 4.2). These results suggest that before the intervention, students struggled with understanding and applying vocabulary, particularly in the categories of verbs, adjectives, and nouns. The low pre-test scores could be attributed to traditional instructional methods that may not fully engage the students or provide sufficient context for vocabulary acquisition⁴³. In traditional language learning settings, vocabulary is often taught through rote memorization, which has been criticized for lacking engagement and effectiveness in long-term retention⁴⁴. Moreover, the limited range of student scores indicates a general lack of proficiency, indicating the need for more dynamic and differentiated teaching approaches that cater to varying student ability levels.

⁴³ Yahya Amalia, "Teaching English Vocabulary Through Think Talk Write Method," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 7, no. 1 (2019): 1–7, <https://doi.org/10.24256/ideas.v7i1.733>.

⁴⁴ Haytham M. Badr and Emad A. S. Abu-Ayyash, "Semantic Mapping or Rote Memorisation: Which Strategy Is More Effective for Students' Acquisition and Memorization of L2 Vocabulary?," *Journal of Education and Learning* 8, no. 3 (2019): 158, <https://doi.org/10.5539/jel.v8n3p158>.

The post-test results indicate that the most significant improvement was observed in students' mastery of verbs. Compared to adjectives and nouns, students demonstrated a higher increase in recognizing and using verbs correctly. This finding suggests that the dynamic nature of cartoon videos, which frequently depict actions and movements, contributed to the increased retention and understanding of verbs. As students engaged with animated storytelling, they encountered verbs in meaningful contexts, reinforcing their comprehension through visual and auditory stimuli.

This result aligns with previous studies suggesting that multimedia resources, particularly animated videos, are highly effective in teaching action-related vocabulary. Verbs are more easily acquired when paired with visual representations, as learners can associate words directly with observable actions⁴⁵. Furthermore, the repetitive nature of cartoon dialogues allows students to encounter and internalize verbs more frequently than other word categories⁴⁶. This implies that incorporating animated media in vocabulary instruction can be particularly beneficial for enhancing students' understanding and usage of verbs in English.

Introducing cartoon videos in the learning process significantly improved the students' vocabulary performance. The post-test results showed that the mean score increased to 58.88, placing most students in the "Fair" category (Table 4.3

⁴⁵ S Siswandi and Firman Rizaldi, "An Experimental Study: Cartoon Videos as Media Instruction on Students Speaking Ability," *Indonesian Journal of Integrated English Language Teaching* 7, no. 1 (2021): 55, <https://doi.org/10.24014/ijiet.v7i1.13775>.

⁴⁶ Shilvyna Rahma and Husni Mubarok, "Frozen Cartoon Film as a Learning Media to Improve the Students' Pronunciation Ability," *Jadila: Journal of Development and Innovation in Language and Literature Education* 2, no. 2 (2021): 239–47, <https://doi.org/10.52690/jadila.v2i2.204>.

and 4.4). Notably, 23.3% of the students scored in the "Average" range, and 36.7% achieved a "Fair" classification, demonstrating considerable progress. The improvement in scores can be attributed to the interactive nature of the cartoon videos, which provided students with contextualized and engaging ways to learn new vocabulary⁴⁷. Research in multimedia learning supports that integrating visual and auditory stimuli enhances vocabulary acquisition by making abstract language concepts more concrete⁴⁸. Cartoon videos, in particular, offer a rich, narrative-driven environment where vocabulary is presented within meaningful contexts, which not only aids comprehension but also promotes retention⁴⁹.

In addition to engaging students, cartoon videos help bridge the gap between previous research and practice by allowing students to see how vocabulary is used in real-life scenarios. Previous research posits that information is better remembered when presented visually and verbally⁵⁰. By presenting vocabulary through animated visuals and accompanying dialogue, cartoon videos cater to auditory and visual learners, reinforcing students' ability to recall and use new words. Moreover, cartoon videos likely stimulated students' intrinsic motivation by

⁴⁷ Shivan Khudhur Ridha, Hanife Bensen Bostanci, and Mustafa Kurt, "Using Animated Videos to Enhance Vocabulary Learning at the Noble Private Technical Institute (NPTI) in Northern Iraq/Erbil," *Sustainability (Switzerland)* 14, no. 12 (2022), <https://doi.org/10.3390/su14127002>.

