THE EFFECTIVENESS OF USING SUBTITLED ANIMATED CARTOON IN IMPROVING STUDENT'S VOCABULARY MASTERY AT GRADE VIII OF SMP N 3 PADANGSIDIMPUAN

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Abstract
The aim of this research was to find out the The Effectiveness of Using Subtitle Animated Cartoon in Improving Students' Vocabulary Mastery at Grade VIII of SMP N 3 Padangsidimpuan. This research conducted by using Quantitative method with a pre-experimental design with one group of pre-test and post-test. This research population consisted of eighth grade students at SMP N 3 Padangsidimpuan, with the research sample being Class VIII-3, which consisted of 32 Students, selected by purposive sampling technique. The Data from this research, collected from the results of pre-test and post-test materials and used as an assessment to determine how the assessment of students ' knowledge before and after using Subtitled animated cartoon as a medium of teaching and learning. The result of this research revealed that using English cartoon films as a media of teaching and learning is effective for students in eighth grade students of SMP N 3 Padangsidimpuan in improving their vocabulary mastery especially word meaning and word classes such as noun and verb. This is demonstrated by how much the student's grades have improved. where the pre-test mean score of students is 30.34 and the post-test mean score of students is 71.06, indicating a 134.21% increase in students in this research. Furthermore, data analysis results show that the value of t-test (15.55) is greater than the value of t-table (2.040). Based on these findings, it is possible to conclude that there is a significant difference in students' "vocabulary mastery before and after they use English cartoon film as a media of teaching and learning process," demonstrating that English cartoon film is effective for improving students' vocabulary mastery.
Keywords: English Cartoon film, Vocabulary mastery, Subtitle Animated Cartoon.

Abstrak
Tujuan penelitian ini adalah untuk mengetahui Efektivitas Penggunaan Kartun Animasi Bersubtitle dalam Meningkatkan Penguasaan Kosakata Siswa Kelas VIII SMP N 3 Padangsidimpuan. Penelitian ini dilakukan dengan menggunakan metode kuantitatif dengan desain pra-eksperimental dengan satu kelompok pre-test dan post-test. Populasi penelitian ini terdiri dari siswa kelas delapan di SMP N 3 Padangsidimpuan, dengan sampel penelitian kelas VIII-3, yang terdiri dari 32 siswa, dipilih dengan teknik purposive sampling. Data dari

penelitian ini dikumpulkan dari hasil pre-test dan post-test dan digunakan sebagai penilaian untuk menentukan bagaimana penilaian pengetahuan siswa sebelum dan sesudah menggunakan kartun animasi bersubtitle sebagai media pembelajaran. Hasil penelitian ini mengungkapkan bahwa penggunaan film kartun berbahasa Inggris sebagai media pembelajaran efektif bagi siswa kelas delapan SMP N 3 Padangsidimpuan dalam meningkatkan penguasaan kosakata mereka, khususnya makna kata dan kelas kata seperti kata benda dan kata kerja. Hal ini dibuktikan dengan peningkatan nilai siswa. Di mana nilai rata-rata pre-test siswa adalah 30,34 dan nilai rata-rata post-test siswa adalah 71,06, menunjukkan peningkatan sebesar 134,21% pada siswa dalam penelitian ini. Lebih lanjut, hasil analisis data menunjukkan bahwa nilai t-test (15,55) lebih besar dari nilai t-tabel (2,040). Berdasarkan temuan ini, dapat disimpulkan bahwa terdapat perbedaan signifikan pada "penguasaan kosakata siswa sebelum dan setelah mereka menggunakan film kartun berbahasa Inggris sebagai media proses pengajaran dan pembelajaran," yang menunjukkan bahwa film kartun berbahasa Inggris efektif untuk meningkatkan penguasaan kosakata siswa.
Kata kunci: Film kartun berbahasa Inggris, Penguasaan kosakata, Kartun animasi dengan subtitle.

INTRODUCTION

English is a language that is widely spoken around the world. In summary, English has been studied in many countries throughout the world, and it is widely used for international communication and as a key to knowledge, science, and technology. Being a foreign language and mandatory subject in schools, English requires serious handling in order to be able to provide the best quality to students. It is important for students to understand the essential words that are relevant to their field of study.

