

**THE USE OF CARTOON VIDEO TO IMPROVE THE STUDENTS'
VOCABULARY ACHIEVEMENT OF THE SEVENTH GRADE
STUDENTS AT SMP NEGERI 3 NATAR LAMPUNG SELATAN**

(Undergraduate Thesis)

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ABSTRACT

THE USE OF CARTOON VIDEO TO IMPROVE THE STUDENTS' VOCABULARY ACHIEVEMENT OF THE SEVENTH-GRADE STUDENTS AT SMPN 3 NATAR

By

MARGARETHA NITA ULI MARBUN

This research aimed to find out whether there is a significant improvement in students' vocabulary achievement after being taught through cartoon videos. The focus of this study is on students' mastery of vocabulary, particularly content words including nouns, verbs, and adjectives. This research employed a quantitative approach using a one-group pre-test and post-test design. The sample of this research was one class of seventh-grade students at SMP Negeri 3 Natar. The data were collected through vocabulary tests administered before and after the treatment. The data were analyzed using a paired sample t-test to determine the significance of the improvement. The results showed that students' vocabulary achievement improved after the implementation of cartoon videos. The mean score increased from 47.2 in the pre-test to 79.7 in the post-test, resulting in a gain of 32.5 points. A paired sample t-test revealed that the improvement was statistically significant ($t = 13.845, p < .05$). These findings indicate that the use of cartoon videos had a positive effect on students' vocabulary achievement. Furthermore, the t-value (13.845) was higher than the t-table (2.037), indicating that the improvement was statistically significant. Based on the findings, it can be concluded that the use of cartoon videos is effective in improving students' vocabulary achievement. Therefore, cartoon videos can be used as an alternative teaching media to enhance students' vocabulary learning, especially for junior high school students.

Keywords: Vocabulary, Vocabulary Achievement, Cartoon Video

ABSTRAK

PENGGUNAAN VIDEO KARTUN UNTUK MENINGKATKAN PENCAPAIAN KOSAKATA SISWA KELAS VII DI SMP NEGERI 3 NATAR

Oleh

MARGARETHA NITA ULI MARBUN

Penelitian ini bertujuan untuk mengetahui apakah terdapat peningkatan yang signifikan pada pencapaian kosakata siswa setelah diajar menggunakan video kartun. Fokus penelitian ini adalah penguasaan kosakata siswa, khususnya kosakata isi (content words) yang meliputi kata benda (nouns), kata kerja (verbs), dan kata sifat (adjectives). Penelitian ini menggunakan pendekatan kuantitatif dengan desain one-group pre-test and post-test. Sampel penelitian ini adalah satu kelas siswa kelas VII di SMP Negeri 3 Natar. Data dikumpulkan melalui tes kosakata yang diberikan sebelum dan sesudah perlakuan. Data dianalisis menggunakan uji paired sample t-test untuk mengetahui signifikansi peningkatan yang terjadi. Hasil penelitian menunjukkan bahwa pencapaian kosakata siswa meningkat setelah penerapan video kartun. Nilai rata-rata siswa meningkat dari 47,2 pada pre-test menjadi 79,7 pada post-test, dengan peningkatan sebesar 32,5 poin. Hasil uji paired sample t-test menunjukkan bahwa peningkatan tersebut signifikan secara statistik ($t = 13,845$, $p < 0,05$). Temuan ini menunjukkan bahwa penggunaan video kartun memberikan pengaruh positif terhadap pencapaian kosakata siswa. Selain itu, nilai t-hitung (13,845) lebih besar daripada t-tabel (2,037), yang mengindikasikan bahwa peningkatan tersebut signifikan secara statistik. Berdasarkan temuan penelitian, dapat disimpulkan bahwa penggunaan video kartun efektif dalam meningkatkan pencapaian kosakata siswa. Oleh karena itu, video kartun dapat digunakan sebagai salah satu media pembelajaran alternatif untuk meningkatkan pembelajaran kosakata siswa, khususnya pada jenjang sekolah menengah pertama.

Kata Kunci: Kosakata, Pencapaian Kosakata, Video Kartun

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(Undergraduate Thesis)

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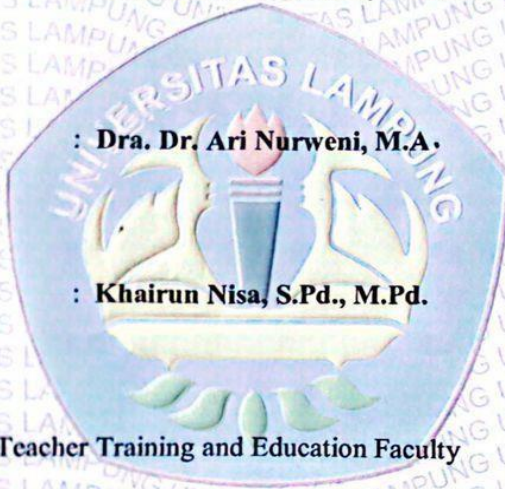
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Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Margaretha Nita Uli Marbun was born in Kotabumi on November 7th, 2001. She is the third child from a genuine-warm-hearted couple—Joni Marbun and Rita Simatupang. She has three siblings alive, one brother named Lukas Posma, one sister named Agatha Cristy Br Marbun, and her younger brother, Bismark Junior Marbun.

She began her first education at TK Xaverius Kotabumi in 2007, after that she continued her study at SDN 1 Kembang Tanjung and graduated in 2013. In the same year, she was accepted at SMPN 1 Kotabumi and finished in 2016. Then, in 2016 she pursued her study at SMAN 3 Kotabumi and graduated in 2019. Last, she decided to continue her study in the English Education Study Program of Teacher Training and Education Faculty at Lampung University. She was accepted in 2019.

While studying at University of Lampung, she joined SEEDS (Society of English Education Department Students) in 2020. She also had an opportunity to teach and help learning activities in SDN 6 Mulang Maya through Kampus Mengajar 3 (2022).

To complete her study, she conducted her research by using Cartoon Movies based videos Cartoon, a tool to improve students' vocabulary achievement in the seventh -grade students at SMPN 3 Natar Lampung Selatan.

