

The Effectiveness Learning by Using English Cartoon Movies to Enriching Students Vocabulary Mastery

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Abstract

Since English has become an international language for communication, many people use English to support their life goals. Someone who speaks a foreign language including English must know the vocabulary of that language in order to communicate well. The use of media in the teaching and learning process of English will attract students' interest in learning the language. One of the interesting media that can help students learn vocabulary is film. It also offers information about an object and makes the class situation clear. This study aims to determine students' perceptions of the use of english cartoon movies to improve students' vocabulary mastery. This research was conducted at Universitas Teknokrat Indonesia, in academic writing class. The main instruments used in data collection were questionnaires . The research findings show that students have positive perceptions of using english cartoon movies in their classrooms to improve their vocabulary mastery. Therefore, it can help them in improving their vocabulary mastery which in the end they will use it in their conversation or writing when they use their English

Key words: English cartoon movies, English vocabulary, English learning media

INTRODUCTION

Education is very important in this era of globalization [1], [2], [3] and is even included in the basic needs of every human being [4], [5], [6] because by obtaining education humans will be able to improve their quality of life [7], [8], [9]. Education is also one of the supporting factors for the progress of a country [10], [11], [12], with a high level of education in a country it can produce quality human resources and contribute to developing the country [13], [14], [15]. Currently, education in Indonesia is regulated through Law Number 20 of 2003 concerning the National Education System [16], [17], [18]. Law of the Republic of Indonesia Number 20 of 2003 Education in Indonesia is divided into three main channels, namely formal, non-formal and informal [19], [20], [21]. Education is also divided into four levels, namely early childhood, elementary, middle, and high [22], [23], [24].

In general, patterns in the use of learning media can be seen from two aspects, namely direct and independent [25], [26], [27]. The direct learning pattern is the teacher utilize learning media directly and interact with students [28], [29], [30]. Meanwhile, independent learning is when students are face to face or face to face interact wit the media itself as a source of learning [31], [32], [33]. Media Learning has a very important role in the ongoing process teaching and learning [34], [35], [36] because it has a function as a tool to achieve success in that study [37], [38], [39].

In this study, researchers choose movie media for learning English. By using english cartoon movies media, researchers also want to have an opinion and view movies as a learning media to improve students' English proficiency [40], [41], [42]. When teachers choose movies that suit their students' needs, they arouse their interest, provide realistic listening practice, stimulate their language use [43], [44], [45], and raise their awareness

[46], [47], [48]. Moreover, learning media can also increase motivation and impact positive for students in learning [49], [50], [51]. Motivation also has a role very important in determining the things that should be used as support in the learning process [52], [53], [54] and explain the purpose of learning to be achieved [55], [56], [57], which will determine the range of control over the stimulus student learning and determine the level of student competition in learning [58], [59], [60].

Using English cartoon movies as a tool for enhancing students' vocabulary mastery has proven to be an effective approach [61], [62], [63]. Incorporating visual and auditory elements into the learning process helps students grasp new words [64], [65], [66] and concepts more easily [67], [68], [69]. By immersing themselves in the captivating world of cartoons, students become actively engaged in the language acquisition process [70], [71], [72], leading to improved vocabulary retention [73], [74], [75]. English cartoon movies offer a plethora of benefits for vocabulary enrichment [76], [77], [78]. Firstly, the vibrant animations and captivating storylines capture students' attention, making the learning experience enjoyable and entertaining [79], [80], [81]. This heightened level of engagement facilitates a deeper understanding of the context in which new vocabulary words are used [82], [83], [84]. As students relate to the characters and follow their adventures, they develop a natural curiosity to decipher the meaning of unfamiliar words, thereby expanding their lexical knowledge [85], [86], [87].

Additionally, cartoon movies provide a valuable source of authentic language input. Students are exposed to various accents, expressions, and idiomatic phrases, reflecting real-life English usage [88], [89], [90]. This exposure enhances their listening skills and helps them internalize vocabulary in context [91], [92], [93], promoting better comprehension and usage of words in their own speech and writing [94], [95]. Furthermore, the visual nature of cartoons aids in visualizing abstract concepts, making them more concrete and memorable [96], [97]. Students can associate words with specific images or gestures, enabling them to recall vocabulary effortlessly. Additionally, the repetition of words and phrases throughout the movie reinforces learning and helps solidify new vocabulary in students' long-term memory [98].

Moreover, English cartoon movies foster an immersive learning environment, promoting language acquisition beyond the confines of the classroom. Students can watch these movies at their own pace, allowing for individualized learning [99]. They can pause, rewind, and replay scenes, facilitating active engagement with the content and enabling deeper exploration of vocabulary [100]. In short, utilizing English cartoon movies as a tool for vocabulary enrichment has proven to be highly effective. The combination of visual stimuli, engaging storylines, and authentic language input creates an immersive and enjoyable learning experience for students. This approach not only enhances vocabulary mastery but also improves listening, speaking, and comprehension skills. By leveraging the power of cartoon movies, educators can create an interactive and dynamic language-learning environment that nurtures students' linguistic development.

METHOD

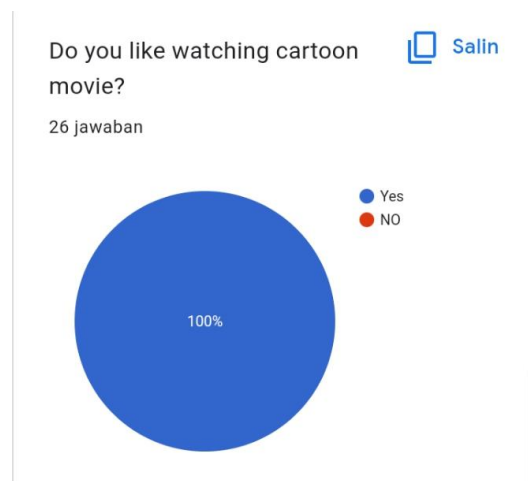
This study aims to explore the perspective of students towards the effectiveness learning by using english cartoon movies to enriching students vocabulary mastery. In this study, researcher distributed questionnaires in the form of survey websites to collect data and the results of the questionnaire were stated in the data findings using a qualitative approach.