The importance of English as the key to the international communication makes it compulsory subject for students from the Junior High School up to the Senior High School. It is necessary for students to master four basic language skills. They are listening, speaking, reading, and writing. Students must also master certain vocabularies in addition to their basic skills. English is the foreign language that is taught in formal schools in Indonesia due to this reason.

Vocabulary is the basic that must be learnt first by learners. It will help the learner in learning English language well. Vocabulary learning is the important aspect in learning a foreign language. Students will improve much if they learn more words and expressions. According to Kristiani et al (2021) Vocabulary is one of the meanings that can be used when communicating with others, both orally and in writing; communication cannot be established without vocabulary.

Teaching and learning vocabulary will be more successfully for the student if they have a confidently to spell the word. Several elements that support student to learning vocabulary affective of the student, there are motivation, esteem, confidence, sympathy. The activity is supported by all the components. It means, the components are stages used in teaching vocabulary. Despite the importance of these components in English teaching, it is not guaranteed that learners will use English perfectly if they only have a basic foundation. Therefore, the impact of student's study will depend on the impact of their learning activities.

According to the explanation, having a sufficient vocabulary is one of the key factors in improving students' English skills, particularly vocabulary mastery. To improve student's ability in learning English, especially vocabulary, a strategy is required. In this case, using media as a strategy can enhance student motivation in learning English. Winarto et al (2020) Learning media are tools that can be utilized in the teaching and learning process to transmit messages 3 or information and stimulate students' interest in learning. in learning vocabulary,

media is one of strategy that can be used. When media is utilized appropriately in the educational process, it emerges as a highly effective and efficient in attaining learning objectives. Media serves as a valuable tool for students to enhance their vocabulary mastery.

Animation can be one of the interesting learning media for students especially Cartoon. the use of movies in improving students ' vocabulary mastery can be started from cartoons, children usually make Animation like cartoons as their daily spectacle, so they will enjoy teaching and learning in class if a teacher uses cartoons. For children, cartoons are fun. learning while watching will be more fun and has many advantages. Watching movies does not always have to be at the cinema. Any student can do it anywhere. Students can watch from laptops/smartphones using the internet. Animation such as cartoon can help students to learn English vocabulary more easily and with fun anytime and anywhere. Moreover, the use of films with subtitles that represent words and images in oral, written and visuals forms are more likely to be easily understood by students in processing each new word in the Animation.

Based on the results of the researcher is pre-observation through interview with teacher and also observation in the classroom at SMPN 3 Padangsidimpuan researcher found that the students were very lacking in vocabulary mastery, the students had limited vocabulary and found it difficult to understand new words. Mostly, when they were asked about English words, students were just silent and there were only one or two students who actively and repeatedly answered and most of the other students could not answer because they did not understand the meaning of the word in English. The number of students who are less interested in learning English, especially vocabulary because they think that words in English are difficult to memorize, so it makes students often forget.

Based on the facts in the explanation, the researcher is very interested in knowing whether the use of media such as Animated Cartoon with subtitled can help students in improving their mastery of English vocabulary. The researcher will conduct research with the title "The Effect of Using Subtitled Animated Cartoon on Students Vocabulary Mastery at Grade VII SMP Negeri 3 Padangsidimpuan".

METHODOLOGY OF THE RESEARCH

This research used pre-experimental design with One Group Pretest- Posttest to find out the effectiveness of using English cartoon film in improving students' vocabulary mastery. According to Sugiyono (2013) Pre-experimental design is a plan that covers only one group or class given pre-test and post-test. The researcher used a pre-test in the first meeting and provide treatment after the pre-test, at the end of the study, students were given a post-test to determine understanding after treatment.

This research will be conducted at SMP N 3 Padangsidimpuan, which is located in Jl.KH Ahmad Dahlan, No. 39 Wek. I Kecamatan Padangsidimpuan Utara, Kota Padangsidimpuan. The population of this research are the students in grade VIII SMP N 3 Padangsidimpuan which Consists of 209 students. According to Arikunto, if there are less than 100 students, it is better to take all of them so that the researcher applies informant research. Furthermore, if the number of subjects is more than 100, it can be taken as a subject between 10-15% or 20-25% of the existing informant (Arikunto in Istapra 2022). In this research, the total informant of the second grade SMP N 3 Padangsidimpuan is 209 students. In selecting a subject, the researcher decided to take a class subject based on random sampling techniques by plotting the whole class. After getting the result, it turns out. Due to the similar level of knowledge and issues regarding vocabulary mastery across all classes, the researcher will select a sample size of 15%. Consequently, the subjects will comprise 31.5% or 32 students from Grade VIII-3 at SMP N 3 Padangsidimpuan, chosen randomly.