⁴⁸ Mark Feng Teng, "The Effectiveness of Multimedia Input on Vocabulary Learning and Retention," *Innovation in Language Learning and Teaching* 17, no. 3 (2023): 738–54, <https://doi.org/10.1080/17501229.2022.2131791>.

⁴⁹ Dewi Furwana et al., "Unlocking the Potential : Exploring the Impact of Online Assessment in English Language Teaching," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 12, no. 1 (2024): 653–62, <https://doi.org/10.24256/ideas>.

⁵⁰ Feng Teng, "Vocabulary Learning Through Videos: Captions, Advance-Organizer Strategy, and Their Combination," *Computer Assisted Language Learning* 35, no. 3 (2022): 518–50, <https://doi.org/10.1080/09588221.2020.1720253>.

placing vocabulary in context, a critical factor in language learning success⁵¹. Ariska and Khalid emphasize that motivated learners are likelier to engage with and retain language concepts, and cartoon videos' interactive, enjoyable nature may have contributed to heightened motivation among students⁵².

The statistical analysis further confirms the significant impact of the intervention. The paired sample t-test revealed a mean difference of -7.77 between pre-test and post-test scores, with a p-value of 0.000, indicating a statistically significant improvement (Table 4.7). This suggests that the improvement in vocabulary mastery was not due to random factors but was directly related to using cartoon videos as an instructional tool⁵³. Additionally, the correlation between pre-test and post-test scores was 0.866, indicating a strong positive relationship between the two assessments (Table 4.6). This correlation implies that students who scored higher on the pre-test were more likely to perform well on the post-test and vice versa, suggesting that the intervention was effective across different levels of initial vocabulary proficiency. The statistical significance of these findings supports the hypothesis that multimedia interventions, such as cartoon videos, can have a measurable and positive impact on students' vocabulary learning outcomes⁵⁴.

⁵¹ Ahmad Munawir et al., "Students' Vocabulary Mastery By Using Animation Video on English Language Teaching," *ETDC: Indonesian Journal of Research and Educational Review* 1, no. 3 (2022): 354–62, <https://doi.org/10.51574/ijrer.v1i3.391>.

⁵² Selly Ariska and M Khalid, "The Effect of Using Cartoon Film on Students' English Vocabulary Mastery," *Education & Learning* 2, no. 2 (2022): 111–14, <https://doi.org/10.57251/el.v2i2.416>.

⁵³ Arifani, "Cartoon Video-Assisted Learning: An Investigation into the Acquisition of EFL Children's Incidental Vocabulary."

⁵⁴ Mary Jane Özkurkudis and Nilay Bümen, "Using Cartoon Discussions for Vocabulary Acquisition in English Language Teaching," *Journal of Education and Future*, no. 19 (2021): 49–60, <https://doi.org/10.30786/jef.656206>.

These findings have important implications for teaching practice. First and foremost, the study highlights the potential of multimedia resources, like cartoon videos, to enhance vocabulary instruction, especially compared to traditional methods. Teachers looking to improve vocabulary acquisition should consider integrating similar multimedia tools into their lessons to create a more engaging and context-rich learning environment. The communicative approach to language teaching, which prioritizes meaningful interaction and context over rote memorization, provides a strong theoretical foundation for such methods⁵⁵. By incorporating multimedia, teachers can offer students opportunities to experience language in use, making vocabulary more accessible and memorable.

