IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH CARTOON FILM (A Study at the Sixth Grade Students of MIS Thoyyibatul Ulum Hutaimbaru in 2020/2021 Academic Year)

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Absract : The objectives of this research are to know: 1) The extent of students' vocabulary mastery score before apply cartoon film at the sixth grade of MIS Thoyyibatul Ulum Hutaimbaru in 2020/2021 academic year. 2) The extent of the students' vocabulary mastery score after apply cartoon film at sixth grade of MIS Thoyyibatul Ulum Hutaimbaru in 2020/2021 academic year. 3) The extent of the improvement of using cartoon film on the students' score of vocabulary mastery at the sixth grade of MIS Thoyyibatul Ulum Hutaimbaru in 2020/2021 academic year. The researcher using classroom action research which consist of two cycles and the subject of the research are the sixth grade of MIS Thoyyibatul Ulum Hutaimbaru which consist of 24 students. The instrument of the research were pre-test, post-test, observation check list, and lesson plan. The result of the reseach are: 1) The extent of the students' vocabulary mastery score before apply cartoon film is still low and need to improve. It can be seen from the students' vocabulary mastery mean score in pre-test is 69,37. 2) The extent of the students' vocabulary mastery score after apply cartoon film is cartoon film can improve students' vocabulary mastery. It can be seen from the students' mean score of post-test in first cycle is 76,25 While the mean score of post-test in second cycle is 83,75 3) The extent of the improvement of using cartoon film on the students' score of vocabulary mastery is improving. It can be seen from there was 20,72% of mean score improvement from the students' score in the preliminary study up to the second cycle. It means that there is improvement of cartoon film on students' vocabulary mastery at the sixth grade of MIS Thoyyibatul Ulum Hutaimbaru in 2020/2021 Academic Year.
Key Words : Cartoon Film, Vocabulary Mastery

Abstrak*:* Tujuan dari penelitian ini adalah untuk mengetahui: 1) Sejauh mana nilai penguasaan kosakata siswa sebelum mengaplikasikan film kartun pada kelas VI MIS Thoyyibatul Ulum Hutaimbaru tahun ajaran 2020/2021. 2) Sejauh mana nilai penguasaan kosakata siswa setelah mengaplikasikan film kartun di kelas VI MIS Thoyyibatul Ulum Hutaimbaru tahun ajaran 2020/2021. 3) Sejauh mana peningkatan penggunaan film kartun terhadap nilai penguasaan kosakata siswa kelas VI MIS Thoyyibatul Ulum Hutaimbaru tahun ajaran 2020/2021. Peneliti menggunakan penelitian tindakan kelas yang terdiri dari dua siklus dan subjek penelitiannya adalah siswa kelas VI MIS Thoyyibatul Ulum Hutaimbaru yang berjumlah 24 siswa. Instrumen penelitian adalah pre-test, post-test, observasi check list, dan RPP. Hasil dari penelitian ini adalah: 1) Tingkat penguasaan kosakata siswa sebelum mengaplikasikan film kartun masih rendah dan perlu ditingkatkan. Hal ini terlihat dari rata-rata penguasaan kosakata siswa pada pre-test adalah 69,37. 2) Tingkat penguasaan kosakata siswa setelah menerapkan film kartun dapat meningkatkan penguasaan kosakata siswa. Hal ini terlihat dari rata-rata nilai post-test siswa pada siklus 1 adalah 76,25 sedangkan rata-rata nilai post-test siklus II adalah 83,75 3) Sejauh mana peningkatan penggunaan film kartun pada siswa. skor penguasaan kosakata meningkat. Hal ini terlihat dari peningkatan nilai rata-rata siswa pada pembelajaran pendahuluan hingga siklus 2 sebesar 20,72%.

Artinya, terdapat peningkatan penguasaan kosakata film kartun siswa kelas VI MIS Thoyyibatul Ulum Hutaimbaru Tahun Ajaran 2020/2021.
Kata Kunci : Cartoon Film, Penguasaan Kosakata

I.   INTRODUCTION

Vocabulary is one of the important aspects of teaching and learning a language. The quality of someone's English skills is depending on the quality and quantity of the vocabulary he has.