The instrument used in this research was a vocabulary test, which was used as pre-experimental research. In this test, researcher administered a multiple-choice vocabulary test in English to students, who then took the test. The researcher administered a pre-test of 10 numbers, followed by treatment, and then administered a post-test of 10 numbers. It is designed to assess students' progress before and after.

After the data was collected by conducting pre-test and post-test, researcher then focused on data analysis where data is collected from the vocabulary of the test and analyzed using the following procedures:

Scoring the students correct answer of pre-test and post-test used this formula:

$$Score = \frac{Student\ Correct\ Answer}{Total\ Number\ of\ Item}\ X\ 100$$

The Classification of Students Test result:

Table 3.3 Classification of Student Test result.

No	Score	Classification	Description
1	81-100	Excellent	Demonstrates a thorough understanding of word meanings and can effectively use a wide range of nouns and verbs. Shows exceptional ability to discern subtle differences in word meanings and apply words accurately in various contexts.
2	61-80	Good	Shows a good understanding of word meanings and can use most nouns and verbs correctly. May have occasional difficulties with more complex or less common words but generally uses vocabulary accurately.
3	41-60	Fair	Has a basic understanding of word meanings and can use common nouns and verbs adequately. May struggle with less familiar or more nuanced words, affecting the precision of vocabulary usage.
4	21-40	Poor	Limited understanding of word meanings, with difficulties in using nouns and verbs accurately. Often relies on basic vocabulary and struggles with more specific or varied terms.
5	1-20	Very poor	Very limited grasp of word meanings, with significant difficulties in using nouns and verbs. Struggles to apply basic vocabulary effectively and may frequently misuse or misunderstand terms.

Calculating the mean of the students answer used this formula:

$$X = \frac{\Sigma x}{N}$$

Where:
X = Mean score
Σx = The raw of all score
N = The number of subjects

(in Islamiyah 2023)

FINDINGS AND DISCUSSION

The researcher presents the results of the processed data that was collected in this chapter. This study manages data using quantitative data from various tests such as pre-test

and post-test. Students are given a pre-test before receiving treatment or media, and a post-test is given to them at the last meeting after receiving treatment or media. The following table displays the results of students' pre-test and post-test scores.

The Classification and Frequency of Pre-test and Post-test

Table 4.1 The students' all score category

No	Categories	Score	Pre-test		Post-test	
			Freq	%	Freq	%
1	Very Good	81-100	0	0%	3	9%
2	Good	61-80	0	0%	21	66%
3	Fair	41-60	5	16%	7	22%
4	Poor	21-40	18	56%	1	3%
5	Very Poor	1-20	9	28%	0	0%
	TOTAL		32	100%	32	100%

There is a difference between pre-test and post-test in the category, frequency, and percentage of vocabulary mastery of students, as shown in the table above. There were no students in the category Very good in the pre-test results before using English cartoon film. There was no student in the category Very good and Good in the pre-test results before using English cartoon film. Only 5 student was placed in the fair category with percentage of 16%, 18 in the poor category with percentage of 56%, and 9 students in the very poor category with percentage of 28% in this pre-test. While using English cartoon film as a media, the post-test result revealed that there were 3 students in the very good category with percentage of 9%, 21 students in the good category with percentage of 66%, 7 students in the fair category with percentage of 22%, and 1 student in the poor category with percentage of 3%.

The improvement of the students' vocabulary Mastery

Table 4.2 The Students Mean Score

| Indicator	Pre-Test Score	Post-Test Score	Improvement
Students' Vocabulary Mastery. (Word meaning, Noun and Verb	30,34	71,06	134,21%

The table above shows that there is an improvement in students' vocabulary mastery of pre-test and post-test, with the pre-test students' average score in answering the vocabulary test in the form of multiple choice being 30.34 and the post-test student' average score in

answering being 71,06. As a result, the students percentage improvement in vocabulary mastery from pre-test to post-test is (134,21%)

To see clearly the improvement of the students' vocabulary mastery in using English cartoon film, the following chart is presented.

