



**THE EFFECT OF ALVIN AND THE CHIPMUNKS CARTOON
MOVIE ON STUDENTS' VOCABULARY MASTERY
AT VIII GRADE SMP NEGERI 1 ANGKOLA BARAT
TAPANULI SELATAN**

A THESIS

*Submitted to the English Educational of State Islamic University
Syekh Ali Hasan Ahmad Addary Padangsidempuan as a Partial Fullfilment of the
Requirement for the Graduate Degree of Islamic Education (S. Pd) in English t*

Written By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
OF SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023



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Padangsidempuan as a Partial Fulfillment of the Requirement for the
Proposal Seminar in English Department

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TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
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PADANGSIDIMPUAN
2023



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MOVIE ON STUDENTS' VOCABULARY MASTERY AT VIII
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TAPANULI SELATAN**

A THESIS

*Submitted to the English Educational Department of State Islamic University Syekh
Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the
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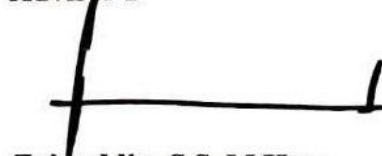
Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Reska Maulina Gultom**, entitled "**The Effect of Alvin and The Chipmunks Cartoon Movie on Students' Vocabulary Mastery at VIII Grade SMP Negeri 1 Angkola Barat Tapanuli Selatan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

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Proposal : Students' Vocabulary Mastery at VIII Grade SMP Negeri 1
Angkola Barat Tapanuli Selatan

ABSTRACT

This title the effect of Alvin and the Chipmunks Cartoon Movie on Students' Vocabulary Mastery at VIII Grade SMP Negeri 1 Angkola Barat Tapanuli Selatan. The problem that faced by students in vocabulary mastery were The students are lack of vocabulary, The students feel lazy and stressed to remember some vocabulary because the size of vocabulary is large, The students are lack of motivation in learning vocabulary.

There are two formulations of the problem, they are does alvin and the chipmunks cartoon movie significantly affect on vocabulary mastery and how does alvin and the chipmunks cartoon movie significantly affect on Students' vocabulary mastery at VIII grade SMPN 1 Angkola Barat. The purposes of this research were to find out alvin and the chipmunks cartoon movie significantly affects on vocabulary mastery and how Alvin and Thechipmunks cartoon movie significantly affects on students' vocabulary mastery at VIII grade SMPN 1 Angkola Barat.

This research used quantitative approach by using experimental method with true experimental design. The population were all the VIII students of SMPN 1 Angkola Barat. The sample were VIII D as experimental group consisted of 26 students and VIII A as control group consisted of 26 students. The data were collected through multiple choice to test in vocabulary.

The result of this research showed that mean score of experimental research was higher than mean score of control group after using cartoon movie. The mean score of experimental research after using cartoon movie was 69.00 and mean score of control research was 63.23 It can be concluded that alvin and the chipmunks cartoon movie is no affect on vocabulary mastery because the score stick to one line. In addition, $t_{count} > t_{table}$ ($2.764 > 2.000$). It means alvin and the chipmunks cartoon movie no significantly affects on students' vocabulary Mastery at VIII Grade SMPN 1 Angkola Barat.

Key Words : Alvin and The Chipmunks Cartoon Movie, Vocabulary

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Proposal Terhadap Penguasaan Kosakata Siswa di Kelas VIII
SMP Negeri 1 Angkola Barat Tapanuli Selatan

ABSTRAK

Penelitian terfokus pada Pengaruh film kartun Alvin and the Chipmunks terhadap penguasaan kosakata siswa kelas VIII SMP Negeri 1 Angkola Barat. Beberapa masalah yang dihadapi siswa dalam menguasai kosakata diantaranya : 1) Kurangnya kosakata siswa, 2) Siswa malas dan stress menghafal kosakata yang jumlahnya banyak, 3) Kurangnya motivasi siswa mempelajari kosakata.

Ada 2 rumusan masalah dalam penelitian ini, yaitu apakah film kartun berpengaruh secara signifikan terhadap penguasaan kosakata siswa dan bagaimana film kartun berpengaruh secara signifikan terhadap penguasaan kosakata siswa kelas VIII SMP Negeri 1 Angkola Barat. Penelitian ini bertujuan mengetahui apakah film kartun berpengaruh secara signifikan terhadap penguasaan kosakata siswa dan bagaimana film kartun berpengaruh secara signifikan terhadap penguasaan kosakata siswa kelas VIII SMP Negeri 1 Angkola Barat.

Penelitian ini menggunakan metode kuantitatif eksperimental dengan menggunakan rancangan eksperimen sungguhan. Populasinya adalah seluruh kelas VIII SMPN 1 Angkola Barat. Sampelnya adalah VIII D sebagai kelompok eksperimen terdiri dari 26 siswa dan VIIIA sebagai kelas kontrol terdiri dari 26 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk multiple choice menggunakan rumus independent sample T-test.

Hasil penelitian menunjukkan bahwa hasil rata-rata skor kelompok eksperimen lebih tinggi daripada kelompok kontrol setelah menggunakan film kartun. Rata-rata skor kelompok eksperimen setelah menggunakan film kartun adalah 60.00 dan rata-rata skor kelompok kontrol adalah 63.23. Sehingga dapat diartikan bahwa film kartun sangat bermanfaat terhadap penguasaan kosakata siswa. Selain itu, $t_{hitung} > t_{tabel}$ ($2.764 > 2.000$). Dapat disimpulkan bahwa permainan film kartun tidak berpengaruh secara signifikan terhadap penguasaan kosakata siswa kelas VIII SMPN 1 Angkola Barat.

Kata Kunci : Alvin and The Chipmunks Cartoon Movie, Vocabulary.

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Researches

Reska Maulina Gultom

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Vocabulary is one of the important elements in English that student must develop that is essential to building phrases clause and paragraph that used in speaking, listening, writing, and reading. Students would not be able to do anything with four skills if they did not do it or did not know the singular vocabulary and words well yet mastering English vocabulary was not easy for students in Indonesia because English is absolute different from Indonesia. They are different in spelling pronunciation and meaning. So, in order to achieve the language English students must have learned a lot about English vocabulary.

Many people are difficult to master vocabulary because the using of different techniques between English and Indonesia. The English people everyday use English language to speak others but in Indonesia most of the learners speak English language in certain condition. So, Indonesian students' vocabulary is still poor. If everyone has motto "Book is the world's window" because they like to read in order to enlarge and improve their knowledge.

The students got many vocabularies by conducting reading activity. That motivation gives task and practice by involving reading activity in order that the student can understand word by word and meaning of words. So that, they can learn vocabulary. Most of students begin to read something

because they have seen and they have heard something that is pronounced by other people. Using of media is needed to conduct teaching and learning process in the class. The suitable media is audio visual media because the media contains picture and voice so the students can see and hear directly such as cartoon film. By using this media, the students will be enjoyable and pleasure to learn English vocabulary, make the message clearly, can save the teacher energy, can motivate the student to learn, can increase the quantity of teaching and learning.

Vocabulary is very important in learning English because by having many vocabularies someone can be easier to learn English. It is different when someone has limited vocabulary, they could not learn English better. For example, if they have many vocabularies, they will be easier to look for the information from English magazine or English newspaper and vice versa. It is better for students to use media in learning vocabulary, in order to make them easier in learning English. Media is medium to send message from speaker to receiver. It means that the media can help the teacher to send their information for their students. The examples of media are television, LCD projector, radio¹.

Vocabulary has great function in language. People use words to form sentences. The vocabulary is linked to the bones of our bodies. Without bones, our bodies would have been as perfect as possible. No one can

¹Fathul Munir, "The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of EFL Students," *Journal of English Language Teaching and Linguistics* 1, no. 1 (2016): 13.

express their feeling to anyone. A teacher would be puzzled to explain the lesson to the student. Community members can share their ideas for sociality such as the development of the environment, etc. so that the vocabulary is considered the bone of language, without a vocabulary, a language could not be developed.

Based on curriculum 2013 students is expected to be able to master Vocabulary to make them able to communicate interpersonally, functionally, transactionally about their selves, their family, as well as people, animals and things, concrete and imaginative which closest to life and daily students' activity at home, school, and community as well as related to other subject and the world work².

That is why vocabulary is important to be learned as a basic knowledge to master all skills in English. But, to learn vocabulary is sometimes not easy by students, the students thought that vocabulary has wide aspect to be talked and it is really complicate. Because they still lack in vocabulary and sometimes have a new words and the words so difficult

This research made pre observation to the student VIII grade SMPNegeri 1 Angkola Barat Tapanuli Selatan, and the teacher Mrs. NurSamahSiregar, S.Pd. The researchesfound some facts. First, English teacher stated that students are lack of vocabulary, the students are not confident to speak English while the teacher asked them to speak English.

²Jill Haldfield, *Intermediate Vocabulary Games*, (Edinburgh Pearson Education Limited 1999), P. 4

The students as well as mixed Indonesian and English if they spoke and sometimes, they used mother language. It is caused they are lack of vocabulary. Second, the researcher interviewed the students, the students stated that is true that they are lack of vocabulary and make them not confident to speak English. They also stated that they are lazy to memorize some vocabulary that was asked by the teacher. It can be known that the teacher still used conventional or traditional method in learning. The teacher wrote some vocabulary in the whiteboard and asked the students to memorize it. The way of the teacher taught make students bored, they are not interested in learning.

From the statement above this study focuses on choosing a suitable media that is audio visual media to teach vocabulary, in this case cartoon film is considered as suitable media. By using cartoon movie, the students seem easier to understand the vocabulary because they like the cartoon especially Alvin and the chipmunks' cartoon. And from the cartoon movie the students can study about suggesting someone, ordering someone to do somethings, express feeling to someone and many more. So, the students feel easy to follow the story and understand word by word in Alvin and the chipmunks' film. Not only for children, teen also like cartoon, because the story about this cartoon told teen's life, how about their school, activities, etc. So that they will enjoy teaching and learning in the classroom. For the

teenager cartoon is fun. state that cartoon film offers a fun and meaningful teaching and learning experience³.