According to Richard (2002: 255), Vocabulary is a core component of language proficiency and provide much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning oppurtunities around them. Moreover Richard in Munir (2016: 16) says, "Vocabulary is one of the most obvious components of language and one of the linguist turned their attention to. Vocabulary is list of words with their meanings, especially in a book for learning a foreign languge".

Based on the definition above, the researcher conclude that vocabulary is one of the most important component of languge, because vocabulary influence how well students speak, listen, read, and write. Vocabulary divided into receptive vocabulary and productive vocabulary. While, there are five indicators of vocabulary, as follow:

Noun

According to Gobetti et al., (2018: 11), Noun is a word that indicates a person, animal, thing, or idea; it can be a companied by an article. Similarly, Huddleston and Pullum (2005:16) says, "Noun is the category containing words denoting all kinds of physical objects, such as: person, animals, and innamate objects". Based on explanation above, the researcher concludes that noun is one of the important word that should be learn by students to be mastered vocabulary.

Verb

According to Gobetti et al., (2008: 12), Verb is words that shows an action, an event, or state an event or a state being. Furthermore, Swick (2005 :17) says, "Verb is the world in a sentence that describe the action of a sentence or that introduce the condition or state of someone or something in sentence". Based on explanation above, the researcher concludes that verb is words that shows or express an action, or activity that will be done by subject.

Adjectives

According to Nesfield (2016: 9), Adjective is a word that enlarges the meaning and narrows that application of a noun. Meanwhile, Huddleston and Pullum (2005:18) defined that Adjectives is characteristically express

properties of people or of concrete or abstract things. Based on explanation above, the researcher concludes that adjective is the word that used to modify nouns and pronouns. a feeling.

Adverb

According to to Nestifield (2016:12), Adverb is a word that extends the meaning and narrows the application of any part of speech except a noun or pronoun. Furthermore, Gobitti et al., (2018 :12) says, "Adverb is a word that qualifies a verb, adjectives, noun, another adverb, or a sentence derived". In addition, Huddleston and Pullum (2005 :16) states that Adverb are those derived from adjectives by adding –ly. Based on explanation above, the researcher concludes that adverb is one of part of speech which has the function to explain event, modify adjectives and verb.

According to Linse (2005:123) there are some principal in teaching vocabulary, as follow: 1) emphasize both direct and indirect teaching, 2) teach vocabulary words before a new activity, 3) teach how to use context clues appropriately, 4)present multiple exposures to new vocabulary items, 5) give oppurtunities for deep processing of vocabulary items, and 6) teach students to use dictionaries.

Gairns and Redman (1986:73) states some techniques in teaching vocabulary, as follow: 1) visual techniques, 2) verbal techniques, and 3) translation.

Media

Media are all aids which may be used by teachers and lerners to attain certain educational objectives. According to Heinich, *et al* cited in Naz and Akbar (2018: 2), Media can be used effectively in formal situation where students are working independently or teacher is working with other group of students.

So, the researcher conclude that media are all aids which the teacher and learner used to supporting the teaching and learning process. Media are carries the information between a sourcer and a receiver, while the purpose of media is to facilitate communication and learning. There are three kinds of media, namely: 1) visual media is media that only show a picture without a sound, 2) audio media is media that only show the sound, and 3) audio visual media is the media which show a picture and sound. Audio-visual media means audible and visible. .

Cartoon Film

Cartoon is an interpretive picture that uses symbols to convey a message quickly and easily, or an attitude towards certain people,

situations, or events. According to A. S Hornby cited in Zulfa and Septiana (2015: 2), Cartoons are paintings of daily events that are portrayed as enjoyable and interesting. Furthermore Coyle (2010: 4) says, "Cartoon film is an audio-visual form of creating and staging motion that is linked to specific distribution and exhibition contexts. As such, cartoon film bridges many genres and appears in different forms".

Briefly, it can be said that cartoon film is animation films that show a 2D (2 dimension) film that sets of moving picture made by photographing a series of cartoon drawing or sketches, which carry massage or information. Cartoon film contain an interesting and homourous sense that suitable for students especially by children.