Figure 4.1 The mean score and Improvement of Student' Vocabulary Mastery
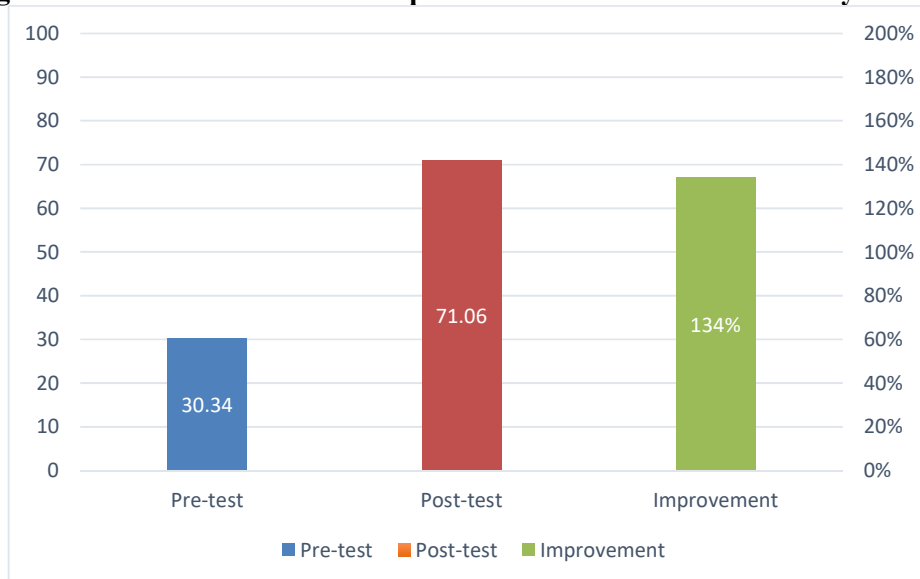
The graph figure 4.1 above shows that the students' vocabulary mastery improved from pre-test with an average score of 30,34 to the post-test with an average score of 71,06, indicating a 134,21% improvement from pre-test to post-test. This proves that using English cartoon movies to improve students' vocabulary mastery is effective.

Test of Significance

To determine the significance of pre-test and post-test for students after using English cartoon film, researcher used t-test analysis on the significance level p (0.05) with degrees of freedom (DF) =N-1, where N number of subjects (32) students then the value of t-table is 2.044. If the test value is greater than the t-table at a significance level of 0.05 and a degree of freedom of 31, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. If the t-test value is less than the t-table at a significance level of 0.05 and 31 degrees of freedom, an alternative hypothesis (H1) is accepted. and to find out if the average score of the two Tests (pre-test and post-test) was different, the researcher used the t-table, which is the following table that shows the results of the T-test calculation:

Table 4.3 The t-test and t-table of Students' achievement.

Variable	T-test	T-table	Comparison	Classification
Students' Vocabulary Mastery	15.55	2.040	T-test > T-table 15.55 > 2.040	Improved

Table 4.3 shows that the t-test (15.55) has a higher value than the t-table (2.040). This indicates that the student's pre-test and post-test results differ significantly.

Based on the table above, it is possible to conclude that the t-test value was greater than the t-table (T-Test> T-Table), so the final result shows that the t-test score for the final score of students' vocabulary improvement was (15.55>2.040). This demonstrates that there is a significant difference in the students' vocabulary before and after using the English Cartoon Film. It was also stated that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

DISCUSSION

The findings of a research on the use of English cartoon Film as a media to improve vocabulary mastery at grade VIII-3 of SMP Negeri 3 Padangsidimpuan are presented in this section, with reference to the research is objective, which is to determine how effective the use of English cartoon film as a learning media is in improving vocabulary mastery at grade VIII. The researcher took several steps to achieve the research is objective. The test is used as a research instrument by researcher to collect data. The steps for collecting existing data are as follows: pre-test, treatment, and post-test at the final class meeting.

