

**THE INFLUENCES OF WATCHING CARTOON
MOVIE CLIPS IN LEARNING ENGLISH
VOCABULARY ON THE EIGHTH GRADE OF
MTS. MA'ARIF NU KETEGAN TANGGULANGIN**

THESIS

**Submitted in partial fulfillment of the requirements for the degree
of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English**



By:

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SUNAN AMPEL
SURABAYA
2012**

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Menyatakan dengan sebenarnya, bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, dan bukan merupakan pengambil-alihan tulisan atas pemikiran orang lain yang saya akui sebagai hasil tulisan atau pemikiran saya sendiri.

Surabaya, 31 January 2012

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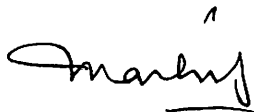
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Has been corrected and approved to fulfill the requirements for the attainment of
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This thesis by Farida Hanum entitled *The Influence of Watching Cartoon Movie Clips in Learning English vocabulary on The Eighth Grade of MTs. Ma'arif NU Ketegan Tanggulangin* has been examined on 8th February 2012 and approved by the board of examiners.



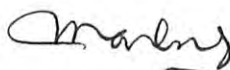
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vocabulary acquisition (through reading, listening, or other experiences), they got many words or vocabularies while they were child. So, children on elementary age are the best age for human to learn and acquire vocabularies.

As Khalifah Ali ibn Abi Thalib statement, learning as a child like carving on the stone; learning as an adult like carving on the water. From the statement above, in the process of language acquisition, it is stated that the brain development of children help them to learn the language faster. Children will be easier to learn a language, particularly remembering the words than elder people. This is because the brain developmental of children is very good and fast.

Just like a journal reviewed by the researcher from John J. Pikulski and Shane Templeton's journal, it states that for the first five years, children are involved in the process of acquiring a meaning or oral vocabulary—words that they understand when they hear them, and that they can use in their speech. During this period, children have essentially no literate vocabularies (it means that children understanding of vocabularies are not from written form but it can be understood by oral or listening). Most children acquire reading and writing skills upon entering school. They need to acquire a basic knowledge of how printed letters relate to the sounds of spoken words and how printed words relate to spoken words. Being able to translate or trans code print into speech allows children to use what they know about

still less effective for teenager to learn. Some teenagers sometimes feel so bored when they are learning in the formal class. Many teachers do not effectively use technology (LCD, video, movie, etc) as media in teaching learning English activity. That's why, in this case the researcher will improve them using cartoon movie clips.

The need for planned introduction and explanation of vocabulary plus various tools to help children become more independent in dealing with new vocabulary. Author has suggested the hypothesis above that 80 percent or more of the root words learned by grade 6 are learned as a result of direct explanation by parents, peers, teachers, and texts. Those who learn more words almost undoubtedly encounter more words and receive more explanations of word meanings.

This suggests that we could do considerably more than we now do to ensure the development of adequate vocabulary through systematic exposure to two to three new words a day combined with adequate explanation of these words and opportunities to use them. (I am referring to new meanings not simply words that are unfamiliar in print.) Present school practices fall far short of this objective in the primary grades. (Schools may do better in the upper elementary grades.) Other types of vocabulary instruction (e.g., using affixes, word family approaches, and direct instruction in inferencing) will also be useful, especially in grades 3 and above.

This particular objective raises the possibility of returning to a more basal approach, at least as one component of classroom language and reading instruction. If vocabulary acquisition is largely sequential in nature, it would appear possible to identify that sequence and to ensure that children at a given vocabulary level have an opportunity to encounter words they are likely to be learning next, within a context that uses the majority of the words that they have already learned. Some researchers are already beginning to work on this objective e.g., David Francis and Barbara Foorman in Texas, Jan Hulstijn in the Netherlands, Margaret McKeown and Isabel Beck in Pittsburgh, William Nagy in Seattle, and John Morgan. Many problems need to be solved. Existing lists of words e.g., Living Word Vocabulary do not correspond closely enough to observed sequences of word acquisition to be great guides although they are better than nothing. Word frequency in print data as Carroll, Davies, and Richmond state, bears relatively little relationship to observed word knowledge. In her studies, Carroll's SFI index accounted for 7 percent of observed root word knowledge. In contrast, Living Word Vocabulary levels accounted for more than 50 percent of our data. William Nagy (personal communication) has proposed combining Dale and O'Rourke's data with expert ratings--a very plausible suggestion.