In this research, researches are interested to in this title because the main thing in learning English was to increase the vocabulary. For junior high school to study vocabulary using animation like a cartoon movie can make them more interested and spirit for study and have a good vocabulary mastery.

B. The Identification Problem

Based on background above, there are some problems of students that will be taken on this research, they are :

1. The students are lack of vocabulary
2. The students feel lazy to remember vocabulary
3. The students are lack of motivation in learning vocabulary

C. The Limitation of the Problem

With limited problems, there are some problems in this research. Because the students are lack of vocabulary, feel lazy to remember vocabulary and lack of motivation in learning vocabulary, so that the researcher limited the problem and focus on noun, verb, and adjective in the cartoon, episode Temporary Mom so that is why this research focus on students' vocabulary mastery by using cartoon movie whether cartoon movie significantly affects on students' vocabulary mastery.

³Munir, "The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of EFL Students."

D. The Formulation of The Problem

1. Does Alvin and The Chipmunks cartoon movie significantly affect on students' vocabulary mastery?
2. How does Alvin and The Chipmunks cartoon Movie significantly affect on students' vocabulary mastery?

E. The Purpose of the Problem

Based on the formulation of the research above can be concluded that there are objectives of the research are

1. To know if Alvin and The Chipmunks cartoon movie significantly on students' vocabulary mastery VIII grade SMP Negeri 1 Angkola Barat
2. To describe how Alvin and the chipmunk cartoon movie give a significant effect on students' vocabulary mastery XI grade SMP Negeri 1 Angkola Barat Tapanuli Selatan

F. Significant of the Research

The result of this study it is hope will be both academic and practical. The significances are:

1. For English teachers

It will give the teacher a description about how to teach and to motivate the students to learn about English especially in vocabulary learning, they will not be stuck only in some particular teaching strategies. The use of media cartoon movie could be a good alternative or variation in teaching vocabulary, where it is makes the students enjoy following the lesson.

2. For students

By learning vocabulary using cartoon movie, the students will be more interested, because they do not just hear language, they see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture and other visual clues. And also, to know their vocabulary mastery, make them enjoy to study and have fun to learn English and also enrich their knowledge about vocabulary mastery, to make them more spirit.

3. For other researches

This study is expected to give new knowledge to the further researchers to do the better research of teaching and learning process the writer hope that another writer easier to do the research and add their knowledge about this research.

G. Definition of Operational Variables

There are top variables in this research that should clarified as follow:

1. Cartoon Movie (Variable X)

Alvin and the chipmunks cartoon movie in episode Temporary Mom cartoon movie is animation video that can motivate and make student interested when they watch it also can affect students' vocabulary mastery

2. Vocabulary Mastery (Variable Y)

Students' vocabulary mastery is the students' ability in comprehending the vocabulary, knowing the meaning of vocabulary, and know the word classes in vocabulary

H. The Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In the chapter one, is introduction. This chapter explains about general background of the thesis problem, identification of the problem, limitation of the problem, the purposes of the research, significances of the research, definition of operational variables. This chapter talking about the problems that found in the field of research, the questions of research and the objective of the research.

In the chapter two, it consists of theoretical description, conceptual framework, and hypothesis. In theoretical consist of description of vocabulary and cartoon movie, it is talking about theory of Cartoon movie on vocabulary mastery and the temporary assumption of research.

In the chapter three, it is consist of research methodology. The chapter talking about methodology that used by the reseracher, research design, the location and schedule of research, the total population and sample, instrumentation, technique of collecting data, and the last technique for data analysis.

In the chapter four, is result of the research or research findings which consist of teaching vocabulary mastery in pre test, teaching vocabulary mastery in post test, the hypothesis testing, discussion and the treats of the research, this

chapter talking about the result of the result. And the last, in the chapter five, it is consists of conclusion and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Descriptions

1. Vocabulary

a. Definition of Vocabulary

Vocabulary can be defined as knowledge of words or word meanings. They also state that vocabulary learning is the basic of the language and one cannot learn some languages without vocabulary. By learning vocabulary, language learners are able to understand knowledge in words or word meanings of what they read. It means that the more vocabulary the students earn, the better language skill they can perform⁴.

Vocabulary is one of the important Masteries in English. People can communicate or talk with others by creating a sentence either verbally or in writing. The function of a sentence is to convey the message or the specific intent. So that the message can be up and understandable manner of speaking. This research was based on the students' problem regarding the English teaching. Especially the students' vocabulary mastery⁵.

⁴Kamil and Heibert. "Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy". *International Journal of Learning & Development*, 2(6). 2005 (Retrieved from www.macrothink.org/ijld), p. 104

⁵Tahar Rachman, "Using the Cartoon films to Improve Vocabulary Mastery of Seventh Grade Junior High School in UPTD SMPN 1 Parepare," *Angewandte Chemie International Edition*, 6(11), 951–952. 1 (2018): 10–27.

Vocabulary is a representative collection of the words that exist in the English language, the vocabulary of an educated speaker of the language.⁶It was caused by the teaching activity applied in the classroom, where the teacher was more active than students. Consequently, the students' vocabulary mastery was low. Therefore, the objective of the research is to find out whether or not the use of the cartoons films able to improve vocabulary mastery XI grade SMA Negeri 1 Angkola Barat.

Vocabulary is a challenge for learners, partly because of the size of the task, and partly because of the variety of vocabulary types to be learned including single words, phrases, collocations, and strategic vocabulary as well as grammatical patterning, idioms, and fixed expressions. Vocabulary is about words, where they come from, how they change, how they relate to each other and how we use them to view the world. Furthermore, vocabulary could be defined as a dictionary or set of words. This general view is reflected in the lexicographical approach to the traditional way of listing words in a dictionary.

Teaching teen students' vocabulary is different from teaching adult vocabulary. It is caused by different characteristic. Teens have unique characteristic. To provide appropriate and sufficient

⁶Howard Jackson and Etienne Ze Angela, Words meaning, and vocabulary, (England : Cambridge University Press 2000), p. 007A118

qualities, and good for teen, teacher must understand the characteristic of young learners. Some agers tend to change the mood every minute and they find it very difficult to sit still. That means the teen like to do physical activity and they still like the children. Teen wants to perform certain activities based on their mood, so teacher must have an interesting technique for delivering material

b. Types of Vocabulary

There are four types of vocabulary that must be known, based on Hilbert and Kamil they are : Oral Vocabulary, Print Vocabulary, Productive Vocabulary and Receptive Vocabulary⁷.

1) Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Oral vocabulary is used while we speak or read orally.

2) Print vocabulary consists of those words for which the meaning is known when we write or read silently. Print vocabulary is found while we write something.

3) Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Productive vocabulary is the words that the learners understand and can pronounce correctly and

⁷Kamil and Heibert. "Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy". *Internaational Journal of Learning & Development*, 2(6). 2005 (Retrieved from www.macrothink.org.ijld), p. 128

use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

4) Receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.⁸

Receptive vocabulary learning: learning the meaning of a second language word. Prototypically: learning a word from target language to source language. Productive vocabulary learning: learning to express a concept by means of the target language word. Prototypically: learning a word from source language to target language.⁹

⁸Elfrieda H. Hiebert and Michael L. Kamil, "Teaching And...", P.3.

⁹ Paul Bogards, Batia Laufer, Vocabulary in a second language, (USA : Benjamin Publisher 2004), p. 32

c. Importance of Vocabulary

Alexandersays that vocabulary is really important because when children and adolescents improve their vocabulary, their academic and social confidence and competence will improve. Second, the word is known help to organize the learning. It means that to organize the learning needed word because all language consists of words¹⁰

Martha Prasetya and Indrawati Pusparini also said that there are many importance of vocabulary as below :

- 1) Vocabulary is the key to communication For most learners, the ultimate goal of learning is to be able to communicate in a new language. If don't want to learn non-verbal skills, mastering vocabulary is not only important, it's also important in a foreign language environment. There's a reason we tend to orientate toward dictionaries, not grammar books.
- 2) Strong vocabulary helps to develop other skills. We shall pay attention to all other aspects of language learning, such as: the news of improvement, increased vocabulary with an immediate and positive impact on your capacity to improve your overall language skills.

¹⁰Eva Faliyanti and Evi Puspita Sari, "The Influence of Using Hangaroo Game Towards Students' Vocabulary Mastery," *Intensive Journal* 1, no. 1 (2018): 9.

- 3) The more words to know, the more you will do Vocabulary learns through focused and conscious study, but more generally indirectly through listening and reading, using context clues to figure out what it means.¹¹

d. Teaching Vocabulary

Teaching is an activity or process of transforming knowledge to help someone require changes and develops their skills, attitudes, ideas and appreciations. They are influenced by affective, cognitive and psychomotor domains. In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Traditionally, the teaching of vocabulary above elementary levels was mostly incidental, limited to presenting new items as they appeared in reading or sometimes listening texts¹². There are two approaches in teaching vocabulary:¹³

a. Explicit

Explicit is traditional approaches to vocabulary teaching have unsurprisingly focused on activities for the explicit study

¹¹Martha Prasetya Ningrum And Indrawati Puspariani, "Improving Students' Vocabulary Mastery Using Cartoon At Fifth Grade In SDIT YA BUNAYYA Pujon", *Journey*, Volume 3, No 2, 2022, P.67.

¹²Nadia Hasyim et al., "Theaching and Learning of English at the Eighth Grade of SMP This Thesis Exposed the Teacher ' s Strategies in Encouraging Young Learners Participation at the Eighth Grade of SMPN 1 Batulicin The Objectives of the Study Are : To Find out Whether the St" (2020).

¹³ Norbert Schmitt, *Vocabulary in Language Teaching*, (USA Cambridge University 2000), P. 148-149.

of vocabulary. There are numerous sources that illustrate a wide variety of vocabulary exercises, including teachers' reference books.

b. Incidental Learning Approach

The key to an incidental learning approach is to make sure that learners get maximum exposure to language. Undoubtedly, the most effective way to do this is to transplant the learner into a country or situation where the L2 is the primary language.