MOTTO

*“You will succeed in whatever you choose to do,
And light will shine on the road ahead of you”*

JOB 22 : 28

DEDICATION

I dedicate this thesis to:

My beloved parents, Joni Marbun and Rita Simatupang. Thank you for all the support, both morally and materially, love, and all the prayers.

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Bandar Lampung, April 16th, 2026

The Writer,

Margaretha Nita Uli Marbun

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I. INTRODUCTION

In order to introduce this research, this chapter discusses some points including background, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Research

Many students require English as a means of international communication to express their ideas and interact in various contexts. As one of the most widely used international languages, English enables individuals to communicate across different countries and cultures (Crystal, 2003). In English language learning, four essential skills must be mastered: listening, speaking, reading, and writing, as these skills form the foundation of communicative competence (Brown, 2004). According to Richards and Renandya (2002), English instruction plays a crucial role in building students' foundational language abilities and preparing them for academic and social communication at the school level.

Among the components of language learning, vocabulary is considered one of the most fundamental aspects. Vocabulary knowledge serves as the basis for developing language proficiency because learners cannot effectively understand or use a language without sufficient vocabulary (Nation, 2001). Adequate vocabulary knowledge enables students to comprehend texts, communicate effectively, and express their ideas clearly in English (Stæhr, 2008). Furthermore, vocabulary mastery has been found to be strongly associated with learners' performance in reading, listening, speaking, and writing, making it an essential component of successful language learning (Schmitt, 2010).

However, in practice, many seventh-grade students encounter difficulties in expanding their vocabulary. These challenges are often caused by low motivation

unengaging learning media, and monotonous teaching methods. As stated by Rohmatilah (2014), vocabulary is an essential component in language learning because it supports all four language skills. Learners with a broader vocabulary tend to acquire language more efficiently. Nevertheless, many students perceive vocabulary learning as a demanding and tedious process.

Similarly, Widyawati (2010) argued that the large number of English words often makes students feel overwhelmed, leading to boredom and decreased motivation. In addition, students frequently forget newly learned words after a short period, which further discourages them from learning. As a result, limited vocabulary knowledge hinders students' ability to develop other language skills, including speaking, reading, writing, and listening. Therefore, vocabulary can be regarded as the foundation of English language learning.

To overcome these challenges, teachers need to employ engaging instructional media to enhance students' motivation and participation (Sinaga, 2024). One effective medium is video, particularly in the form of cartoon or animated videos, because such media can create a more engaging and interactive learning environment while increasing students' interest and involvement during lessons (Liu and Elms, 2019). According to King (2002), the use of video in English as a Foreign Language (EFL) classrooms can significantly support the learning process and enrich the curriculum.

Cartoon videos, as audiovisual media, provide meaningful context for language learning. Wilson (2000) defined video as a sequence of audiovisual messages presented within a specific context. Such media help learners not only understand spoken language but also interpret meaning through visual cues.

In addition, Cakir (2006) explained that cartoon videos present exaggerated and entertaining visual representations that can attract learners' attention. These characteristics make them suitable for educational purposes, particularly for young learners. Similarly, Sherman (2003) suggested that video is an effective

alternative medium for teaching vocabulary because it provides contextualized and engaging examples through visual and auditory elements.

To address students' difficulties in vocabulary learning, teachers need to utilize instructional media that can make learning more engaging and meaningful. One of the media that has gained considerable attention in language learning is video, particularly cartoon videos. Cartoon videos combine visual and auditory elements that can attract students' attention and increase their motivation to learn (Liu & Elms, 2019). Furthermore, the use of videos in language classrooms provides learners with authentic contexts and opportunities to encounter language in meaningful situations, which can facilitate vocabulary acquisition (Berk, 2009).

According to Mayer (2009), learning becomes more effective when information is presented through both verbal and visual channels, as this process helps learners construct stronger mental connections. As a result, students can acquire new vocabulary more naturally while simultaneously improving their comprehension skills (Nation, 2001). The entertaining nature of cartoon videos also creates a positive learning atmosphere that encourages active participation and reduces boredom during the learning process (Liu and Elms, 2019).

Despite these benefits, the effectiveness of cartoon videos depends largely on how they are implemented in the classroom. Teachers need to carefully select video materials that are appropriate for students' proficiency levels and aligned with learning objectives. Well-designed instructional videos can support learning outcomes, whereas inappropriate materials may distract students from the intended lesson goals (Berk, 2009).

Based on preliminary observations conducted at SMP Negeri 3 Natar, it was found that many seventh-grade students still had limited vocabulary mastery, which affected their ability to understand English materials and achieve the expected learning outcomes. The observations also revealed that classroom instruction was predominantly teacher-centered, resulting in low student participation and limited opportunities for active engagement in learning

activities. Consequently, students tended to be passive during lessons and experienced difficulties in acquiring new vocabulary. Considering these conditions, the researcher was interested in investigating the use of cartoon videos as an instructional medium to improve students' vocabulary mastery.

To address these issues, the researcher proposed the use of cartoon videos as an instructional medium to improve students' vocabulary mastery, interest, and participation in English learning. This approach was expected to create a more interactive and enjoyable learning environment while supporting students in acquiring vocabulary more effectively.

1.2 Research Question

Based on this background, the following research question is:

“Is there any significant improvement in students' vocabulary achievement after they are taught using cartoon videos?”

1.3 Objective of the Research

The objective of this research is to determine the significant improvement in students' vocabulary achievement after they are taught using cartoon video as a teaching media.

1.4 The Uses of the Research

The researcher hopes that the results of this research can positively impact English language lessons, especially for achieving vocabulary and be useful for future research studies. The researcher divides the contribution as follows:

1. Theoretically:

The result of this research is expected to improve students' vocabulary achievement.

2. Practically:

This research will be a reference to the teachers for implementing cartoon videos to improve student vocabulary achievement more effectively.

1.5 Scope of the Research

This research was conducted using a quantitative method with an experimental design. The focus of this study was to improve the vocabulary mastery of seventh-grade students of SMP Negeri 3 Natar. The subjects of this study were seventh-grade students of SMP Negeri 3 Natar. Students completed a pre-test and post-test, each consisting of 40 multiple-choice questions. The researchers conducted the pre-test and post-test to determine whether there was a significant improvement in students' vocabulary achievement after participating in the treatment.