Other questions were also developed by researcher to gain perspective from questionnaires or students. This study involved participants who were students at Academic Writing Class English Education Study Program batch 2020 at the University in Lampung. The participants consist of 26 students as participants for this study. There were 5 questions in the questionnaire that were distributed to the participants to collect their perspective data. The questionnaire was distributed by the chat application. The researcher gave the survey website link to the participants and asked them to fill out a questionnaire. The researcher can immediately see the responses of the participants after the participants finished filling out the questionnaire. The researcher enter the data into the data findings after all responses were collected from the survey website. The participants' responses were analyzed by the researcher to see what the students think on the effectiveness learning by using english cartoon movies to enriching students vocabulary mastery.

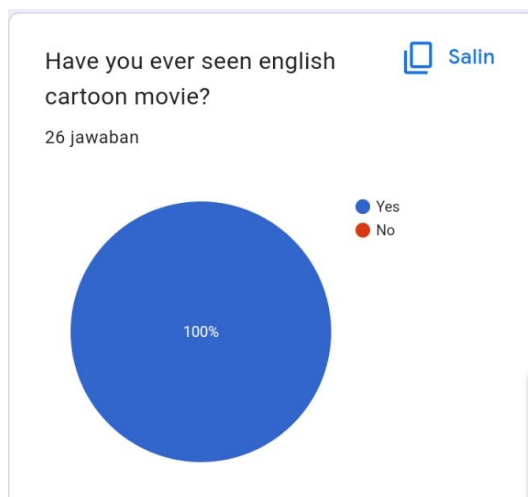
RESULTS AND DISCUSSION

The following section demonstrates the results of the study. An overview of participants' perspectives towards the use and challenges of video conferencing during distance learning can be seen in table below. The reseacher conducted the survey with the participants filled out the questioner that I provide. Participants were 26 people from English Education Students in Academic Writing Class. The results of the questionnaire are presented below.

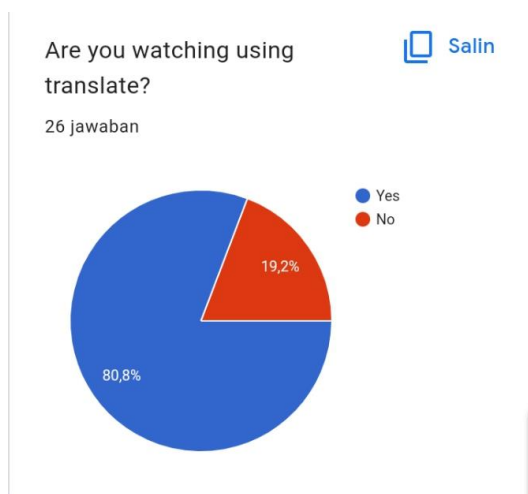
1. First I asked them if they liked watching cartoon movies, of course everyone said they liked watching cartoon movies, because watching cartoon movies is really fun. we can see that 100% of them answered that they liked watching movies and none of them didn't like watching movies.



2. For the second question, I asked them if they had ever watched English cartoon movies, and the answer was 100% that they had watched English cartoon movies and none of them answered NO.



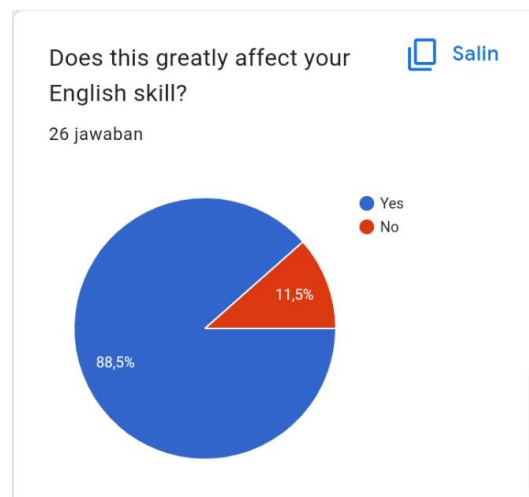
3. For the third question, I asked if they watch English cartoon movie using translate? and the answer is 80.8% answered YES using translate when watching English cartoon movie, and 19.2% answered NO using translate when watching English cartoon movie.



4. And for the next question, I asked if their vocabulary increased after they watched English cartoon movies? and the answer is 100% answered YES, meaning that their vocabulary is increasing or better by watching English cartoon movies.



5. The last question, I asked them if this method greatly affected their English skills, and 88.5% of them answered YES, this method greatly affected their ability. As we know that speaking English will be easier if we understand a lot of vocabulary. and with the frequency of hearing and seeing English words through watching cartoon movies, it can improve our English skills. And then 11.5% answered NO that not affect english skill.



From these results and findings it can be concluded that most students are feel interested in learning by using English cartoon movies. Most of the answers indicate that using english cartoon movies to enriching their vocabulary makes it easier and students can learn by getting new vocabulary every time students watch english cartoon movies.

CONCLUSION

So, for the conclusion is based on the questionnaire that I have distributed to 26 students of academic writing class that they all enjoy watching English cartoon movies and watching using translate so that they can understand the meaning of the film's conversation, and they agree that watching English movies can improve vocabulary skills and learning by english cartoon movies is effective to enriching students vocabulary mastery.

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