This indirect teaching of vocabulary assumes that vocabulary expansion will happen through the practice of our language skills, which has been proved not enough to ensure vocabulary expansion. Nowadays, it is widely accepted that vocabulary teaching should be part of the syllabus and taught in a well-planned and regular basis. The vocabulary is the center of language teaching because the language consists of grammatical lexis, not lexicalized grammar.

e. Problems in Learning Vocabulary

Based on Altyari there are four problems in learning vocabulary that is found by learners while learning vocabulary:

- 1) The sheer number of words that children need to learn so as to understand and use with proficiency both oral and written language. The vocabulary size is really large, it makes the

learners feel bored to learn vocabulary. The learners have to memorize many vocabulary.

- 2) The gap in levels of word knowledge among children. Levels of word knowledge are different. Some of the learners are rich of vocabulary but some of the others are lack of vocabulary.
- 3) The gap in levels of word knowledge begins even before children enter school. Many students have different level of word knowledge. The students are divided into beginner, intermediate and advanced level. The teacher has to be able to make a balance between beginner, intermediate and advanced level.
- 4) Traditional vocabulary instruction does not teach children word-learning strategies and how to appreciate words. Traditional vocabulary instruction does not give the variations of learning that makes the students are bored to learn with the same way day by day.¹⁴

f. Vocabulary Aspect

Vocabulary has wide aspects, Michel L, Kamil said there are some vocabulary aspects as follows¹⁵ :

- 1) Meaning

¹⁴Elfrieda H, Hiebert And Michael L. Kamil, "Teaching And...", P.95

¹⁵ Kris Handayani, The effect of spelling Bee game on students' vocabulary mastery, Journal Fisk, Vol.2 No. 1, 2021, p.43

In general, it can be stated that meaning is basically a form of cognitive knowledge contained in language, which is contained and structured in and by the language system, which is almost the same by speakers in general and reasonable communication activities. When the teacher delivering the task, the teacher should explain that a word may and more than one meaning it used different context. The students are expected to know the meaning Meaning can refer to what word forms signal, for what the word can be used.

2) Word Classes

Word classes are categories of word. According to Thornbury, words fall into of eight different words classes:

- a) Nouns
- b) Pronouns
- c) Verbs
- d) Adjectives
- e) Adverbs
- f) Prepositions
- g) Conjunctions
- h) Determiner¹⁶

3) Word Use

¹⁶ Kris Handayani, The effect...,P.4

A word is how a word, phrase, or concept is used in a language. In other words, word usage is the way a word, phrase, or concept is used in a language or type of language. Words are made to express something in communication.

g. Principles of Teaching Vocabulary

in teaching vocabulary, a teacher should have a plan about suitable way and how to apply it in a classroom. According to Nation in Haji Parhani thesis, teaching vocabulary is directly related to some other language activities. Teaching vocabulary to young learners does not just simple present some words, but it has significant influence to the four language skills. In Bayu Dwi Jatmiko thesis, Harmer states that many techniques can be used in teaching vocabulary. There are repetition, realita, pictures, mime actions, gesture, contrast, translation explanation, using real object and numeration¹⁷.

In Andi Saputra Tanjung thesis, Wallace states that teaching vocabulary should consider these following factors:¹⁸

a. Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

b. Quantity

¹⁷BayuDwiJatmiko, Using Digital Advertisement to Enrich Students' Vocabulary, UnpublishedThesis, Semarang: IKIP PGRI Semarang, 2013, p.3.

¹⁸Andi Saputra Tanjung, Reinforcing Students' Vocabulary through Scrabble Game, UnpublishedThesis, Jakarta: Syarif Hidayatullah State Islamic University, 2011, p. 24

The teacher has to decide the number of vocabulary items to be learned. The learners will get confused or discouraged if they get many new words. Therefore, the teacher should select new words, which can be easily understood by the learners.

c. Need

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

d. Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

e. Meaningful presentation

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

2. Media

a. Definition of Media

Media is the plural form of medium, which describes any channel of communication. This can include anything from printed paper to digital data, and includes art, news, educational content and numerous other forms of information. Anything that

can reach or influence people, including phones, television, and the internet can be considered a form of media.

The media is generally defined as the tool used to convey information from place to place. Over the past century, various media forms have been used to convey instruction and to support learning. Examples of learning media include the traditional way to convey instructions (chalkboard, text books, overhead projector, and teachers), the mass media used for education (newspapers, movies, radio, and television), and the new of electronic learning media (computers, interactive media, video, multimedia system)¹⁹.

All instructions require selection and use of at least one medium to convey the instructions. Many media alternatives and media mixes can be selected for each specific learning purpose and student group. Thus, research questions have compared the benefits of learning from various media and media mixes to different ages and degrees of talent. A thousand of studies have been and continue to be carried out.

¹⁹Fathul Munir, "The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of EFL Students," *Journal of English Language Teaching and Linguistics* 1, no. 1 (2016): 13.

b. Kinds of Media

In the learning process, the media learning has several functions. Describe some these functions are of several types, namely²⁰:

1) Communicative function

Learning media is used for facilitate communication between convey the message and the recipient of the message.

2) Function of motivation

By using the media of lessons, it is hoped that students will be more motivated in learning. with de- Thus, the development of defense instructional media not only contains elements only artistic but also Have students study the material for lessons so as to improve student's passion for learning.

3) The function of meaning

Through the use of media, defenders study not only can improve additional information in the form of data and facts as aspect development low cognitive stage, but can improve students' ability to analyze and create as

²⁰Jurnal Pendidikan et al., "Jurnal Pendidikan Akuntansi Indonesia, Vol. XVI, No. 1, Tahun 2018" XVI, no. 1 (2018).

high-level cognitive pack. Even more from it can improve aspects of attitude and skills.

4) Perception equalization function.

Through the use of media lesson, is expected to equalize perception of each student, so that each students have the same view of the information presented.

5) The function of individuality

Utilization of learning media with function to be able to serve the needs every individual who has an interest and different learning styles.

3. Cartoon Movie

a. Definition of Cartoon Movie

Cartoon film is the same as animation film. The word animation was derived from Yunani “anima” which the meaning is soul and live. The word animation also has a mean is to give a live for the object by stiring the object in the specific time. From the statement above it can concluded that animation is a group of picture or object.

According to Hamalik, a movie is naturally being used in class because it is not only giving a fact, but also providing an answer in the matters and an understanding of the students

themselves and their environment. They like watching cartoon films. Their world is still full of enjoyable activities²¹

An animated cartoon is a film for the cinema, television or computer screen, featuring some kind of story or plot, which is made using drawings. This is distinct from the terms "animation" and "animated film," as not all follow this definition. Although cartoons can use many different types of animation, they all fall under the traditional animation category²². Here there are some advantages and disadvantages of watching cartoon movie.

b. Advantages of Cartoon Movie

Cartoons can have both positive and negative effects cognitive development and behavior. The following are possible advantages of watching cartoons that every parent expects.

1) Learning Earliest

There's no doubt from where once-kids-now-adults had inculcated most of their creative thinking. One of the prominent positive effects of watching cartoons is the enhanced learning process at the early age. According to an English Language and Grammar Teaching study, it was found that kids tend to learn writing and speaking

²¹Fitria Ulfa, "Teaching Vocabulary Using Cartoon Movie," *Journal of Languages and Language Teaching* 5, no. 1 (2018): 23.

²²Sulistini Dwi Putranti and Nurawati Mina, "Designing Cartoon as a Supplementary English Material for English Structure Subject," *Dinamika Ilmu* 15, no. 1 (2015): 115–136, https://journal.uinsi.ac.id/index.php/dinamika_ilmu/article/view/140.

easily through watching cartoons rather than textbooks. Able to identify and differentiate colors, patterns, numbers, and shapes, kids can learn basic things interactively and enjoyably. Cartoon characters can help kids find their interests as early as in their second year.

2) Helps in the Language Development

There's a cartoon channel for almost every language. Watching cartoons online rather than TV gets much-needed exposure to children to different languages. Regional TV channels show local cartoon shows only; however, kids can learn more than one language and develop their linguistic abilities through online cartoon shows. Watching cartoons in native language can help them learn the language better. By watching different cartoons (non-native ones), kids can also boost their pronunciation and conversational skills

3) Inspired Imagination

Back in the days, cartoon shows like Alvin and The Chipmunks. These shows depicted the heroics of various characters fighting the bad guys. This is the most prominent reason why kids until adult loved these characters and are inspired by their stories when watching cartoons also helps increase kids' imagination

and boost their morale to be positive, and build their character like their role models.

c. Disadvantages of Cartoon Movie

As a teacher have many reasons to let their kids watch their favorite cartoon shows, some are concerned about the disadvantages of Watching Cartoons. Here are various negative impacts of cartoons that can turn the good side bad.

1) Some Cartoons Promote Violence

Plenty of cartoons are available on the internet these days that promote violence and destruction. The biggest of the Disadvantages of Watching Cartoons online is that it encourages kids to grow violent in real life. Also, kids believe that they would not feel any pain or hurt after falling or jumping accidentally, like animated character.

2) Promotes Unruly Behaviour and Foul Language

Many cartoon characters use foul language rampantly; Shin Chan is a Chinese cartoon character that depicts rebellious nature, bad behavior, and the use of language that's inappropriate from a parent's viewpoint. Many shows like Doraemon also display kids lying to their parents, teachers and bullying other kids. Kids can mimic these characters in real life, and that's the biggest problem to tackle for parents.

3) Aggressive Behaviour

Several cartoon characters encourage antisocial behavior and spread inappropriate messages to children. Aggressive and explicit content sometimes is the major reason why kids turn brazen easily. TV and internet media is the easily accessible course to learn bad traits, therefore, kids more tend to behave as if it's absolutely normal to be aggressive or violent.

4. Conventional Technique

a. Definition of Conventional Technique

Conventional teaching is a traditional way that is used by a teacher in teaching and learning process. According to Deriden “conventional technique is the strategy or the way that usually used by the teacher to teach the text to students”.²³ As stated by Hudson “conventional technique is the strategy used by the teacher based on mutual agreement in a school”.²⁴

Based on the explanation, conventional technique is uses traditional way in teaching and learning process where the teacher will use the lecture method in teaching and learning.

²³Jhon Deriden, Conventional Strategy, Available at <http://www.britsnis.com/EBcheck/topic/421797/mucler-strategy/52993/conventional-strategy>, (Access on September 5, 2022 at 13.05 p.m).