1.6 Definition of Terms

In this study, some terms appear frequently in the explanations of each chapter. These terms became the core of this study, such as:

1. Cartoon

According to McCloud (1993), a cartoon is a two-dimensional visual art form that presents simplified, non-realistic, or semi-realistic images to communicate stories, ideas, emotions, or humor. Cartoons are commonly used in entertainment and educational media because their visual characteristics can attract viewers' attention and make information easier to understand. When these two-dimensional images are combined with motion and sound through animation techniques, they are presented as cartoon videos.

2. Vocabulary

According to Nunan (2003), vocabulary refers to the collection of content and function words in a language that are fully understood and mastered by learners, enabling them to use the language effectively in various communicative acts. Vocabulary plays an important role in language learning because it supports learners in expressing ideas, understanding messages, and participating in both spoken and written communication.

3. Video

According to Zettl (2011), the term "video" refers to a communication medium and material that possesses unique characteristics shaped by specific physical and technical principles. It is also used to describe both a single audiovisual work and

a collection of works produced using the same media source and recording technology. Video functions as an important medium for delivering information, entertainment, and educational content through moving visual images and sound.

II. LITERATURE REVIEW

This chapter discussed the literature review that was used in this study. It consists of the types of vocab, the content words, vocabulary achievement, teaching vocabulary, the steps in vocabulary learning, media in teaching English, the types of teaching media, definition of cartoon video, theoretical assumption and hypothesis.

2.1 Vocabulary

According to Richards and Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Similarly, Nation (2001) emphasized that vocabulary knowledge is essential for effective communication, as it enables learners to convey meaning and comprehend messages in various context

Furthermore, Nunan (1999) argued that vocabulary is not merely a list of words, but it is closely related to grammar and language use. This indicates that vocabulary learning involves not only recognizing word meanings but also understanding how words function within sentences.

Schmitt (2000) stated that knowing a word includes several aspects, such as its form, meaning, and use in context. Therefore, vocabulary mastery requires learners to recognize words, understand their meanings, and apply them appropriately in communication.

In addition, McCarthy (1990) explained that vocabulary represents the stock of words used by individuals in communication. A rich vocabulary allows learners to express ideas more precisely and effectively. Without adequate vocabulary

knowledge, learners may struggle to use grammatical structures and language functions they have learned.

Based on these perspectives, vocabulary can be defined as a set of words that carries meaning and supports communication in both spoken and written forms. It is not limited to memorizing word meanings but also involves understanding how words are used in context. Therefore, developing a wide range of vocabulary is crucial for learners to achieve communicative competence in English.

2.1.1 The Types of Vocabulary

According to Nation (2001), vocabulary can be categorized into two main types: passive vocabulary and active vocabulary. These two types reflect different levels of vocabulary mastery in language learning.

Productive vocabulary consists of words that learners not only understand but can also pronounce correctly and use effectively in communication. Therefore, mastering productive vocabulary involves the ability to apply words accurately in meaningful expressions. On the other hand, passive vocabulary refers to the words that learners can recognize and understand when they encounter them in listening or reading activities but may not be able to use them actively in speaking or writing. Receptive vocabulary includes words that learners can identify and comprehend in context, even though they are not yet able to produce them independently (Pikulski and Templeton, 2004).

In the process of language teaching and learning, both receptive and productive vocabulary play important roles. Productive vocabulary is essential for language production, particularly in speaking and writing, while receptive vocabulary supports language comprehension in listening and reading. However, productive vocabulary is generally more difficult to master because learners must possess a deeper knowledge of words, including their meanings, pronunciation, grammatical functions, collocations, and appropriate use in different contexts (Nation, 2001).

Meanwhile, receptive vocabulary involves recognizing and understanding words when they are encountered in spoken or written texts, which is typically developed through exposure to language input (Nation, 2001). According to Laufer et al (2004), both types of vocabulary are closely interconnected, as receptive vocabulary knowledge often serves as the foundation for the development of productive vocabulary. Therefore, effective vocabulary instruction should support the development of both receptive and productive vocabulary in order to enhance learners' overall communicative competence and language proficiency (Nation, 2001).

2.1.2 Content Words

Finochiaro (1974) stated that vocabulary is the content and function words of language which is learned so thoroughly, so they can be used in any communication. Content words are divided into four types, such as verb, adverb, noun, and adjective:

1. Verbs are words that tell the action, for example *study, work, run*, and so on.
2. Adverbs are words told about how, when, or where something happens. Adverbs are divided into five types: adverb of time, adverb of manner, adverb of place, adverb of degree, and adverb of frequency.
3. Nouns are words that tell the object. For example: person, place, or thing.
4. Adjectives are words that describe objects, persons, or things. For example: *big, beautiful, amazing*, and so on.

Based on the explanation above, the research concluded that the researcher only focuses on nouns, adjectives, and verbs, because it is based on the material and the syllabus of school.

2.2 Vocabulary Achievement

Vocabulary is a crucial component of language learning, particularly in English, as it serves as a fundamental tool for acquiring the language (Nation, 2001). Moreover, vocabulary is vital for effective communication in both spoken and written forms because learners need sufficient vocabulary knowledge to express

ideas and understand messages accurately (Schmitt, 2010). According to Tarigan (1998), the quality of one's language skills is determined by the quality of their vocabulary. Hatch and Brown (1995) also highlight that vocabulary consists of the words you set for communication in both oral and written language. To communicate effectively, learners need to be able to recognize, understand, and use these words.

Heaton (1991) describes vocabulary achievement as the outcome of what has been taught and learned by individuals or groups in relation to vocabulary. In essence, vocabulary achievement reflects students' ability to use words to express specific thoughts or ideas. Based on these views, vocabulary achievement can be defined as the collection of words that students recognize and understand through their successful efforts. This achievement is assessed through a vocabulary test, and the results are indicated by their test scores.

2.3 Teaching Vocabulary

This section will explain the approaches and key steps in teaching and learning vocabulary.

2.3.1 Approaches in Teaching and Learning Vocabulary

According to Hatch & Brown (1995) vocabulary learning is often divided between intentional learning and incidental learning.

a. Intentional Learning

Intentional learning is defined as being designed, planned for, or intended by a teacher or student.

b. Incidental Learning

Incidental learning as the type of learning that is a byproduct of doing or learning something else.