Given the establishment of plausible vocabulary lists, teachers could relate these lists to vocabulary being introduced in books (short stories, novels, texts) being studied, be aware of words to introduce or explain (or to query children about if they

name of the character, settings, culture, instruction, or expression that said by the characters in the cartoon movie clips, etc. It can make student easier to remember than they learn vocabulary by memorize the words, It is risky forgotten.

That is why the researcher chooses MTs. MA'ARIF KETEGAN because teaching-learning in that school still using conventional method. So the students look bored with the teacher's method. And the students have no excitement in studying English. So the teacher can't measure students' ability. In this purpose, then the researcher will help the teacher to measure student's ability and give them new method in learning English vocabulary. The researcher focuses on vocabulary because the most student of MTs. MA'ARIF is lack of vocabulary. So, the researcher tries to improve students' vocabulary ability using cartoon movie clips.

The researcher hopes using cartoon movie clips method can increase students' motivation and stimulate them to learn vocabulary. Teaching-learning activity using media has a lot of advantages; it can make the lesson more interesting and easier to learn and understand. So, the students will have big attention to the lesson. Hopefully after learning and giving treatment, students will get a lot of experiences in the lesson they have learnt and make the students feel learning English is fun with teaching-learning process which given by the researcher.

B. Research problem (statement of the study)

In this research, researcher tries to solve some problems that appear in the classroom. These research questions may help to answer classroom problem, they are:

1. How far does cartoon movie clips influence students' ability in learning vocabulary?
2. How is the improvement of students' vocabulary ability after getting the treatment?

C. Objective of the study

This research may give contribution for language learners and teacher who wants to teach vocabulary. The objectives of the study are:

1. To know how far does cartoon movie clips influence students' ability in learning vocabulary.
2. To know how is the improvement of students' vocabulary ability after getting the treatment.

D. Significance of the study

The result of the research may be able to give contribution for the teacher, researcher and the students. There are:

1. The result of this research may be able to give contribution for the teacher to measure students' vocabulary ability.

- 6) Cognitive depth: this decision in this way is learners able to make a word, and the more cognitively demanding these decisions; the better the word is remembered.
- 7) Personal organizing: subject who had read a sentence aloud containing new words showed better recall than subject who had simply silently rehearsed the words, but subjects who had made up their own sentences containing the words and read them aloud did better still.
- 8) Imaging: one of the good and easily way to learn word is visualized words are memorable than words that do not immediately evoke a picture.
- 9) Mnemonics: this is a trick to help retrieve items or rules that are stored in memory and that are not yet automatically retrievable, even native speaker.
- 10) Motivation: learning new words is no guarantee that words will be remembered. The only difference is a strong motivation makes the learner is likely to spend more time on rehearsal and practice, which in the end will pay off in terms of memory. But, even unmotivated learners remember words if they have been set tasks that require them to make decisions about them.
- 11) Attention/arousal: contrary to popular belief, the learners cannot improve their vocabulary in their sleep, simply b listening to a tape. Some degree of conscious attention is required. A very high degree of attention/arousal

vocabulary but have difficulty in making progress with words at levels beyond this one.

Level II Words These are words that are likely to be learned only through reading or through instruction. They refer to the vocabulary of educated people, as “academic vocabulary,” and as “instructional vocabulary.” They are words that are necessary for general success in school. Words such as *perspective, generate, initiate, intermediate, calculation*, etc. are possible examples.

Level III Words These are words associated with a particular field of study or profession. These words make up the technical vocabulary or jargon of a field. Examples of Level III words from the field of reading instruction include the terms *digraph, diphthong, schwa, metacomprehension*, etc. As one might expect, some words such as *calculation* might be classified as either a Level II or Level III word or both.