²⁴Hudson, The Meaning of Conventional Strategy <http://www.conventional-strategy/topic/54372-strategy> (Access on September 5, 2022 at 13.10 p.m).

b. Procedure of Conventional Technique

To make conventional technique, there are some procedure.

According to Andrian, there are some steps those are :

- 1) Preparation
 - a. To formulate the objectives to be achieved
 - b. Determine the main points of the material will be explain
 - c. Preparing tools
- 2) Implementation phase
 - a. Steps opening
 - i) Make sure that students understand the objectives to be achieved.
 - ii) Do apersepsi step, that is step linking the subject matter and the subject matter that will be delivered
 - b. Steps presentation
 - i) Maintain continuous eye contact with students.
 - ii) The use of communicative language easily digestible students.
 - iii) Present learning materials systematic, no bounding to be easily captured by the students.
 - iv) Respond to immediate students responses.
Keep the class conducive and exciting to learn
 - c. Steps ending or closing
 - i) Guide students to draw conclusion or summarize the subject matter.
 - ii) Stimulate students to be able to respond or provide some sort of review of the learning materials that have been submitted.
 - iii) Conduct an evaluation to determine the students ability to master the learning material that had just delivered.²⁵

Based on the explanation above, the procedure of conventional technique can divided by two, those are : the first is preparations, in preparations teacher open the class with formulate the objectives to be

²⁵Andrian Prime, Steps Implementing Teaching Method, Available at <http://materiinside/2014/12/Langkah-zmelaksanakan-metode-ceramah.html>, (Accessed on September 5, 2022 at 19.20 p.m).

achieved, determine the main points of the material will be explain and preparing tool. The second procedure is the implementation phase. There are three steps in implementation phase such as steps opening, steps presentation and steps ending or closing.

c. Advantages and Disadvantages of Conventional Technique

There are some advantages of conventional teaching.

According to Dodik the advantages of conventional teaching are :

- 1) Teacher easily master classes.
- 2) Easy to organize the seating/class.
- 3) Can be followed by a large number of students.
- 4) Easy to prepare and implement them.
- 5) Master's easy to explain the lesson well.
- 6) More economical in terms of time.
- 7) Provide opportunities for teachers to use their experience, knowledge and wisdom.
- 8) Can use comprehensive teaching materials.
- 9) Helping students to hear accurately.
- 10) If used correctly it will be able to stimulate and increase student interest in the academic field.
- 11) Can strengthen students' vocabulary and learning from some other source.²⁶

So it can be concluded, the advantages of conventional technique are easier for teacher master the class, the teacher can control the state of the class, the focus of the students just for teacher and the helping students to hear accurately.

²⁶Dodik Heru Setiawan, Definition, Advantages and Disadvantages Lecture Method, Available at <http://zonainfosemua./2011/01/pengertian-kelenihan-dan-kekurangan.html>(Accessed on September 5, 2022 at 20.00 p.m)

Beside the advantages, conventional technique also has some disadvantages. Andrean said, the disadvantages of conventional technique are :

- 1) Material held by students from the explanations will be limited to controlled teachers.
- 2) Conventional are not accompanied by demonstrations could lead to the occurrence of verbal.
- 3) Teachers who lack the ability to speak good, conventional often regarded as tedious method.
- 4) Through conventional, it is very difficult to know whether all the students already understand what is being describe or not.²⁷

Based on the explanation, it can be concluded the disadvantages of conventional technique are easy for students boring in class, make students lazy, and very difficult to know whether all the students already understand what is being describe or not.

B. Teaching Vocabulary By Using Cartoon Movie

In teaching vocabulary the teacher must be creative. The teacher can use media, strategy, or method in teaching vocabulary. This research to emphasize the teacher for use cartoon movie in teaching vocabulary.

Cartoon movies are attractive and effective media to teach vocabulary. It can build the students' enthusiasm to learn pronunciation. Moreover, by using pictures with text line in the movie, the students were helped to grasp and recall the words better. Based on Margono defines that movie is a good

²⁷Andrean Prime, Definition Advantages and Disadvantages Lecture Method, available at <http://materiinside.co.id/2014/12/pengertian-kelebihan-kekurangan-metode-ceramaha.html> (Accessed on September 5, 2022 at 20.00 p.m).

alternative media for teaching vocabulary. It is an interesting which given audio visual examples through the acting in the scenes²⁸.

Teaching vocabulary by using cartoon movie can be seen in this table bellow:

Table 2.1
Teaching Vocabulary by Using Cartoon Movie

Teacher Activity	Procedures	Students activity
A. Pre-Teaching 1. Teacher opens the class by greeting and prepare the students to pray before learn.		1. Students listen to the teacher, 2. Students answer the teacher's greeting ad pray before learn.
2. Teacher checks the students attendance list.		1. Students listen to the teacher. 2. Students state the attendance by saying present
3. Teacher asks the students about the last material and relate it with the new material.		1. Students answer the teacher questions.
4. Teacher tells about the new material.		1. Students listen carefully to the teacher. 2. Students add some notes from the teacher.
B. While-teaching 1. The teacher introduces the topic about vocabulary to the students.	1. Introduce the selected topic to students.	1. Students pay attention to the teacher. 2. Students remind the topic of the material.

²⁸Ulfa, "Teaching Vocabulary Using Cartoon Movie."

2. The teacher asks the question related to topic.	2. Ask students to brainstorm about the text.	1. Students think about the answer. 2. Students answer the teacher's question.
3. The teacher make a group to watch cartoon movie and explains how the rules.		1. Students are divided the students into some group. 2. Students watching the video
1. The teacher starts to uses cartoon movie 2. The teacher asks them to clarified word classes in to the verb, adjective or noun in the cartoon movie.	3. Participants watching the video and grouping words classes with clue from the teacher	1. Leader of group takes the note to write 2.The students watch carefully to the movie. 3.Each group discuss what classes word is that 4.After discussing, the group rise their hands if they want to answer and collect to the teacher
3. The teacher asks the students repeat the words that they get from the video	4. Participants must write their answer on their notes with classes word	5. The students must clarified the words.
4. The teacher gives the clues to students or gives the definition of word.		6. The students ask the definition or clues if they need.
5. The teacher eliminates the group who lose.	5. If participants don't know the classes word of vocabulary they are eliminated.	6. The students answer the question and if they ar wrong, they are eliminated.
7. The teacher limits the time of answering.	7. The students are given time 1 minutes to answer	8. The students must answer in a minute.
C. Post-Teaching 1. Teacher asks the students about their		1. Students answer the teacher's question

understanding about the material.		and tell their problem.
2. The teacher might conclude or summarize the lesson by himself or together with the students.		1. Listen to the teacher. 2. The students make a summarize while the teacher concludes the lesson.
3. Teacher closes the teaching-learning activity		1. Students give the greeting to the teacher.

C. Review of Related Findings

There are some similar research that are found by the writer about the effect of using cartoon movie for students' vocabulary mastery. Thus the writer take some thesis related to the effect of cartoon movie on students' vocabulary mastery. The first researcher was conducted by Fitria Ulfa, examining the effect of teaching vocabulary by using cartoon movie²⁹. The findings of her study indicated that teaching vocabulary by using cartoon movie the researcher may conclude that the use cartoon movie in teaching vocabulary is effective. Based on the result of the calculation of the means score of the pre-test it was obtained the mean score of the test was 8.31 and post-test was 15.93. After finding the mean score, the researcher calculated standard deviation and interpreted standard deviation.

The second, research done The Effectiveness of English Cartoon Movie toward Students' Vocabulary. The students can also learn the visual

²⁹Ulfa, "Teaching Vocabulary Using Cartoon Movie."

image of the things they learn so that they will remember the words, the meaning and how to use those words in their daily life. Media such as a movie has a very significant role to motivate the student to learn vocabulary and the atmosphere of teaching and learning more interesting.

The third, research about the effect of using animation video for vocabulary mastery. It is After analyzing the data, the researcher found that the class average score experiment after using Animation Video media is higher than control class. The average score of the control class in the Pre-test was 82 and the mean score was the control class in the Post-test is 88, the improvement is 6. The average score of the class experiment before using the Animation Video media was 82 and the average score the average after using animated videos is 88, the increase is 6. The effect of using animated videos for vocabulary mastery in class is 0,058 with count lower than table it means that H_a is rejected and H_0 is rejected. No effect used animated videos for vocabulary mastery in class³⁰

Next, research said that the result of data analysis shows that vocabulary score which gained by students before and after conducting treatment, there are significantly different. This indicates that the alternative hypothesis stating that there is significant effect of cartoon movie toward vocabulary score is accepted. Meanwhile, the null hypothesis stating that there is no significant effect of cartoon movie toward vocabulary score is

³⁰Nur Khofifah Rizky Ridwan, "The Effect of Using Animation Videos To Vocabulary Mastery at Grade XI Students of SMA Negeri 1 Siabu," 2020, <http://etd.iain-padangsidempuan.ac.id/5920/>.

rejected. It implicates that if the students taught using cartoon movie, their score would be higher than without using cartoon movie³¹.

And the last, research told after doing the post-test, the researcher analyzed the data obtained from both pre-test and post-test cartoon film is effective to improve students' pronunciation mastery. The student more interested to learn English and also speak confidently³².

D. Conceptual Frameworks

Language is one of important aspects in our life because language is a tool for communication human being uses language as a mean in expressing idea feeling and expectation to the other people in instruction among them.

In teaching vocabulary, an English teacher should be able to help students to memorize the words. Therefore, the teacher should have such kind of technique to make the students interested and have motivation in learning English. The teacher must prepare the materials as well, using suitable technique and media in teaching and learning vocabulary. In this case, the teacher can help the students by using Omar and Hana cartoon movie media in teaching vocabulary. By using animation movie media in

³¹Uswatun Hasanah, Akhmad Ali Mirza, and Iain Palangka Raya, "Towards Vocabulary Score," *Proceedings of International Conference: Role of International Languages toward Global Education System*, no. June 2016 (2016): 100–119.