2.3.2 The strategies in teaching vocabulary

According to Seal (1991), vocabulary teaching can be divided into two categories: unplanned vocabulary teaching and planned vocabulary teaching. Unplanned vocabulary teaching occurs when students ask about the meaning of a word during

a lesson or when the teacher realizes that a particular word needs further explanation. In such situations, Seal (1991) proposes the use of the three C's: conveying, checking, and consolidating. First, the teacher conveys the meaning of a word through various techniques, such as gestures, synonyms, explanations, or anecdotes. Second, the teacher checks students' understanding by asking a series of questions related to the target word. Finally, the teacher consolidates learning by encouraging students to relate the word to different contexts or their own personal experiences, thereby strengthening vocabulary retention.

In contrast, planned vocabulary teaching refers to intentional and systematic vocabulary instruction. According to Nation (2001), several principles should be considered when selecting vocabulary teaching techniques, activities, and exercises. One important principle is time effectiveness, which involves considering whether the benefits gained by students justify the amount of time and effort required from both teachers and learners. Another principle is content, which concerns the extent to which the selected method contributes to vocabulary acquisition. Effective vocabulary instruction should help learners encounter new words, recognize their forms, understand their meanings, consolidate them in memory, and use them appropriately in communication (Nation, 2001). In addition, vocabulary teaching should include appropriate evaluation procedures to assess students' vocabulary development and learning outcomes.

A product-focused approach to vocabulary teaching often involves the use of word lists. The effectiveness of word lists depends on selecting vocabulary that is appropriate for students' needs and proficiency levels. Vocabulary items may be drawn from various sources, including textbooks, television programs, radio broadcasts, and computer-based materials (Nation, 2001). Presenting vocabulary in meaningful contexts is generally more beneficial than teaching isolated words because contextualized vocabulary helps students understand word meanings more effectively and develop strategies for inferring meaning from context. Furthermore, activities such as matching words with their definitions can strengthen the connection between word forms and meanings, thereby supporting vocabulary retention.

To reinforce vocabulary learning, teachers may also incorporate written activities. For example, students can be asked to write sentences using newly learned words. Thornbury (2002) argues that activities requiring students to use target vocabulary in meaningful contexts, such as answering questions that necessitate the use of specific words, can enhance vocabulary acquisition and increase learners' confidence in using new vocabulary.

2.3.3 The Steps in Vocabulary Learning

According to Hatch and Brown (1995), mastering vocabulary involves five essential steps. These steps include encountering new words, getting the word form, understanding the word meaning, consolidating the relationship between word form and meaning in memory, and using the word appropriately in communication. In order to achieve vocabulary mastery, learners need to go through each of these stages because they contribute to the development of both receptive and productive vocabulary knowledge. The five essential steps are:

a. Encountering New Word

The first essential step for vocabulary learning is encountering new words with a source for words. The source can be from books, newspapers, magazines, television and radio. How many words they get is influenced by some factors, natural learner interest or motivation, the actual need, the frequency that a word is encountered, and encountering words under some circumstances.

b. Getting the Word Form

The second is getting a clear image, either visual or auditory or both, of the form of a vocabulary item. It means the importance of getting the form of the word that appears when students are asked to define words, many errors are caused by confusing words similar in form either to a native language word or to another English word.

c. Getting the Word Meaning

The third essential step is most often associated with the idea of vocabulary learning, getting the word's meaning. In this step, the word definition which has been made seems to vary because of the requirements of the task or

situation and also with the level of the learner. Language learners also need different kinds of definitions and distinctions depending on the words being learned and the reasons for needing them. Advanced learners may often use thesauruses rather than dictionaries in supplying the meaning that they need. Hatch and Brown (1995) state “Another way of getting definitions is simply by having a bilingual friend or a teacher explain”. It means that native speakers naturally make adjustments and give clarifications and definitions for non-native speakers. One very popular way for learners to get the meaning of words is through context. Learners guess the meaning of words from the situation, discourse, and context in which they are used.

d. Consolidating Word Form and Meaning in Memory

This step calls for the word to be learned in a sentence that gives contextual cues to the meaning of the word while relating the form to forms the learner already knows. If all of the learners in a language class have the same first language, the keywords can be used in the first language. If the class has a heterogeneous language background, the keywords and sentences must be in the second language. In addition, Cohen states in Hatch’s book “to decide which language is used, teachers and learners need to decide whether verbal or visual (imagery) mnemonic are more effective and whether learner-generated or teacher-supplied mnemonics are more helpful”.

e. Using the Word

The final step in learning words is using the words. This step is necessary or not depending on the goal. This step is not necessary if all that desires is receptive knowledge of the word. If the goal is to help learners get the maximum word knowledge they can, this step is essential. Learners need all five steps to have a full knowledge of the words they want to learn.

2.4 Definition of Media

According to Arsyad (2009), media are aids that are needed to support some of the activities in the world. Media includes graphic, photographic, or electronic

aids to absorb, process, and rearrange visual or verbal information. Media is a tool that conveys or delivers the message of learning.

2.5 The Types of Teaching Media

The kinds of teaching media will influence the teaching-learning process, which can be facilitated by the teaching method as the tool to deliver the lesson. The kinds of teaching media can be divided into three categories: Visual, Audio, and Audiovisual media (Arsyad, 2009).

a. Visual Media

Visual media is also called printing media. Visual media is all kinds of media that can be seen or touched by the students. Examples of visual media are pictures, photos, real things, charts, miniatures, and cards. Moreover, the characteristic of visual media is: that the text is read in a visual manner, on the other hand, visual is exceeded based on the room, text and visual show one-way communication and receptive, text and visual are shown tactically, in developing this media depend on the language principle and visual perception, it is oriented to the student's, and the information can be rearranged by the user.

b. Audio Media

Audio media is also called the listening media. It is usually used to listen and understand the passage. The characteristic of this media is that it shows one-way communication. The kinds of audio media such as; radio, tape recorder, cassette, and compact disc.

c. Audiovisual Media

Media that is both audible and visual is known as audio-visual media. Both audible and visible methods are available. More so than other forms of media, audio-visual ones can help pupils understand abstract concepts or nonverbal vocabulary, get around time and space constraints, get beyond people's sense limitations, grab their attention, and advance their knowledge. Display the audio and visual, the audiovisual media requires mechanical and technological equipment messages. It is stated in Arsyad (2009) that there are some characteristics of audio-visual media: linearity,

showing dynamic visuals, can be implemented by using the ways stated by the maker, as a physical representation of real or abstract ideas, it was developed based on behaviorism psychology and cognitive principle, teacher-oriented through the low student's interactive involve level. The kinds of media such as; video and television.