The use of pre-test activity in this research as an activity to test the level of knowledge of participants on the material to be delivered, pre-test activities carried out before teaching activities are given. The advantage of administering a pretest is that it determines participants' initial knowledge of the lessons to be delivered. The researcher will be able to determine how the lesson will be delivered later by knowing the initial ability of the participants.

In this research, the post-test is the final evaluation after the material taught on that day has been given, where the researcher gives a post-test to see if the participants understood the material given on that day when using the treatment that was given. The purpose of this post-test administration is to gain an understanding of the abilities attained following the completion of treatment administration.

Activities undertaken and discussed in this paper is to ask students to watch cartoons in English for 2 meetings with the duration of the film is 25 minutes each meeting. this activity was carried out by looking at the lack of adequate media that can be used to help increase student interest in learning, especially learning English. this is done to help students succeed in their learning. By watching Films can be an interesting activity Learning English especially learning a lot of new vocabulary. researcher chose film as a media of learning because students like to watch films and through the film was able to increase students ' interest in learning especially in learning English. These finding is also in line with what was found by (Efrizal., 2018) that the Media such as films have a very significant role in motivating students to learn vocabulary and making teaching and learning more interesting.

Another in line with what have been found by (Puspitarini & Hanif 2019) When learning media is used properly in the learning process, it becomes a more effective and efficient supporting tool in achieving learning objectives. The previous explanation proved that students' vocabulary Mastery improved, as evidenced by the average value of students before and after treatment with subtitled animated cartoon. According to the findings, students' vocabulary mastery improved significantly after being treated with English cartoon film as a learning media.

These finding is also in line with was found by (Rohimajaya 2019) Films, particularly cartoons, can be an engaging learning media for students. The use of films in improving students' vocabulary mastery can begin with cartoons; children usually make cartoons as their daily spectacle, so if a teacher uses cartoons, they will enjoy teaching and learning in class. Cartoons are entertaining for children. Learning while watching will be more enjoyable and beneficial to students.

However, some of these researches differ from research conducted by researcher, where this research focused on vocabulary in terms of nouns and verbs. The findings of this research revealed that the vocabulary of students in the form Word meaning and word classes in eighth grade students of SMP N 3 Padangsidimpuan can improve, and the value of students after using Subtitled animated cartoon as a media is higher than before the treatment was given to students.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concluded that the use of subtitled animated cartoon as a learning medium was able to improve students' vocabulary mastery because there were significant differences between before and after treatment of students, with students having weaknesses in vocabulary before treatment and increased vocabulary of students after treatment. That is, the use of subtitled animated cartoon as a learning medium is effective to help students improve their vocabulary. Other findings from this study can be concluded that the value of t-test is greater than the t - table, so the final results show that the value of t-test for the final value of increasing students' vocabulary is (15.55>2,044). this shows that there is a significant difference in students' vocabulary mastery before and after using subtitled animated cartoon where students experience an increase in vocabulary mastery after the use of subtitled animated cartoon as a medium of teaching and learning.

The student's vocabulary mastery significantly improved after being taught through subtitled animated cartoon. Since using subtitled animated cartoon was interesting and entertaining, it encouraged the students to learn English, and also, the students learned vocabulary easier. It was proven by the increase in students' mean scores in the post-test, which was higher than the post-test. the students' vocabulary mastery improved from pre-test with an average score of 30,34 to the post-test with an average score of 71,06, indicating a 134,21% improvement from pre-test to post-test. This proves that using English cartoon movies to improve students' vocabulary mastery is effective.

1. To find out the percentage of students' achievement

$$P = \frac{F}{N} \text{ X } 100$$

Where:
P = Rate of Percentage
F = The frequency of student's answers
N = The number of subjects

(in Islamiyah 2023)

2. To find out the improvement of percentage.

$$p = \frac{x2 - x1}{x1} \text{ X } 100$$

Where:
P = The percentage of improvement
X2: The total score of post-tests
X1: the total score of pre-tests

(in Islamiyah 2023)

3. Calculated the value of t-test to indicate the significance of the difference between the pre-test and posttest used the following formula:

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 \quad \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

Where:

t = Test of significance

$\bar{D}$ = The mean score of difference (X1-X2)

ΣD = The sum of the total score difference

N = Number of students

(in Islamiyah 2023)

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