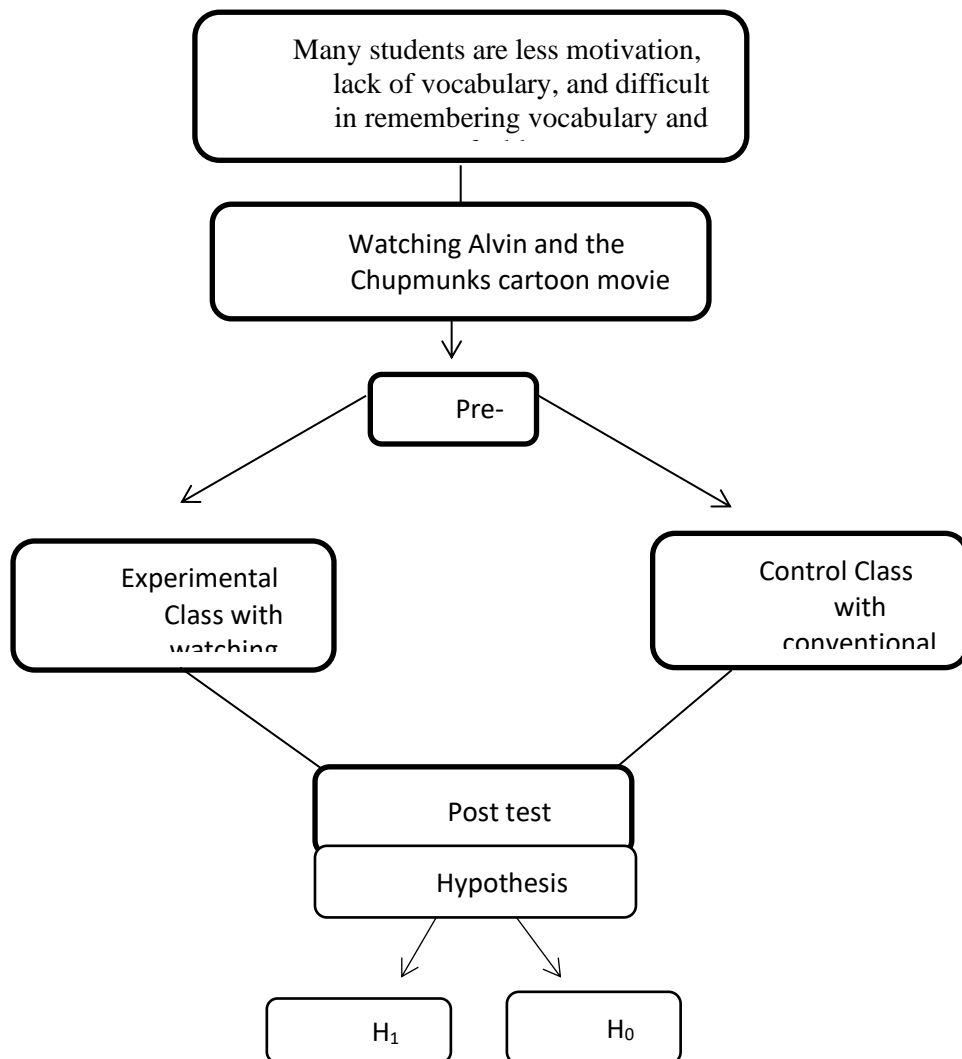
³²Pamadya Vitasmoro, Jatmiko, and Agata iwan Candra, "Improving Student's English Vocabulary Mastery through Animation Cartoon" 383, no. *Icss* (2019): 505–509.

teaching vocabulary, the writer hopes that the students can learn more and more creatively in the progress³³.

Based on the previous explanation, the researches believes that teaching vocabulary through Alvin and The Chipmunks cartoon movie can increase students' vocabulary mastery and another component in language skill. Animation movie can produce many words that make it keep in students' mind for a long time.

The researches will use cartoon movie to know if cartoon movie gives a significant effect on students' vocabulary mastery. To test the hypothesis, the researches need some steps. First, the researches gives a pre test to students to know their knowledge. Then dividing them into experimental class by using cartoon movie and control class with conventional strategy. After giving a treatment, the students give a post-test to compare students' vocabulary mastery by using cartoon movie. And the conceptual frameworks that was done is as bellow :

³³Juriah Juriah, "Implementing Controlled Composition to Improve Vocabulary Mastery of EFL Students," *Dinamika Ilmu* 15, no. 1 (2015): 139.



E. The Hypothesis

The researcher formulates the hypothesis of the research is started as follows:

1. Alternative hypothesis (H_a): there is a significant effect on students' vocabulary mastery by using Alvin and The Chipmunks Cartoon Movie
2. Null Hypothesis (H_0): there is no significant effect on students' vocabulary mastery by using Alvin and The Chipmunks Cartoon Movie.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

The place of the research in SMP Negeri 1 Angkola Barat. It is located in Sitinjak, Jl. Sibolga, kec. Angkola Barat, kab. Tapanuli Selatan, North Sumatera province. It started from October 2021 until December 2022.

B. Research Design

This research used a quantitative approach. The research design used in this research was True Experimental with a pretest-post test control group design. Both classes conducted pre-test and post-test and only the experimental class gave a treatment. It can be illustrated in the table below:

Tabel 3.1
Pretest-Posttest Control Group Design

Class	Pre-Test	Treatment	Post-Test
Experimental Class	√	Watching Cartoon Movie	√
Control Class	√	Teacher Way of Teaching	√

C. Population and Sample

1. Population

The research has been done at the eighth Grade students of SMP Negeri 1 Angkola Barat. The population of the sample consist of 5 classes with 132 students. Let us look at the table below:

Table 3.2
The Population of the eighth Grade
SMP Negeri 1 Angkola Barat

No	Class	Total Students
1.	VIII.A	26
2.	VIII.B	28
3.	VIII.C	27
4.	VIII.D	26
5.	VIII.E	25
Total		132

2. Sample

Sampling is the process of selecting number of individuals for a study in such a way that they represent the larger group from which they were selected. "A sample comprises individuals, items, or events selected from a larger group referred to as population".³⁴ The population of this research is big enough and homogeneous, so it needs to be classified into classes or groups. In this research, in taking the sample in this research the sample was taken randomly by using random sampling technique the researches make lotre system. First, the researches wrote every classes on a piece of paper and then

³⁴L. R. Gay, *Educational Research: Competencies for Analysis and Application*, ed. Cristie Robb, 10th ed. (USA: Kevin Davis, 2000).

the researches random. Finally two classes were taken as the sample one class for control and another class for experimental.

Table 3.3
Samples of the Reseach

Experimental Class (VIII D)	26 Students
Control Class (VIII A)	26 Students
Total	52 Students

D. The Instrument of Collecting Data

Instrument is the most important one in a research. Instrument for this research gave a test. The test is written test. There is two tests in this research. They are pre-test and post-test. The researcher give a test about vocabulary that is related to Alvin and the Chipmunks cartoon movie. The researches give a written test in order the students are able to mastery noun, verb, and adjective. The researches give 25 questions with multiple choice.

Table 3.4
Scoring of the test

No.	Indicators	Types of test	Items	Score
1	Students are able to distinguish antonym and synonym	Multiple Choice	9	4
2	Students know the meaning of words	Multiple Choice	7	4
3	Students are able to	Multiple Choice	9	4

	classifiedword class			
--	-------------------------	--	--	--

$$\text{Final score: } \frac{\text{students score}}{\text{maximum score}} \times 100$$

Table 3.5
Scoring scale

No	Criteria	Score
1	Very good (A)	86 – 100
2	Good (B)	71 – 85
3	Average (C)	56 – 70
4	Poor (D)	≤ 55 . ³⁵

E. The Validity and Realibity Instrument

1. Validity Instrument

In this study, to determine whether or not the test questions was valid using SPSS v.24 using *Person Correlation* test. The result of the calculation of correlation of correlation coefficient, the question can be declared valid if $r_{xy} > r_{table}$, with a significant level of 5%.

The criteria of test validation as below :

- If the Pearson Correlation value $> r_{table}$, the test is valid.
- If the Pearson Correlation value $< r_{table}$, the test is not valid.

³⁵Kemntrian Pendidikan Dan Kebudayaan Republic Indonesia, “ Buku Guru Bahasa Inggris Think Globally Act Locally”, 2018,P. 24.

Based on the provisions in SPSS v.24, the significance value of 0.05 the instrument is said to be valid if the *person correlation* has at least 1 star (*). Based on the analysis of the pre-test validity test which was carried out using the SPSS v.24 with a value $r_{table} = 0.482$, there were 30 questions that were valid (the calculation result can be seen in appendix 7). From the table above, it can be

$$\frac{\text{students score}}{\text{maximum score}} \times 100$$

Table 3.5
Scoring scale

No	Criteria	Score
1	Very good (A)	86 – 100
2	Good (B)	71 – 85
3	Average (C)	56 – 70
4	Poor (D)	≤ 55 . ³⁶

F. The Validity and Realibility Instrument

2. Validity Instrument

In this study, to determine whether or not the test questions was valid using SPSS v.24 using *Person Correlation* test. The result of the calculation of correlation of correlation coefficient, the question can be declared valid if $r_{xy} > r_{table}$, with a significant level of 5%.

The criteria of test validation as below :

³⁶Kementrian Pendidikan Dan Kebudayaan Republic Indonesia, “ Buku Guru Bahasa Inggris Think Globally Act Locally”, 2018,P. 24.

- If the Pearson Correlation value $> r_{\text{table}}$, the test is valid.
- If the Pearson Correlation value $< r_{\text{table}}$, the test is not valid.

Based on the provisions in SPSS v.24, the significance value of 0.05 the instrument is said to be valid if the *person correlation* has at least 1 star (*). Based on the analysis of the pre-test validity test which was carried out using the SPSS v.24 with a value $r_{\text{table}} = 0.482$, there were 30 questions that were valid (the calculation result can be seen in appendix 7). From the table above, it can be seen that 25 questions that met the criteria were valid, so the researcher used 25 questions because they have been tested.

Then, post-test also has been validated, it has been tested to students and counted by using SPSS v. 24. Based on the provisions in SPSS v.24, the significance value of 0.05 the instrument is said to be valid if the *person correlation* has at least 1 star (*). Based on the analysis of the pre-test validity test which was carried out using the SPSS v.24 with a value $r_{\text{table}} = 0.482$, there were 30 questions that were valid (the calculation result can be seen in appendix 8)

G. Reability Instrument

Testing the realibility of test devices in the form of multiple choice and completion using *Cronbach's Alpha* > 0.60 (high reliable). If the value of *Cronbach's Alpha* < 0.60 , the test items are not realiable.