2.6 Definition of Video

According to Arsyad (2009), video is an audio-visual medium that combines moving images and sound, making it an effective tool for delivering information in an engaging way. In the context of language learning, video helps students understand vocabulary and meaning through real-life situations, actions, and context. video allows teachers to bring real-life aspects into the classroom, which supports contextual learning. Furthermore, the combination of visual and auditory elements in video can improve students' comprehension, motivation, and retention of vocabulary. Therefore, video is considered an effective medium in teaching language, especially in helping students learn and understand vocabulary more easily.

2.7 Definition of Cartoon Video

According to Sadiman at al (2010), Cartoon as one of the graphic communication forms is a representative picture that uses symbols to convey a message quickly and briefly. It can be the form of attitude in how people behave or situation. Cartoons have a very attractive way of attracting students' attention and influencing attitudes and behavior. Usually, cartoons convey the message in a simple picture. If the cartoon is meaningful, the message can be delivered briefly, so that it will give more impression. In this study, cartoon videos were utilized as a tool for teaching English vocabulary. Cartoon videos are a type of interactive visual media that engages students by encouraging them to answer questions in a positive and enjoyable environment, making the learning process challenging, appealing, and fun. The videos were specifically used to teach vocabulary related to verbs, nouns, adjectives, and adverbs, with the goal of enhancing students' vocabulary achievement.

2.8 Procedure of teaching vocabulary through cartoon video

Below are the procedures in applying cartoon video as media in teaching vocabulary stated by King (2002). Before starting the class activity by using cartoon video, the researcher selects the cartoon video that fits the students. The steps of teaching vocabulary by using movie are stated below:

1. The teacher greets the students and introduces the topic of the lesson related to the cartoon video.
2. The teacher asks several guiding questions to activate students' prior knowledge, such as asking about activities, objects, or situations related to the video.
3. The teacher explains the learning objectives, informing students that they will learn vocabulary focusing on nouns, verbs, and adjectives.
4. The teacher presents a list of selected vocabulary (nouns, verbs, and adjectives) that will appear in the cartoon video using pictures, gestures, or simple explanations.
5. The teacher asks students to predict possible words, actions, or situations that may appear in the cartoon video.
6. The teacher plays the cartoon video without interruption so that students can understand the general idea of the story.
7. After watching, the teacher asks students to mention words they saw or heard in the video, especially nouns (people/things), verbs (actions), and adjectives (descriptions).
8. The teacher writes students' responses on the board and classifies them into nouns, verbs, and adjectives.
9. The teacher explains the meaning of unfamiliar vocabulary using pictures, real examples, synonyms, or simple definitions.
10. The teacher replays the cartoon video and asks students to focus on identifying the target vocabulary more accurately.
11. The teacher conducts a simple activity such as guessing games or "I spy" using nouns, verbs, and adjectives from the video.

12. The teacher asks students to observe how the vocabulary is used in context within the scenes.
13. The teacher divides students into pairs or small groups.
14. Students are asked to make 2–3 sentences using at least one noun, one verb, and one adjective from the target vocabulary.
15. Students present their sentences orally in front of the class.
16. The teacher provides feedback and corrects students' mistakes in vocabulary usage.
17. The teacher asks students to summarize the cartoon video using the learned vocabulary.
18. The teacher reviews all target vocabulary (nouns, verbs, and adjectives) to reinforce students' understanding.
19. The teacher closes the lesson and gives a brief reflection or follow-up question.

2.9 The Advantages and Disadvantages of Using Cartoon Video in the Teaching-Learning Process

According to Arsyad (2009), there are several reasons why teachers should use video as a medium in teaching. First, video can provide a similar perception between teachers and students regarding the lesson, thereby reducing the possibility of misunderstanding. Second, video can help overcome students' limitations related to different cultural backgrounds, such as customs, norms, and beliefs, as well as differences in their environments. Third, video can serve as an alternative source of learning, especially in situations where direct interaction between teacher and students is limited, such as in distance learning. Finally, video can improve students' motivation, as it presents learning materials in an engaging and interesting way.

According to Sadiman at al (2010), video as an audiovisual medium offers several benefits in the teaching and learning process. Video can attract students' attention quickly through visual and auditory stimulation, making learning more engaging. It also allows students to obtain information from expert sources through recorded

materials. In addition, video can present complex or difficult demonstrations that teachers can prepare in advance, making it easier to explain certain concepts.

However, despite its advantages, the use of video in the teaching-learning process also has several disadvantages. According to Arsyad (2009), one of the main limitations of video is the need for supporting equipment such as computers, projectors, speakers, and electricity, which may not always be available in every school. Technical problems such as poor internet connection, damaged equipment, or power outages can also interrupt the learning process. In addition, preparing and selecting appropriate videos requires extra time and effort from teachers.

Sadiman et al (2010) further states that students may become passive viewers if the teacher does not design interactive learning activities to accompany the video. Some students may focus more on the entertainment aspect of the video rather than on the learning content. Furthermore, videos may not always accommodate individual learning differences because all students receive the same information at the same pace. As a result, some students may have difficulty understanding the material if the video is too fast or too complex.

Based on these advantages and disadvantages, video can be an effective learning medium when used appropriately. Teachers need to select suitable videos, provide clear guidance, and design interactive activities to maximize students' learning outcomes while minimizing the limitations of video use in the classroom.

2.10 Review of the Previous Studies

The researcher found several studies that support and can be used as comparisons for this research. First, a study conducted by Widyawati (2010) applied classroom action research to improve students' vocabulary mastery. The findings showed a significant improvement in students' vocabulary achievement, as indicated by the improvement in mean scores from cycle I to cycle II. This study emphasizes the effectiveness of cartoon videos as a teaching medium in enhancing students' vocabulary learning.

Second, Sari (2014) investigated the use of videos in teaching speaking skills. The results revealed that video-based learning improved students' speaking ability in several aspects, including vocabulary, pronunciation, grammar, fluency, and comprehension. Additionally, students became more active, confident, and enthusiastic during the learning process.