However, while the intervention made significant gains, most students still scored in the "Fair" or "Poor" categories in the post-test. This suggests that while cartoon videos were effective, they may not be sufficient to elevate students to higher proficiency levels, such as "Good" or "Very Good." Additional instructional strategies, such as actively providing students with opportunities to use new vocabulary through speaking or writing exercises, could further solidify their vocabulary knowledge⁵⁶. Active engagement with language in meaningful tasks helps students construct and internalize new knowledge more effectively⁵⁷. As such, future instruction could build upon the success of the cartoon video intervention by

⁵⁵ Asri Siti Fatimah, Santiana Santiana, and Yuyus Saputra, "Digital Comic: An Innovation of Using Toondoo As Media Technology for Teaching English Short Story," *English Review: Journal of English Education* 7, no. 2 (2019): 101, <https://doi.org/10.25134/erjee.v7i2.1526>.

⁵⁶ Singer, "Cartoons as the Incidental Vocabulary Acquisition Tool for English Language Learners."

⁵⁷ Ermawati, Nur Fadillah Nurchalis, and Ahmed Sardi, "Online EFL Teaching and Learning: Different Skills, Different Challenges," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 8, no. 2 (2020): 373–83, <https://doi.org/10.24256/ideas.v8i2.1660>.

integrating vocabulary practice in interactive, communicative activities that encourage deeper cognitive processing and usage of the learned vocabulary.

Moreover, the findings raise questions about the sustainability of vocabulary gains over time. While the post-test results show significant improvement, it is essential to consider whether these gains will persist in the long term. Research suggests that repeated exposure and usage are key to vocabulary retention⁵⁸. Teachers should, therefore, consider incorporating regular reviews of previously learned vocabulary and ensuring students can use new words in varied contexts. Additionally, future studies could examine whether the vocabulary gains achieved through multimedia interventions like cartoon videos can be maintained over extended periods.

Overall, the study demonstrates that cartoon videos can be a highly effective tool for improving vocabulary mastery among students. The significant improvements in post-test scores and the statistical validation of these results provide strong evidence for the pedagogical value of multimedia resources in vocabulary instruction. The findings suggest that combining multimedia tools with interactive and communicative activities could enhance students' vocabulary learning outcomes. Moving forward, teachers and educators should explore the integration of varied multimedia and active learning strategies to optimize vocabulary acquisition and ensure long-term retention.

⁵⁸ Hatice Okyar and Abdulhamit Çakır, "Effects of Different Reading Texts on Vocabulary Gain, Use and Retention," *Journal of Language and Linguistic Studies* 15, no. 1 (2019): 111–22.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings of this research, it can be concluded that using cartoon videos significantly enhances students' vocabulary mastery. The results from the pre-test and post-test demonstrate a considerable improvement in students' vocabulary acquisition, as evidenced by the increased mean score from 51.11 (categorized as "Poor") to 58.88 (categorized as "Fair"). The statistical analysis through the paired sample t-test also confirms that the implementation of cartoon videos positively impacts students' vocabulary development.

This conclusion aligns with theories presented in Chapter II. According to Nguyen (2021), media-based learning, including videos, provides contextualized exposure to vocabulary, making language acquisition more effective and engaging. Similarly, Jamal, Ibrahim, and Surif (2019) highlight that cartoons serve as an effective pedagogical tool by increasing student motivation and reducing anxiety in language learning. The findings of this research corroborate these theoretical perspectives, demonstrating that cartoon videos create a stimulating learning environment that facilitates vocabulary retention and application.

Furthermore, the results support the hypothesis that visual and auditory learning aids contribute to vocabulary mastery. As supported by Gamage (2019), cartoons cultivate a low-affective-filter environment that enhances student confidence and participation in language learning. This is evident in the students' increased engagement and improved vocabulary recall after the intervention. The

research also confirms the effectiveness of animated content in fostering vocabulary development, as discussed by Arifani (2020), who found that cartoon-assisted learning positively influences incidental vocabulary acquisition.

Therefore, it can be concluded that integrating cartoon videos in vocabulary instruction is an effective strategy to enhance students' vocabulary mastery. The results suggest that this method should be considered for broader implementation in English language teaching, particularly in junior high school settings, to improve students' language acquisition outcomes.