Based on the result of the pretest realibility test using SPSS v25, the Cronbach's Alpha (r_{count}) value of 0.679 was obtained. So it can be

concluded that Cronbach's Alpha > 0.60 ($0.679 > 0.60$). It can be proven that the test of the pre-test reliable instrument is very high category.

Based on the results of the post-test reliability test using SPSS V.24, the *Cronbach's Alpha* (r_{count}) value of 0.746 was obtained. So it can be concluded that *Cronbach's Alpha* > 0.60 ($0.746 > 0.60$), it can be proven that the post test reliable instrument test very high category (the calculation can be seen in appendix 9).

H. Prosedures of the Result

To get the data from the students, the researcher gave the test and treatment to see the effect of the technique will be given. Procedures of the research are:

1. Pre – Test

Pre-test was a test that was given before doing the treatment. Pre-test was given to experimental class and control class. Pre-test means to see the students basic knowledge before applying the spelling bee game. The researcher did some steps for pre-test. The steps can be see below:

- a) The researcher created some questions about vocabulary in the house.
- b) Then, the researcher shared the paper of the test and answer sheets to both classes, experimental and control class.
- c) Next, the researcher explained the way to answer the test.
- d) After that, the students were given time to answer.

- e) The researcher collected the students' answer.
- f) The last, the researcher checked the answer sheets and counted the students score.

2. Treatment

The treatment in this study was audiovisual media, specifically cartoons, and researchers used cartoons as educational tools to teach vocabulary. Alvin and Chipmunks were teaching vocabulary to improve their vocabulary. The researches make them to a group and then they watch the cartoon and clarified the vocabulary to word class noun, verb and adjective. Cartoons help students memorize vocabulary more easily. Students can watch and listen using animations with instructions for teachers. It makes students excited, fun and interested in learning English. Especially when the teaching and learning process was carried out using audiovisual media (animation), the students were very satisfied and gained a new desire to learn English.

3. Post – Test

Post-test is a test that do after giving the treatment. The test were given to both classes. Post-test is the last test in this research. It means to see whether there is a significant effect or not. In this test, the researcher did a lot of steps. They are:

- a) First the researcher prepared a test about vocabulary.
- b) Second, the researcher gave the paper of the test and answer sheets to both experimental and control class.
- c) Then, the researcher explained the tips to answer.
- d) The students answered the question.
- e) Next, the researcher collected the answer sheets.
- f) The last, the researcher checked the students answer and counted the score.

I. Technique of the Data Analysis

After doing tests, data were collected. To analyze the data, it used independent sample t-test. There are two tests must be done before analyzing the data. They are normality test and homogeneity test

1. Normality Test

Normality test is way to know whether the data of the research is normal or not. Test of normality in this research used SPSS v.24 using the *Shapiro- Wilk* test with a significant level of 5% or 0.05 with criteria. If the value is significant (sig) $>$ 0.05, the students' pre- test and post-test were normally distributed. If the significant value (sig) $<$ 0.05, the students' pretest and post-test were not normally distributed.

2. Homogeneity Test

Homogeneity test will be used to see the data from two classes will be same or different in variant case. Homogeneity

test means to know whether control class and experimental class have same variant or not. The researcher used SPSS V. 24 to calculate the data.

The test Criteria are:

-If the significance value (sig) > 0.05, the the data variance of the two classeis homogeneous (accept H_0).

-If the significance value (sig) < 0.05, the data variene of the two classes is not homogeneous (accept H_a).

3. Hypothesis Test

The researcher used T-test to examine the hypothesis. The researcher used Independent Sample T-test by using SPSS v.24. The result can be seen from the mean of score. The mean score would show whether there is the difference between mean score of control group and mean score of experimental group. The researcher made the hyphothesis from the data that have been analyzed by looking at the t_{count} and compare it to t_{table} . Hypothesis is rejected if $t_{count} > t_{table}$. If $t < 1\frac{1}{2} \alpha (n1-1) (1=n2-1)$, while if $t_{count} > t_{table}$ hypothesis is accepted. It determined with significant level 5% (0,05) was $(n1-1)$, while dk determinator was $(1=n2-1)$.

CHAPTER IV

THE RESULT OF RESEARCH

This chapter presents the result of the research. It talks about the effect of cartoon movie on students' vocabulary mastery. The researcher has calculated the data using pre-test and post-test. This study applied quantitative research by using the formulation of t-test to test the hypothesis

A. Description of Data

1. Data Description of Pre-test Experimental Class

The researcher took class VIII D as experimental class. Based on the students' performance in pre-test the researcher has calculated the students' score as the table below:

Table 4.1
The score of Experimental Class in Pre-test

Description	Pre-Test
Total Score	1634
Highest score	72
Lowest score	48
Mean	62.84
Median	63
Modus	60
Range	24
Interval	4
Standard deviation	7.465
Variant	55.735

Total score is the total of points that is got by students, more than 1600 total of score in pre-test experimental class. The researcher

also got the highest score, the highest score is the largest value in the data. The highest score in this experimental pre-test was about 74. While the lowest score, the smallest value in a data

sequence. For the lowest score was under 50. Next, mean can be said to be representative of the data set. Mean in this data was about 60.

Then, median is the middle of value after all the data is sorted, the researcher got 60 of median after calculating using SPSS v.24. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test was 60. Range is the differences between the minimum and maximum in the data, in this data it was 26. Distance between classes is understanding of interval, it was 4 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was near to 7. Last, variant is the sum of the squares of all deviations of individual values to the group mean, it was about 48. For frequency distribution of control class in pre-test can be seen in the table below.

Table 4.2
Frequency Distribution of Experimental Class in Pre-test

No	Interval Class	Frequency	Percentages
1	48-51	3	11.5%
2	52-55	3	11.5%
3	56-59	2	7.6%
4	60-63	6	23%
5	64-67	3	11.5%
6	68-72	9	34.6%
	$i = 4$	26	100%

From the table above, it can be concluded that the most students are in interval 62-72 (9 students/34,6%). The least students are in interval 48-51, 52-55, 64-67(9 student/3.3%).

Clear description of the data is presented in histogram. Based on figure below, the frequency of students' score from 48 up to 51 was 3.53 up to 57 was 3.58 up to 62 was 23 up to 67 was 11,5 up to 72 was 9. The histogram shows that the highest interval (68-72) was 9 and the lowest interval (48-51, 52-55, 64-67) was 9.

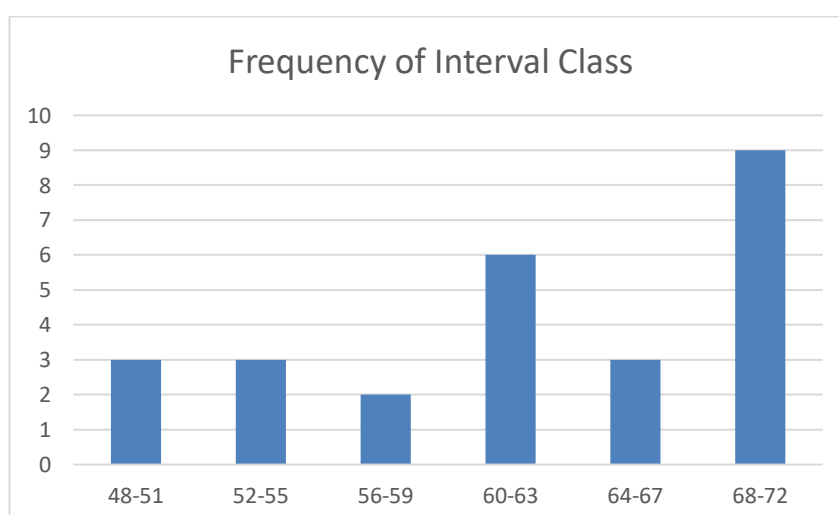


Figure 1: Pre-test Histogram of Experimental Class

2. Data Description of Pre – Test Control Class

In pre-test of control class, the researcher calculated the result that had gotten by the students as table below.

Table 4.3
The score of Control Class in Pre-test

Description	Pre-Test
Total Score	1656
Highest score	72
Lowest score	48
Mean	63.69
Median	64
Modus	60
Range	24
Interval	4
Standard deviation	7.757
Variant	45.662

Total score is the total of points that is got by students, more than 1656 total of score in pre-test control class. The reseacrher also got the highest score, the highest score is the largest value in the data. The highest score in this control pre-test was about 72. While the lowest score, the smallest value in a data sequence. For the lowest score was under 48.

Next, mean can be said to be representative of the data set. Mean in this data was up to 60. Then, median is the middle of value after all the data is sorted, the researcher got 63 of median after calculating using SPSS v.24. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test was 60. Range is the differences between the minimum and maximum in the

data, in this data it was 24. Distance between classes is understanding of interval, it was 5 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was near to 7. Last, variant is the sum of the squares of all deviations of individual values to the group mean, it was about 60. For frequency distribution of control class in pre-test can be seen in the table below.

Table 4.4
Frequency Distribution of Control Class in Pre-test

No	Interval Class	Frequency	Percentages
1	48-51	2	7.6%
2	52-55	1	3.8%
3	56-59	4	15.3%
4	60-63	4	15.3%
5	64-67	4	15.3%
6	68-72	11	42.3%
	$i = 4$	26	100%

From the table above, it can be concluded that the most students are in interval 68-72 (11 students/42.3%). The least students are in interval 52-55 (1 student/3.4%).

Clear description of the data is presented in histogram. Based on figure below, the frequency of students' score from 48 up to 51 was 2 up to 53 was 1, 54 up to 58 was 10, 59 up to 63 was 3, 64 up to 68 was 6, and 69 up to 74 was 8. The histogram shows that the highest interval (68-72) was 11 and the lowest interval (52-55) was 1.