Although those previous studies had shown positive results regarding the use of cartoon videos and video media in language learning, there are several differences between those studies and the present research. First, Widyawati (2010) used classroom action research with cycles, while this research uses a quantitative approach with a one-group pre-test and post-test design. Second, Sari (2014) focused on improving speaking skills, whereas this research specifically focuses on students' vocabulary achievement.

Furthermore, this research differs in terms of research setting and participants, as it is conducted on seventh-grade students at SMP Negeri 3 Natar. This study also emphasizes measuring the significance of improvement using statistical testing which is paired sample t-test, which provides more objective evidence of the effectiveness of cartoon videos in improving students' vocabulary achievement.

Therefore, this research aims to fill the gap by providing empirical evidence through a quantitative pre-experimental design on how cartoon videos significantly improve students' vocabulary achievement.

2.11 Theoretical Assumption

Based on the theories that have been explained and the opinions of experts that have been presented, the researcher assumes that the use of appropriate media plays an important role in facilitating vocabulary acquisition. One of the effective media that can be used is cartoon video. Cartoon videos provide both visual and auditory input, which helps students understand the meaning of words through context, actions, and situations presented in the video. This contextual exposure

allows students to connect words with real meanings, making vocabulary easier to comprehend and remember.

Moreover, cartoon videos create an engaging learning environment that engages students' attention and motivation. When students are actively involved and interested in the learning process, they are more likely to retain new vocabulary. The combination of images, sounds, and contextual situations also supports students in recognizing and using vocabulary appropriately, particularly content words such as nouns, verbs, and adjectives.

Based on these explanations, it is assumed that the use of cartoon videos can effectively improve students' vocabulary achievement, as it not only introduces new words but also helps students understand, retain, and use them in context. This makes cartoon videos a suitable medium for improving vocabulary mastery, especially for seventh-grade students of SMP Negeri 3 Natar.

2.12 Hypothesis

Based on the theoretical theories and assumptions above, the researcher formulates the following hypothesis:

H1: There is a significant improvement in the students' vocabulary achievement after the students were taught vocabulary through a cartoon video.

Hypothesis testing was utilized to determine whether the proposed hypothesis in this research was accepted or rejected. The researcher employed a repeated measures T-test to assess the validity of the validity of the hypothesis. The formulas for the hypothesis in this research were as follows:

$$H_0 = \text{Sig.} < 0.05$$

H1 : There is significant improvement in students' vocabulary achievement after the students are taught through a cartoon video.

H0 : There is no significant improvement in students' vocabulary achievement after the students are taught through a cartoon video.

This chapter has explained the theories related to vocabulary, cartoon videos, and teaching vocabulary through cartoon videos. It also discussed previous studies, theoretical assumptions, and the research hypothesis. Overall, cartoon videos are considered effective in improving students' vocabulary achievement.

III. METHODS

This chapter presented the research design, population of sample, research variable, research instruments, methods of collecting data, validity, reliability, level of difficulty, discrimination power, data analysis, and hypothesis testing.

3.1 Research Design

This research used a quantitative approach with a pre-experimental method using a one-group pre-test post-test design. This study intended to determine whether the students' vocabulary achievement improved after being taught through cartoon videos. The research design was presented as follows:

T1 X T2

Descriptions:

T1 : Pre-test (Before being given cartoon videos)

X : Treatment (Given cartoon videos in the learning process)

T2 : Post-test (After being given cartoon videos)

(Sugiyono, 2016)

The research design said the first step given to the students was a pretest. A pre-test was a test carried out on students before being given the treatment. The treatment of this research used cartoon videos: the selected cartoon videos were based on the syllabus, which the researcher took from a YouTube platform with public places as topics. The treatment was conducted for three meetings. The researcher distributed the pre-test before the treatments, after the treatment, the students were given a post-test. The purpose of this post-test was to analyze whether there was an improvement in students' vocabulary achievement in the learning process using cartoon video

3.2 Population and sample

Data sources such as a population and sample were necessary for the research. The population of this research consisted of all seventh-grade students of SMP Negeri 3 Natar in the 2023/2024 academic year. The population of this research was the seventh-grade students of SMP Negeri 3 Natar, Lampung Selatan, in the 2023/2024 academic year. The sample of this research was selected using purposive sampling technique, in which the researcher chose a specific class based on certain considerations relevant to the research objectives. On the other hand, a sample was a part of the population selected to represent the entire population in the research. In this study, the sample consisted of 32 students.

3.3 Research Variable

According to Brown (1988), variables are elements measured or controlled in research. He classified variables into several types, but this research only focused on independent and dependent variables.

3.3.1 Independent Variable

According to Sugiyono (2016), the independent variable is a variable that influences or causes changes in another variable. Therefore, the independent variable in this research was the use of cartoon videos.

3.3.2 Dependent Variable

According to Sugiyono (2016), the dependent variable is a variable that is influenced by the independent variable. Therefore, the dependent variable in this research was students' vocabulary achievement.

3.4 Research Instrument

An instrument is a tool for collecting data. Several methods can be used to manage data. There were 30 questions and each question had four alternative answers; a, b, c, and d, then the students had to choose the right answer. The researcher determines the words to be used by discussing with an English lecturer and English teacher at SMPN 3 Natar.

3.5 Methods of Collecting Data

There were several steps in this research for collecting the data. In this research, the researcher did three meetings during the research.

1. Try-out

Try-out was a test to test the feasibility of the questions the researcher has prepared. The tryout aimed to find appropriate questions before being tested on students to measure their vocabulary achievement. The researcher gave the test based on the short cartoon videos. The form of question tested was 50 questions in multiple-choice focused on public places for 45 minutes.

2. Pre-test

The pre-test was the first test that was given before treatment. The question of the pre-test was about the vocabulary aspect. The purpose of the pre-test was to measure students' vocabulary achievement and vocabulary ability before receiving the treatment by watching cartoon videos.

3. Post-test

The post-test was administered after the treatment to measure students' vocabulary achievement following the implementation of cartoon videos as a teaching medium. The purpose of the post-test was to assess students' ability to understand and use vocabulary, particularly nouns, verbs, and adjectives, after being exposed to the treatment. Therefore, the post-test functioned as a tool to determine the extent of students' improvement and to evaluate the effectiveness of the treatment in enhancing students' vocabulary achievement.