B. Suggestions

1. For Teacher

Teachers should incorporate multimedia tools such as cartoon videos into their vocabulary lessons. Engaging and interactive media has increased students' motivation and vocabulary retention. By creating a dynamic learning environment, teachers can enhance students' understanding and make learning more enjoyable, which may lead to improved academic outcomes in language acquisition.

2. For Students

Students should actively engage with new vocabulary by incorporating it into their daily conversations, writing, and class activities. Consistent practice inside and outside the classroom is crucial for mastering new words. Students will strengthen their language skills and confidence in using new terms effectively by applying the vocabulary in various contexts.

3. For Future Research

Future research should investigate the long-term retention of vocabulary learned through multimedia tools, such as cartoon videos. This would provide valuable insights into whether these innovative methods lead to sustainable improvements in language skills over time. Understanding the lasting effects of multimedia-based learning can help educators refine their approaches and adopt more effective strategies for vocabulary instruction.

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A P P E N D I C E S

Appendix I: Soal Pre-Test dan Post-Test

PRE-TEST

Instructions:

1. You have 15 minutes to do this pre-test.
2. Write your name and class on the answer sheet!
3. Translate the vocabulary in the table.

NAME:

CLASS:

Vocabulary	Meaning
	Meminta, bertanya
	Membimbing
Instruct	
	Menunjuk
	Menunjukkan
Direction	
Sign	
Route	
	Tanda / penanda tertentu
Path	
Clear	
	Langsung, Lurus
	Akurat
Informative	
Nearby	

POST-TEST

Instructions:

1. You have 15 minutes to do this post-test.
2. Write your name and class on the answer sheet!
3. Translate the vocabulary in the table.

NAME:

CLASS:

Vocabulary	Meaning
Direct	
Navigate	
	Memimpin
	Mengikuti
	Menerangkan
Map	
Intersection	
Destination	
Street	Jalan
Guidebook	
Confusing	
Detailed	
Helpful	
	Terlihat
Recognizable	

Appendix II: Kunci Jawaban Pre-Test dan Post Test

KUNCI JAWABAN

PRE-TEST

Vocabulary	Meaning
Ask	Meminta, bertanya
Guide	Membimbing
Instruct	Mengarahkan
Point	Menunjuk
Show	Menunjukkan
Direction	Arah
Sign	Tanda
Route	Rute
Landmark	Tanda / penanda tertentu
Path	Jalur
Clear	Jelas
Straightforward	Langsung, Lurus
Accurate	Akurat
Informative	Informatif
Nearby	Dekat

POST-TEST

Vocabulary	Meaning
Direct	Mengarahkan
Navigate	Menavigasi

Lead	Memimpin
Follow	Mengikuti
Explain	Menerangkan
Map	Peta
Intersection	Persimpangan
Destination	Tujuan
Street	Jalan
Guidebook	Buku Panduan
Confusing	Membingungkan
Detailed	Rinci
Helpful	Membantu
Visible	Terlihat
Recognizable	Dapat dikenali

Appendix III: Lesson Plan Treatment

PPP LESSON PLAN TREATMENT 1

CLASS/LEVEL	THE EIGHT GRADE/BASIC
TOPIC	Adjective, Verb, and Noun Vocabulary
OBJECTIVES	<ol style="list-style-type: none">1. Students should be able to write vocabulary according to the Cartoon Video.2. Students should be able to remember vocabulary according to the Cartoon.
MATERIALS	Cartoon Video
TIME	90 minutes
POTENTIAL PROBLEM	<ol style="list-style-type: none">1. Mixed ability2. Distracted behavior3. Lack of vocabulary

Present: Get SS ready to discuss the topic (activate background knowledge).

Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
Greetings and Introducing Self <ul style="list-style-type: none">• Teacher greetings the students.• Teacher asks about students' condition.• Teacher introduces himself.	T-Ss	7 minutes
Attendance List and Praying <ul style="list-style-type: none">• Teacher mentions students' names one by one.• Teacher asks students to lead the prayer before starting the class.	T-Ss	5 minutes
Attention grabber	T-Ss	3 minutes

<ul style="list-style-type: none"> Teacher instructs students. If the teacher says “attention” then students say “attention, attention, attention”. Teacher gives an example of the attention grabber. 		
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
Presentation <ul style="list-style-type: none"> The teacher divided students into two groups. The teacher asked the first group to watch a cartoon video. The teacher asked the first group to remember the vocabulary of nouns, adjectives, and verbs in the cartoon video. 	TTT	45 minutes

Produce: Production activities allow students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> Students go up one by one to write the vocabulary they found in the cartoon video. Students demonstrate the vocabulary they got from the cartoon video they had watched. 	STT	30 minutes

PPP LESSON PLAN TREATMENT 2

CLASS/LEVEL	THE EIGHT GRADE/BASIC
TOPIC	Adjective, Verb, and Noun Vocabulary
OBJECTIVES	<ol style="list-style-type: none"> 1. Students should be able to write vocabulary according to the Cartoon Video. 2. Students should be able to remember vocabulary according to the Cartoon Video.
MATERIALS	Cartoon Video
TIME	90 minutes
POTENTIAL PROBLEM	<ol style="list-style-type: none"> 1. Mixed ability 2. Distracted behavior 3. Lack of vocabulary

Present: Get SS ready to discuss the topic (activate background knowledge).

Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
Greetings and Introducing Self <ul style="list-style-type: none"> • Teacher greetings the students. • Teacher asks about students' condition. 	T-Ss	7 minutes
Attendance List and Praying <ul style="list-style-type: none"> • Teacher mentions students' names one by one. • The teacher asks students to lead the prayer before starting the class. 	T-Ss	5 minutes
Attention grabber <ul style="list-style-type: none"> • Teacher instructs students. If the teacher says "snack is coming" then students say "hush!". 	T-Ss	3 minutes

<ul style="list-style-type: none"> Teacher gives an example of the attention grabber. 		
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
Presentation <ul style="list-style-type: none"> The teacher divided students into two groups. The teacher asked the first group to watch cartoon video. The teacher asked the first group to remember the vocabulary of nouns, adjectives, and verbs in Cartoon video. 	TTT	45 minutes

Produce: Production activities allow students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> Students go up one by one to write the vocabulary they found in the Cartoon video with the meaning. Students demonstrate the vocabulary they got from the Cartoon videos they had watched. 	STT	30 minutes

PPP LESSON PLAN TREATMENT 3

CLASS/LEVEL	THE EIGHT GRADE/BASIC
TOPIC	Adjective, Verb, and Noun Vocabulary
OBJECTIVES	<ol style="list-style-type: none"> 1. Students should be able to write vocabulary according to the Cartoon Video. 2. Students should be able to remember vocabulary according to the Cartoon Video.
MATERIALS	Cartoon Video
TIME	90 minutes
POTENTIAL PROBLEM	<ol style="list-style-type: none"> 1. Mixed ability 2. Distracted behavior 3. Lack of vocabulary

Present: Get SS ready to discuss the topic (activate background knowledge).

Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
Greetings and Introducing Self <ul style="list-style-type: none"> • Teacher greetings the students. • Teacher asks about students' condition. 	T-Ss	7 minutes
Attendance List and Praying <ul style="list-style-type: none"> • Teacher mentions students' names one by one. • Teacher asks students to lead the prayer before starting the class. 	T-Ss	5 minutes
Attention grabber <ul style="list-style-type: none"> • Teacher instructs students. If the teacher says "one two three eyes on me" then students say "one two three eyes on you". 	T-Ss	3 minutes

<ul style="list-style-type: none"> Teacher gives an example of the attention grabber. 		
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
Presentation <ul style="list-style-type: none"> The teacher divided students into two groups. The teacher asked the first group to watch Cartoon with English subtitles. The teacher asked the first group to remember the vocabulary of nouns, adjectives, and verbs in Cartoon video. 	TTT	45 minutes