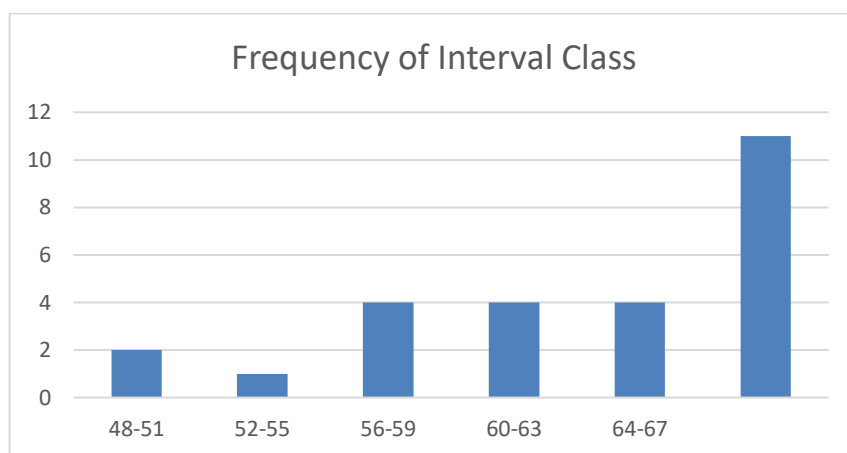


Figure 2: Pre-test Histogram of Control Class

3. Data Description of Post-test Experimental Class

The calculation of the result that had been gotten by the students in doing the test after their teacher did that treatment by spelling bee game. It can be seen in table 4.5.

Table 4.5
The score of Experimental Class in Post-test

Description	Post-Test
Total Score	1808
Highest score	90
Lowest score	60
Mean	69
Median	68
Modus	60
Range	30
Interval	5
Standard deviation	7.616
Variance	58.018

Total score is the total of points that is got by students, more than 1800 total of score in post-test experimental class. The researcher also got the highest score, the highest score is the largest value in the data. The highest score in this experimental post-test was about 90.

While the lowest score, the smallest value in a data sequence. For the lowest score was under 60. Next, mean can be said to be representative of the data set. Mean in this data was up to 60. Then, median is the middle of value after all the data is sorted, the researcher got 68 of median after calculating using SPSS v.24.

Next, modus is the value that appears most often in a statistical data, the modus in this post-test was 60. Range is the differences between the minimum and maximum in the data, in this data it was 30. Distance between classes is understanding of interval, it was 5 in this data. Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was near to 8. Last, variant is the sum of the squares of all deviations of individual values to the group mean, it was about 50. For frequency distribution of experimental class in post-test can be seen in the table below.

Table 4.6

Frequency Distribution of Experimental Class in Post-test

No	Interval Class	Frequency	Percentages
1	60-64	8	30.7%
2	65-69	7	26.9%
3	70-74	5	19.2%
4	75-79	3	11.5%
5	80-84	2	7.6%
6	85-90	1	3.8%
	$i = 5$	26	100%

From the table above, it can be concluded that the most students are in interval 60-64 (8 students/30.7%). The least students are in interval 85-90 (1 student/3.3%).

Clear description of the data is presented in histogram. Based on figure below, the frequency of students' score from 60 up to 64 was 5, 72 up to 75 was 1, 76 up to 79 was 4, 80 up to 83 was 8, 84 up to 87 was 5, and 88 up to 92 was 7. The histogram shows that the highest interval (60-64) was 8 and the lowest interval (85-90) was 1.

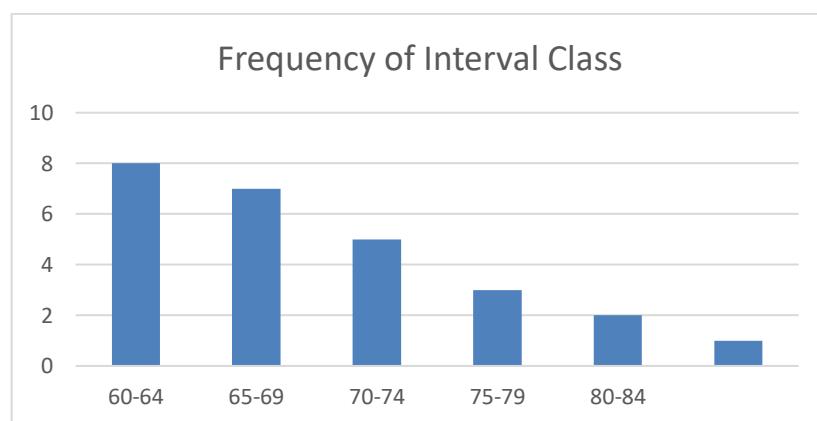


Figure 3: Post-test Histogram of Experimental Class

4. Data Description of Post-test in Control Class

The calculated of result that have gotten from students in control class in practicing the test after taught vocabulary by conventional technique.

Table 4.7
The score of Control Classin Post-test

Description	Post-Test
Total Score	1526
Highest score	80
Lowest score	50
Mean	63.23
Median	61

Modus	60
Range	30
Interval	5
Standard deviation	8.296
Variant	68.825

Total score is the total of points that is got by students, more than 1500 total of score in post-test control class. The researcher also got the highest score, the highest score is the largest value in the data. The highest score in this control post-test was about 80. While the lowest score, the smallest value in a data sequence. For the lowest score was under 50. Next, mean can be said to be representative of the data set. Mean in this data was near to 63.

Then, median is the middle of value after all the data is sorted, the researcher got 61 of median after calculating using SPSS v.24. Next, modus is the value that appears most often in a statistical data, the modus in this post-test was 60. Range is the differences between the minimum and maximum in the data, in this data it was 30. Distance between classes is understanding of interval, it was 5 in this data. Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was near to 8.5. Last, variant is the sum of the squares of all deviations of individual values to the group mean, it was about 63. For frequency distribution of experimental class in post-test can be seen in the table below.

Table 4.8
Frequency Distribution of Control Class in Post-test

No	Interval Class	Frequency	Percentages
1	50-54	4	15.3%
2	55-59	2	7.6%
3	60-64	11	42.3%
4	65-69	2	7.6%
5	70-74	5	19.2%
6	75-80	2	7.6%
	$i = 5$	26	100%

From the table above, it can be concluded that the most students are in interval 60-64 (11 students/42.3%). The least students are interval 55-59, 65-69, and 75-80 (2 students/7.6%).

Clear description of the data is presented in histogram. Based on figure below, the frequency of students' score from 50 up to 54 was 15.3 up to 55 was 7.6 up to 60-64 was 42.3 up to 80 was 7.6. The histogram shows that the highest interval (60-64) was 11 and the lowest interval (55-59, 65-68, and 75-80) was 6.

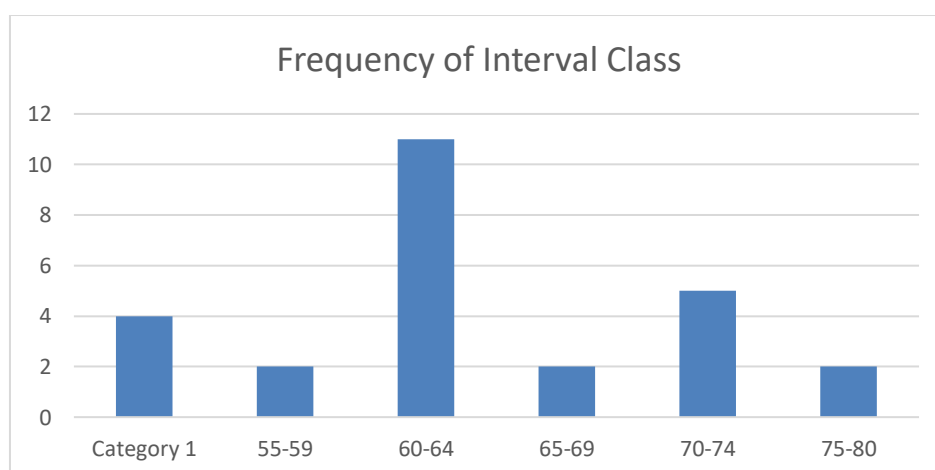


Figure 4: Post-test Histogram of Control Class

B. Data Analysis

1. Requirement Test

a. Pre – Test

1) Normality Test

Data normality of the two groups was calculated using SPSS v.24 using *Shapiro Wilk* test because the number of samples in the study was less than 100 students, the significance level of test was 5% or 0.05. The hypothesis that will be tested in normality test as follows :

H_0 : The students are not distributed normally.

H_0 is accepted when the shapiro-wilk < 0.05.

H_a : The students are distributed normally. H_a is accepted when the shapiro-wilk > 0.05.

Based on the analysis of normality of the pre-test data with *Shapiro Wilk* test using SPSS v.24 it was obtained that the experimental class was 0.065 and the control class was 0.053. In other word, $0.065 > 0.05$ in experimental class and $0.053 > 0.05$ in control class.

Table 4.9
Normality in Pre-test

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
result	experimental class pre-test	.139	26	.200*	.923	26	.065
	control class pre-test	.161	26	.081	.920	26	.053

From the calculation it was found that *Shapiro Wilk* > 0.05. So it can be concluded that pre-test data in experimental class and control class were normally distributed.

2) Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (pre-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.24 calculation (Appendix 16), obtained a significance value (sig) was 0.499. Based on criteria for testing data homogeneity using SPSS v.24 obtained a value significance (sig) based on $\text{mean} > 0.05$ or $0.499 > 0.05$ it means the pre-test value of the sample has a homogeneous variance.

Table 4.10
Homogeneity in Pre-test

result			
Levene Statistic	df1	df2	Sig.
.463	1	50	.499

b. Post – Test

1) Normality Test

Data normality of the two groups was calculated using SPSS v.24 using *Shapiro Wilk* test because the number of samples in the study was less than 100 students, the significance level of test was 5% or 0.05. The hypothesis that will be tested in normality test as follows :

H_0 : The students are not distributed normally.

H_0 is accepted when the shapiro-wilk < 0.05.

H_a : The students are distributed normally. H_a is accepted when the shapiro-wilk > 0.05.

Based on the analysis of normality of the pre-test data with *Shapiro Wilk* test using SPSS v.24 (appendix 17) it was obtained that the experimental class was 0.284 and the control class was 0.095. In other word, $0.284 > 0.05$ in experimental class and $0.095 > 0.05$ in control class.