3.6 Validity

The test can be valid or effective if the test measures the object under test and meets the standard, Hatch and Farhady (1982).

3.6.1 Content Validity

According to Hatch and Farhady (1982), content validity refers to whether the test is representative and appropriate to the material being measured. In this research, the content validity was based on the English learning materials in the Merdeka Curriculum for seventh-grade junior high school students. Therefore, the

instrument was considered valid because it was aligned with the curriculum, learning objectives, and instructional materials used in the teaching process.

3.6.2 Construct Validity

According to Setiyadi (2013), construct validity is concerned with whether the instrument reflects the theoretical construct being measured. In this research, the construct being measured was students' vocabulary achievement, which includes three aspects: nouns, verbs, and adjectives.

The test items were developed based on these vocabulary aspects to ensure that each item represents the construct appropriately. The researcher classified the items into nouns, verbs, and adjectives, as shown in the test specifications. Therefore, the instrument is considered to have construct validity because it measures the intended aspects of vocabulary achievement.

Before administering the test, the instrument was evaluated by an expert (lecturer) to ensure its validity. The expert examined the relevance of the test items to the learning objectives, the appropriateness of vocabulary selection, and the clarity of the questions. Based on the expert's evaluation, the test items were revised and considered appropriate to measure students' vocabulary achievement.

Table 3. 1 Specification of the Vocabulary Try-Out Test

No.	Word Classes	Item Number	Total	Percentage of item
1.	Noun	1,9,10,11,12,16,17,18,19,20,21,22, 23,24,25,26,27,28,29,38,40,41,	22	40%
2.	Verb	3,4,6,8,13,14,15,30,31,32,33,34,35,3 6,37,	15	30%
3.	Adjective	2,5,7,39,42,43,44,45,46,47,48,49,50,	13	30%
Total		50 items		100%

The table above shows the specification of the vocabulary try-out test consisting of 50 items covering three word classes: nouns, verbs, and adjectives. The distribution of the test items was arranged based on the vocabulary materials taught to the students and the objectives of the research. Hatch and Farhady (1982) state that a good test should adequately represent the objectives and materials of the study. Therefore, the researcher distributed the items proportionally into 22 noun items (40%), 15 verb items (30%), and 13 adjective items (30%).

After conducting the try-out test, the researcher analyzed the quality of the test items by using item validity, level of difficulty, discrimination power, and reliability analysis. Based on the analysis, only the items that fulfilled the acceptable criteria were selected to be used in the pre-test and post-test. As a result, the number of items was reduced from 50 items to 30 items. Therefore, the final test used in this research consisted of 30 valid and reliable items to measure students' vocabulary achievement.

Table 3. 2 Specification of the Vocabulary Pre-test

No.	Word Classes	Item Number	Total	Percentage of item
1.	Noun	2,3,8,9,10,12,13,14,15,16,17,18,19, 20,21	15	50%
2.	Verb	4,5,6,7,22,23,24,25,26,27	10	33,3%
3.	Adjective	1,11,28,29,30	5	16,7%
Total		30 items		100%

The table above shows the specification of the vocabulary pre-test consisting of 30 items. The distribution of the items was designed based on the vocabulary materials taught during the learning process. Hatch and Farhady (1982) state that a good test should represent the objectives and materials being measured. Therefore, the researcher distributed the test items proportionally into 15 noun items (50%), 10 verb items (33.3%), and 5 adjective items (16.7%). The pre-test

was administered to measure students' vocabulary achievement before the implementation of cartoon videos.

Table 3. 3 Specification of the Vocabulary Post-test

No.	Word Classes	Item Number	Total	Percentage of item
1.	Noun	1,2,13,14,19,20,21,23,24,25,26,27 ,28,29,30	15	40%
2.	Verb	3,4,5,6,7,8,15,16,17,18,	10	40%
3.	Adjective	9,10,11,12,22	5	20%
Total		30 items		100%

The table above shows the specification of the vocabulary post-test consisting of 30 items. The distribution of the test items was adjusted to the objectives of the research and the vocabulary aspects taught during the treatment sessions. Based on Hatch and Farhady (1982), a good test should adequately represent the instructional objectives and learning materials. Therefore, the researcher distributed the items into 15 noun items (50%), 10 verb items (33.3%), and 5 adjective items (16.7%).

3.7 Reliability

Reliability refers to the consistency of the measure. Hatch and Farhady (1982) mention that reliability refers to the extent to which the test is consistent in its score and indicates how accurate the test score is. To measure the coefficient of the reliability between odd and even groups, the researcher used the formula (Pearson Product Moment) as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Notes:

r_{xy} : Coefficient of reliability between odd and even numbers item

x : Odd number

y : Even number

$\sum x^2$: Total score of odd number

$\sum y^2$: Total score of even number

$\sum xy$: Total score of odd and even number

Then, the researcher has computed the reliability using Cronbach Alpha using THE SPSS 28 below:

Table 3.4 The Result of Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
,732	50

The criteria of coefficient correlations are:

0.00-0.19 = Very low

0.20-0.39 = Low

0.40-0.59 = Average

0.60-0.79 = High

0.80-1.00 = Very high

(Hatch and Farhady, 1982)

Based on the reliability standards mentioned above, the vocabulary test demonstrates high reliability (with a range between 0.60 and 0.79). This indicates that there was no subjectivity in scoring students' vocabulary between the researcher and the English teacher.

3.8 Level Difficulty

Level of difficulty is used to classify the test items into difficult and easy items. The items should not be too difficult or too easy for the learners. To check the difficulty level of the test items, the researcher used formula as follows;

$$LD = \frac{R}{N}$$

Noted:

LD : Level of Difficulty

R : The number of students who answer correctly

N : The total number of students following the test

The criteria are:

<0.30 : Difficult

0.30 – 0.70 : Average

>0.70 : easy

(Shohamy, 1985)

Table 3.5 Level of difficulty of Vocabulary Test

No.	Computation	Criteria	Total Items
1.	<0.30	Difficult	3
2.	0.30 – 0.70	Average	34
3.	>0.70	Easy	13
Total			50

There are the criteria of level of difficulty; easy, average, and difficult. From the computation of level of difficulty. There were 3 items that had results less than 0.30, which means that the items were difficult. There were 13 items that had results more than 0.70, which means that the items were easy. And 34 items that have results between 0.30 – 0.70, it means that the items were average.