When using cartoon film as meadia of teaching and learning process, in this case vocabulary. there are some characteristic must filled by teacher. According to Munir (2016: 23), they are: 1) appropriateness to experience level, 2) the easy vocabularies, 3) educated students, 4) clear symbols, and 5) The duration of cartoon film is short.

Researcher choose the cartoon film as a media to teach vocabulary for students. Because through the cartoon film children will learn many vocabularies in a fun way and attract the students' interest.

According to Margono (2010: 11), there are some steps that must be do in using cartoon film as teaching media, as follow: 1) teacher's preparation, 2) class prepation, 3)presentation, and 4) continuation activity.

According to Asnawir and Usman (2002) cited from Margono (2010: 17), there are some disadvatages of cartoon film. As follow: 1) film can describe process, 2) film can arouse impression of room and time, 3) the picture is so useful to taught about new words, 4) the sound can arouse reality of picture in from of nature expression, 5) film can tell expert's voice while watching his/ her appearance, 6) color film can add reality of object, which is practiced, and 7) film can show scientific theory and animation. While the disadvantages of cartoon film, there are: 1) during playing film, teacher cannot explain any material because it can disturb students' concentration, 2) students cannot understand the film well if it is playing too fast, 3) it is difficult to repeat what is gone except playing it once more, 4) The equipment is expensive, 5) students' attention may be focused on cartoon film, and 6)students may be bored when watching if the duration of cartoon film is too long.

II.   METHODOLOGY OF THE RESEARCH

The research method which is used is classroom action research. It is called CAR because the study focuses on a particular problem and a particular group of students in a certain classroom.

According to Mills (2000: 6), action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholder in the teaching/learning environment, to gather information about the ways that their particular school operate, how they teach, and how well their studer learn. Action research engages teacher in a four step process, they are: identify an area of focus or introduction step, collect data or methodology, analyze and interpret data or result step, and develop an action plan or conclusion as the final step.

The Classroom Action Research model used by the researcher was developed by Kemmis and Mc. Taggart, in this model the implementation of the action research included four steps, namely planning, action, observing, and reflection. Those steps make a spiral. It means when we do one step, we can come back to previous step to see what we already done. As follow:
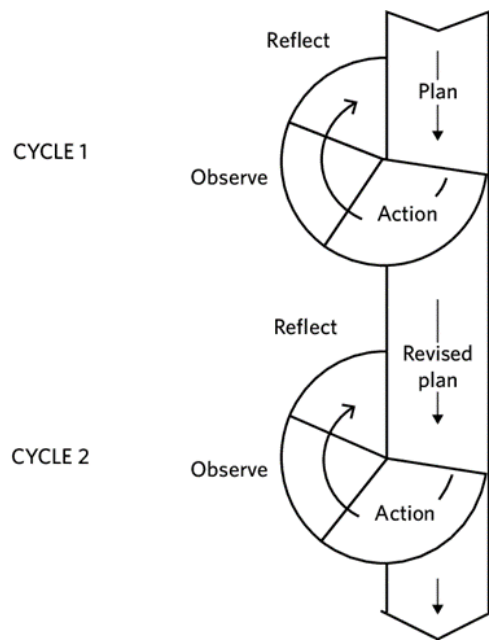
Figure 1
Action Research, Model from Kemmis and McTaggart

1) Planning, in this phase, the researcher prepare every single thing and make some planning based on the finding of preliminary study, 2) action, action is act to implement the plan, in this phase the researcher carries out the action based on the planning that has been made, 3) observation, this phase discusses about the process of recording and gathering all relevant data about any aspect occurred during the implementation of the action, and 4) reflection, reflection is a last phase in one cycle, the aims of this phase are to reflect the data from the implementation of the action and to know whether the action is successful or not by matching the result of the observing phase with the criteria of success.