Produce: Production activities allow students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> Students go up one by one to write the vocabulary they found in the Cartoon video with the meaning. Students demonstrate the vocabulary they got from the Cartoon videos they had watched. 	STT	30 minutes

PPP LESSON PLAN TREATMENT 4

CLASS/LEVEL	THE EIGHT GRADE/BASIC
TOPIC	Adjective, Verb, and Noun Vocabulary
OBJECTIVES	<ol style="list-style-type: none"> 1. Students should be able to write vocabulary according to the Cartoon Video. 2. Students should be able to remember vocabulary according to the Cartoon Video.
MATERIALS	Cartoon Video
TIME	90 minutes
POTENTIAL PROBLEM	<ol style="list-style-type: none"> 1. Mixed ability 2. Distracted behavior 3. Lack of vocabulary

Present: Get SS ready to discuss the topic (activate background knowledge).

Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
Greetings and Introducing Self <ul style="list-style-type: none"> • Teacher greetings the students. • Teacher asks about students' condition. 	T-Ss	7 minutes
Attendance List and Praying <ul style="list-style-type: none"> • Teacher mentions students' names one by one. • Teacher asks students to lead the prayer before starting the class. 	T-Ss	5 minutes
Attention grabber <ul style="list-style-type: none"> • Teacher instructs students. If the teacher says "Halo" then students say "Hi". 	T-Ss	3 minutes

<ul style="list-style-type: none"> Teacher gives an example of the attention grabber. 		
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
Presentation <ul style="list-style-type: none"> The teacher divided students into two groups. The teacher asked the first group to watch Cartoon with English subtitles. The teacher asked the first group to remember the vocabulary of nouns, adjectives, and verbs in Cartoon video. 	TTT	45 minutes

Produce: Production activities allow students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> Students go up one by one to write the vocabulary they found in the Cartoon video with the meaning. Students demonstrate the vocabulary they got from the Cartoon videos they had watched. 	STT	30 minutes

PPP LESSON PLAN TREATMENT 5

CLASS/LEVEL	THE EIGHT GRADE/BASIC
TOPIC	Adjective, Verb, and Noun Vocabulary
OBJECTIVES	<ol style="list-style-type: none"> 1. Students should be able to write vocabulary according to the Cartoon Video. 2. Students should be able to remember vocabulary according to the Cartoon.
MATERIALS	Cartoon Video
TIME	90 minutes
POTENTIAL PROBLEM	<ol style="list-style-type: none"> 1. Mixed ability 2. Distracted behavior 3. Lack of vocabulary

Present: Get SS ready to discuss the topic (activate background knowledge).
Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
Greetings and Introducing Self <ul style="list-style-type: none"> • Teacher greetings the students. • Teacher asks about students' condition. • Teacher introduces himself. 	T-Ss	7 minutes
Attendance List and Praying <ul style="list-style-type: none"> • Teacher mentions students' names one by one. • Teacher asks students to lead the prayer before starting the class. 	T-Ss	5 minutes
Attention grabber <ul style="list-style-type: none"> • Teacher instructs students. If the teacher says "attention" then students say "attention, attention, attention". 	T-Ss	3 minutes

<ul style="list-style-type: none"> Teacher gives an example of the attention grabber. 		
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
Presentation <ul style="list-style-type: none"> The teacher divided students into two groups. The teacher asked the first group to watch a cartoon video. The teacher asked the first group to remember the vocabulary of nouns, adjectives, and verbs in the cartoon video. 	TTT	45 minutes

Produce: Production activities allow students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> Students go up one by one to write the vocabulary they found in the cartoon video. Students demonstrate the vocabulary they got from the cartoon video they had watched. 	STT	30 minutes

Appendix IV: Dokumentasi



Keterangan: Siswa menonton video cartoon yang diputar oleh peneliti, sembari siswa mencatat vocabulary yang didengar dari video.