3.9 Discrimination Power

To know the discrimination power of the test, the researcher used the formula as follows:

$$DP = \frac{U-L}{\frac{1}{2}N}$$

Noted:

DP : Discrimination Power

U : The total of correct answers of the higher group

L : The total of correct answers of the lower group

N : Total number of students

The criteria are:

DP : 0.00 – 0.19 Poor

DP : 0.20 – 0.39 Satisfactory

DP : 0.40 – 0.69 Good

DP : 0.70 – 1.00 Excellent

DP : - (Negative) Bad items (should be omitted)

Table 3.6 Discrimination Power of Vocabulary Test

No.	Computation	Criteria	Total Items
1.	Negative	Bad	8
2.	0.00 – 0.20	Poor	15
3.	0.21 – 0.40	Satisfactory	20
4.	0.41 – 0.70	Good	6
5.	0.71 – 1.00	Excellent	1
Total			50

There were the criteria of discrimination power; poor, satisfactory, good, and excellent. From the computation of discrimination power. 8 items were bad, 15 items were poor, 0 items were satisfactory, 6 items were good, and 1 item was excellent. The researcher took 30 items out of 50 items to be administered in the pre-test and post-test.

3.10 Data Analysis

Analyzing data is a process of finding data into research. Based on the problem statement, the data that was needed in this research was an achievement of the English vocabulary of seventh-grade junior high school students before and after the student being taught through cartoon videos. To analyze the data, the

researcher needed to calculate the average and find the mean of the student's score. The steps were as follows:

1. Scoring pre-test and post-test.

$$S = \frac{R}{N} \times 100$$

Notes:

S : Score of the test

R : Number of right answers

N : Total number of items on a test

(Arikunto, 2006)

2. Calculating the mean of pre-test and post-test.

$$\bar{X} = \frac{\sum x}{n}$$

Noted:

X : Average score

$\sum x$: Total score of students

n : Total number of students

(Arikunto, 2006)

3. Before conducting the hypothesis test, the researcher conducted a normality test to determine whether the data were normally distributed or not. The normality test was analyzed using the Shapiro-Wilk test in SPSS version 26 because the number of samples was fewer than 50 students. The criterion of the test was that the data were considered normal if the significance value was higher than 0.05.

Table 3. 7 The Result of Normality Test

	Tests of Normality			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
sesudah diberikan treatment	.065	32	.200*	.972	32	.558
Sebelum diberikan Treatment	.133	32	.160	.956	32	.209

Based on the table above, the significance value of the pre-test was 0.209 and the post-test was 0.558. The data were analyzed using the Shapiro-Wilk

test because the number of samples was fewer than 50 students. Since the significance values of both pre-test and post-test were higher than 0.05, it can be concluded that the data were normally distributed. Therefore, the researcher continued the analysis by using the Paired Samples T-Test to test the hypothesis.

4. The researcher analyzed the data using SPSS version 23=6 with the analysis of Paired Samples T-Test in order to know whether there was a significant improvement on students' vocabulary achievement after being taught through cartoon videos.

3.11 Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis process in this research was accepted or not. The hypothesis was analyzed using the Paired Sample T-test of Statistical Package for Science (SPSS). The hypothesis as follows:

$$H_0 = \text{Sig.} < 0.05$$

H₀: There was no significant improvement on students' vocabulary after being taught through cartoon videos.

H₁: There was a significant improvement in students' vocabulary after being taught through cartoon videos.

The level of significance used in this study was 0.05. The decision rule was as follows: if the p-value was less than 0.05 ($p < 0.05$), the null hypothesis (H₀) was rejected and the alternative hypothesis (H₁) was accepted. Conversely, if the p-value was greater than 0.05 ($p > 0.05$), the null hypothesis (H₀) was not rejected.

The chapter has discussed the method of research. They are research design, population of sample, research variable, research instruments, methods of collecting data, validity, reliability, level of difficulty, discrimination power, data analysis, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions as the reference for the English teachers and future researchers who want to use cartoon videos in teaching vocabulary.

5.1 Conclusions

After conducting the research at SMP Negeri 3 Natar, and based on the analysis presented in the previous chapter, it can be concluded that. The use of cartoon videos significantly improved students' vocabulary achievement, as indicated by the improvement in the mean score from 47.2 in the pre-test to 79.7 in the post-test, with a gain of 32.5. Based on the result of the tests and analyzing the data, there was an improvement in students' vocabulary achievement after being taught by using cartoon videos. It could be seen from the improvements in students' vocabulary scores in the pre-test and the post-test was 32.5 from 47.2 in the pre-test to 79.7 in the post-test. Thus, the treatments using the cartoon videos as media were done successfully. In addition, the use of cartoon videos created a more engaging learning environment, as observed during the teaching process. In the teaching learning process. It is because this media was easy to apply. It can be concluded that cartoon videos improved students' enthusiasm for teaching and learning the process of vocabulary.

5.2 Suggestions

In reference to the conclusions and considering the limitations of this research, the researcher proposes the following suggestions:

1. Suggestions for English Teachers

Considering that this research used a limited duration of treatment and required preparation of teaching media, English teachers are suggested to use cartoon videos as an alternative teaching medium in vocabulary learning by managing time effectively and preparing the materials in advance. This suggestion is based on the limitation that the implementation of cartoon videos requires adequate preparation and time allocation. Therefore, teachers need to ensure that the use of cartoon videos is well-planned so that the learning objectives can be achieved optimally and the teaching process remains efficient.

2. Suggestions for Further Researchers

Since this research was conducted using a one-group pre-test and post-test design without a control group, further researchers are suggested to use a more comprehensive experimental design, such as including a control group, in order to obtain more valid and reliable results. In addition, because this study was limited to seventh-grade students at junior high school, future researchers are recommended to conduct similar studies at different educational levels, such as senior high school or university. Moreover, as this research mainly focused on vocabulary achievement, further studies can explore other variables such as students' motivation, attitudes, or learning engagement to provide a more comprehensive understanding of the effectiveness of cartoon videos in language learning.

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