III.   RESULT

The researcher describes students' scores in pre-test and cycle 1 and cycle 2 in the table below:

Tabel 4
The Vocabulary Scores of Pre-test, cycle 1 and cycle 2

Students	Pre-test	Cycle 1	Cycle 2
1	70	70	85
2	75	80	80
3	75	75	80
4	85	85	90
5	70	75	80
6	70	80	85
7	60	70	75
8	80	90	90
9	70	80	80
10	55	60	70
11	70	75	85
12	70	70	90
13	70	70	85
14	80	90	85
15	80	80	90
16	75	80	85
17	65	75	90
18	75	80	80
19	60	80	80
20	55	60	75
21	75	80	85
22	70	75	90
23	90	100	100
24	60	85	85
Mean: $X\dfrac{\sum X}{n}$	69.37	76.61	83.75

Based on the calculation of students' vocabulary score above proves that there is a significant improvement of the students' vocabulary after apply cartoon film.

The students' mean score in preliminary study was 69.37; in the first cycle the mean score was 76.25 and the mean score in the second cycle was 83.75. There was 9.91% of mean score improvement from students' score in preliminary study up to the first cycle, and there was 20.72% of mean score improvement from the students' score in the preliminary study up to the second cycle.

The students' improvement in vocabulary competence from the preliminary study to the second cycle was recapped in figure below:
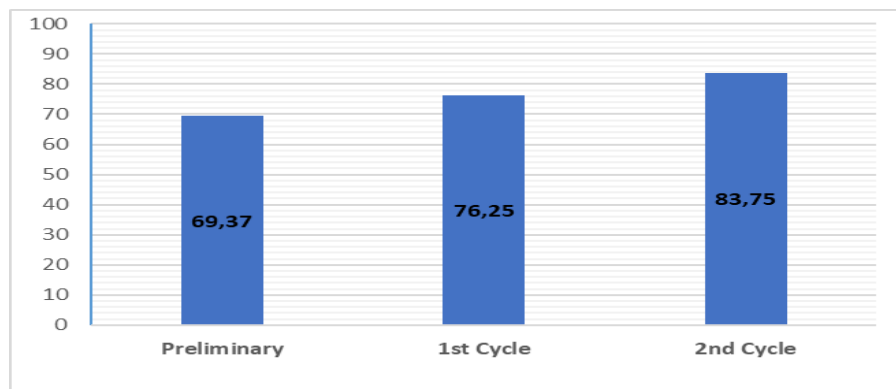

Figure 2 :
The Students' Achievement in Vocabulary Mastery Score

From the figure of the students' achievement above can be concluded that watching cartoon film technique is effective to be used in improving students' vocabulary mastery at the sixth grade students of MIS

Thoyyibatul Ulum Hutimbaru. So, the cycle of CAR does not have to be continued. The reseaecher concludes that CAR ended.

IV.   DISCUSSION

Based on the result of students' vocabulary test' score, it was found out that the students' score was gradually improving. It meant that there was a very positive impact toward the improvement of students' vocabulary competence. It is what the researcher calls a fun way learning English. In other words, the use of Cartoon Film could increasingly help and make them participate to learn for better vocabulary competence. Thus, most of them gained good scores at the end of each cycle. The students' mean score in preliminary study was 69.37; in the first cycle the mean score was 76.25 and the mean score in the second cycle was 83.75. There was 9.91% of mean score improvement from students' score in preliminary study up to the first cycle, and there was 20.72% of mean score improvement from the students' score in the preliminary study up to the second cycle.

All of the result of instruments after accomplishing the classroom action research revealed the great results from implementing Cartoon Film in improving students' vocabulary mastery in two cycles. It proves the

sixth grade students of MIS Thoyyibatul Ulum Hutaimbaru succeed in improving their vocabulary competence through the Cartoon Film.

CONCLUSION

The researcher makes conclusion, as follow: This study used the Classroom Action Research (CAR) method in which to identify the problem on students' vocabulary mastery, it is initiated through the interview the teacher and through the observation in the sixth grade of MIS Thoyyibatul Ulum Hutaimbaru which is considered as the class that has a low English test score. In this study, the researcher implements the Kurt Lewin's design which consists of four phases. Those are planning, acting, observing, and reflecting. Meanwhile, the data is derived among from the test and observation, it could be summed up as: First, related to the test result, there was 20.28% improvement of students' mean score from pre-test to the post-test of the second cycle. Second, the observation result showed that the students were more active and interested in learning activity in the classroom.

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