Level IV Words These are words that are interesting but so rare and esoteric. They are probably not useful even in most educational environments, and they are not associated with a field of study or profession. Examples are words that no longer are used: *majuscule* (a capital letter), *xanthodont* (one who has yellow teeth like a rodent), *noctuary* (an account of what happens in a night). Notice, however, that some Level IV words are useful for teaching morphological clues such as

2. Exclude items which do not discriminate well between weaker and stronger students. It means that tester cannot include items which are too easy or too difficult for the candidates.
3. Do not allow to have testees much freedom, in some kinds of language test there is a tendency to offer candidates a choice of question and to allow them a great deal of freedom in the way that they answer the ones that they have chosen.
4. Write unambiguous items. It means the test items should not be presented unclear or there are other acceptable answers which are not anticipated by the tester. Writing unambiguous items can be started from drafting the content of test items including the topics covered, the range of vocabulary, the length, the range of grammar and the options or distracters to avoid misinterpretations.
5. Provide clear and explicit instructions whether oral and written forms. If the instructions are unclear, there is possibility the testees will misunderstand what they are asked to do.
6. Ensure that the layout of the test is constructed well and readable. On some occasion, the intuitional tests are badly typed (moreover in handwritten), small font and space, and are poorly reproduced.
7. Make candidates familiar with the format and testing techniques. It means that the testees are familiar with test constructions. So, every

effort should be made to ensure all testees have the opportunity to do the test well.

8. Provide uniform and non-distracting conditions of administration. To get same results of the testees, we should make the same process of teaching and the content of test.
9. Create an item that will make the tester easier in scoring objectively.
10. Make comparison of the test result among students as soon as possible.
11. Provide a detailed scoring key. It means that tester should specify acceptable answers or responses for each questions.
12. Train scorers. This is especially important to achieve objectivity in scoring.
13. Agree acceptable responses and appropriate scores at outset of scoring. A sample of script should be taken immediately after the administration of the test. Where there are compositions, archetypical representatives of different levels of ability should be selected.
14. Identify testees by number, not name. Scorers inevitably have expectations of candidate that they know. Except in purely objective testing, this will affect the way that they score. Studies have shown that even where the testees are unknown to the scorers, the name on a script (or a photograph) will make a significant difference to the scores given. The identification of testees only by number will reduce such effects.

media is a kind of tool or methods which can be used in the teaching-learning process to make the lesson easier and more interesting. In this case the researcher chooses cartoon movie clips as a media because the subject of the research is the students of junior high school who like cartoon film. The researcher also wants to make the students know the real language from the film, because in Indonesia cartoon film mostly has been dubbed into Indonesian. So, a lot of people do not know the real language in the cartoon film.

Mistake in choosing media for learning can make students confused. If students get confused, the lesson will not be delivered well. We could use the curiosity of students to choose the media we would need. Some media may be appropriate for the need of certain students, while other media may work for others.

Considering this, teachers must concern to find media that suitable for their student's need. Do not let them find media that the students difficult to receive. The choice of media is very important in delivering lessons for their students.

That is why researcher tried to make different methodology to teach English vocabulary in the eighth grade students of MTs Maarif NU Ketegan. Researcher brought cartoon movie clips as media in learning vocabulary there. The reason is the researcher want to know there are differences or not between using cartoon movie clips as media in learning vocabulary. Another reason is the object of research here are young learner.

From this research, the researcher was asking 26 students and most of them still prefer watching cartoon movie. They like to watch cartoon movie because it has

funny pictures and stories. That can be said because there was 93% of students' vocabulary ability influenced by cartoon movie clips as shown in pre and post-test score table. These characteristics help researcher to deliver the message of learning vocabulary. But, the problem in Indonesia is many cartoon movies are showed using Indonesian language. So, the researcher will try to deliver vocabulary lesson through English language cartoon movie clips.

After having research for four meetings, researcher finally found that using cartoon movie clips could help students learn vocabulary better. It is shown from the table of pre-test and post-test above. The majority of the students can get better score in the post-test, although few of them have decreased score in post-test. That is showed that students in eight grade of junior high school of MTs Maarif NU Ketegan have many differences in learning vocabulary's ability.