Table 4.11
Normality in Post-Test

Tests of Normality							
	class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	experimental class post – test	.157	26	.200	.912	30	.284
	control class post – test	.152	26	.118	.946	29	.095

Based on the test criteria obtained a significant value (sig) *Shapiro Wilk* > 0.05 so it can be concluded that post-test in experimental class and control class were normally distributed.

2) Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (post-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

Based on the results of analysis of homogeneity of variance analysis of the initial value data (post-test) using SPSS v.24 calculation (Appendix 18), obtained a significance value (sig) was 0.583. Based on criteria for testing data homogeneity using SPSS v.24 obtained a value significance (sig) based on $\text{mean} > 0.05$, or $0.583 > 0.05$ it means the post-test value of the sample has a homogeneous variance.

Table 4.12

Test of Homogeneity of Variances

Levene Statistic	Result		Sig.
	df1	df2	
.306	1	50	.583

Homogeneity of Post-test

C. Hypothesis Test

From the results of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, so to test the hypothesis using Independent Sample T-test using SPSS v.24. The hypothesis that will be tested as follows:

If $H_0 : \mu_1 = \mu_2$ means there is no significant effect of cartoon movie on students' vocabulary mastery at VIII grade of SMP Negeri 1 Angkola Barat.

If $H_a : \mu_1 \neq \mu_2$ means there is significant effect of cartoon movie on vocabulary mastery at VIII grade of SMP Negeri 1 Angkola Barat.

Based on the calculation in Pre-test by using Independent Sample T-test, It was found $t_{count} -0.307$ with $t_{table} 2.00758$. It means $t_{count} < t_{table}$ ($-0.307 < 2.000247$). It can be concluded that that hypothesis H_a was rejected and H_0 was accepted. So, in pre-test, two classes were same. There is no difference in the both class. But in Post-test, it was found that $t_{count} > t_{table}$ or $2.764 > 2.00758$. Based on the test criteria, H_0 is rejected and H_a is accepted. It means that the average of students' vocabulary in experimental class using cartoon movie increased than average of students' vocabulary in controll class. So that is why $H_a : \mu_1 \neq \mu_2$, it can be concluded that "cartoon movie significantly affects on vocabulary mastery at VIII grade of SMP N 1 Angkola Barat. The result of T-test is as below:

Table 4.13

The result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
-0.307	2.00758	2.764	2.00758

In addition, it was gotten the mean score of experimental class in pre-test was 61.60 and in post-test was 81.07. Then the mean score of control class in pre-test was 62.34 and in post-test was 75.66..

D. Discussion

The result of this research found that cartoon movie gives the significant effect for students at VIII grade. It can be seen from there search hypothesis that there is a significant effect to cartoon movie on students' Vocabulary Mastery at VIII grade SMP N 1 Angkola Barat.

Based on pre-test that was given to students' before treatment, the students got mean score 62.84 for experimental class and 63.69 was in control class. While in the posttest, the mean score of experimental class was 69.00 and control class was 63.23.

The researcher also provided the similar cases with this research. The first researcher was conducted by Rosarina Students' vocabulary mastery through animated video³⁷. The findings of her study indicated that teaching vocabulary through animated video could help student to improve their vocabulary mastery. The students got better score after treatment cartoon movie with percentages 80% from 100%.

The second researcher was conducted by Reni Olivia talking using cartoon films to improve the students' vocabulary mastery³⁸. The findings of the research was the result of using cartoon movie on students' vocabulary showed significant improvement from pre-test and post-test. It was proved by the score before and after giving the

³⁷Rosarina, "Improving Student's English Vocabulary Mastery through Animation Cartoon" 383, no. Icsc (2019): 505–509.

³⁸Olivia, "The Effect of Using Animation Videos To Vocabulary Mastery at Grade XI Students of SMA Negeri 1," 2020, <http://etd.iain-padangsidempuan.ac.id/5920/>.

treatment. Which mean score of pretest was 50.00 and after using cartoon movie the mean score was 83.12

E. Threats of The Research

In conducting of this research, the researcher realized that there were many threats in this research, it started from the title until the technique of analyzing the data, and from arranging proposal until finishing thesis, so the researcher knew that it was far from the excellent thesis

The researcher found the threats of this research as follows:

1. The English teacher in the school were seldom to use cartoon movie as media for teaching vocabulary
2. The students are not serious in learning process.
3. The limited of instrument of research.
4. The students were lack of experience in processing data or lack of knowledge about it.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on quantitative research result with experimental method, the researcher took some points as below:

1. Alvin and the Chipmunks cartoon movie significantly affect on students' vocabulary mastery at VIII grade SMP Negeri 1 Angkola Barat it was proved by $t_{hitung} > t_{tabel}$ the hypothesis is tested by using T-test formula
2. The significant effect of Alvin and the Chipmunks cartoon movie on students' vocabulary mastery at VIII grade SMP Negeri 1 Angkola Barat performing T-test which shows that $t_{hitung} = 2.764$, significance value (sig) $\alpha = 0,05$ and $dk = n_1 + n_2 - 2 = 50$ with $t_{tabel} = 2,00758$. $t_{hitung} > t_{tabel}$, H_a was accepted. It means that the mean score of students' vocabulary by Alvin and the chipmunks cartoon movie is better than conventional teaching.

It can be concluded that cartoon movie significantly affects on vocabulary mastery at VIII grade of SMP N 1 Angkola Barat.

B. Suggestions

Based on the conclusion above, the researcher gives some suggestions :

1. To English teachers, especially an English teacher in SMP N 1 Angkola Barat are hoped to use cartoon movie in teaching vocabulary to increase the students' mastery.
2. To students, hoped to be more active while learning and can increase learning result in English, especially vocabulary mastery.

3. To head master, to pay attention to the facilities needed by educators for the sake of progress and increasing the ability to support learning so that learning can improve students' learning outcomes.
4. To next researchers, to conduct more in depth research by studying different theories, populations or other English competencies.

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) Experimental Class

Sekolah	: SMPN 1 Angkola Barat
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII/ Semester 1
Alokasi Waktu	: 2×45 Menit
Materi Pokok	: Vocabulary
Sub Materi	: Vocabulary in Alvin and The Chipmunks

A. Kompetensi Inti

KI-1 Menghargai dan menghayati ajaran agama yang dianutnya

KI-2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), percaya diri, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI-3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait kosakata dalam kartun Alvin and The Chipmunks.

C. Indikator Pencapaian

3.4.1 Mengidentifikasi cara menyatakan kosakata dalam kartun Alvin and The Chipmunks.

3.4.2 Mengidentifikasi huruf-huruf yang terdapat dalam kosakata dalam kartun Alvin and The Chipmunks yang sesuai dengan kata yang dimaksud dalam bahasa Inggris

D. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, peserta didik diharapkan dapat memahami, membedakan dan mampu menyebutkan huruf-huruf yang terdapat dalam kosakata dalam kartun Alvin and The Chipmunks dan bangunan publik yang terdapat dalam bahasa Inggris untuk melaksanakan komunikasi menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks secara jujur, disiplin, dan percaya diri.

E. Sumber Belajar

- Internet
- Blog

F. Media/alat, Bahan dan Sub Belajar

Media : Smartphone
Alat/sumber : Spidol, papan tulis, buku, kertas, pulpen

G. Model Pembelajaran

- **Watching Alvin and the Chipmunks cartoon movie.**

H. Langkah – langkah Pembelajaran

Kegiatan Pendahuluan (15 menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.	
Warming up untuk menarik perhatian Dan kefokusn siswa sebelum pembelajaran dimulai agar siswa tidal tegang.	
Brain storming dengan memberikan beberapa pertanyaan terkait materi dan mengaitkan materi/ tema / kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi / tema/ kegiatan sebelumnya serta mengaitkannya dengan kegiatan selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat)dengan mempelajari materi vocabulary.	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali.Mereka diberi penjelasan dan bahan bacaan terkait materi materi vocabulary
Critical Thinking	Guru memberi kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan factual sampai ke pertanyaan yang bersifat hipotetik.pertanyaan ini harus tetap berkaitan dengan materi vocabulary.
Collaboration	Peserta didik dibagi menjadi beberapa kelompok. Guru akan memberikan treatment menggunakan watching cartoon movie. Guru menjelaskan aturannya setiap kelompok harus mencari vocabulary dan class words di dalam cartoon kelompok yang paling banyak kosakatanyaakan mendapat score paling tinggi
Communication	Peserta didik melafalkan vocabulary apa saja yang terdapat dalam cartoon movie serta memberikan artinya.

Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi vocabulary. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
Kegiatan Penutup (15 menit)	
Peserta didik membuat rangkuman atau kesimpulan pelajaran. Tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman atau kesimpulan pembelajaran. Tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

I. Penilaian hasil pembelajaran

No	Indicators	Score	Performance Description	Score per item × number of questions
2	Meaning of words	20-18	Excellent	4×10
		17-14	Good to Average	
		13-10	Fair to Poor	
		9-7	Very Poor	
3	Word classes	20-18	Excellent	3×10
		17-14	Good to Average	
		13-10	Fair to Poor	
		9-7	Very Poor	
4	Word use	20-18	Excellent	3× 10
		17-14	Good to Average	
		13-10	Fair to Poor	
		9-7	Very Poor	

Total scores 100

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) Control Class

Sekolah	: SMPN 1 Angkola Barat
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII/ Semester 1
Alokasi Waktu	: 2×45 Menit
Materi Pokok	: Vocabulary
Sub Materi	: vocabulary in Alvin and the Chipmunks

A. Kompetensi Inti

KI-1 Menghargai dan menghayati ajaran agama yang dianutnya

KI-2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), percaya diri, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI-3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait kosakata dalam kartun Alvin and The Chipmunks

C. Indikator Pencapaian

3.4.1 Mengidentifikasi cara menyatakan kosakata dalam kartun Alvin and The Chipmunks.

3.4.2 Mengidentifikasi huruf-huruf yang terdapat dalam jenis-jenis kosakata dalam kartun Alvin and The Chipmunks yang sesuai dengan kata yang dimaksud dalam bahasa Inggris

D. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, peserta didik diharapkan dapat memahami, membedakan dan mampu menyebutkan huruf-huruf yang terdapat dalam jenis-jenis kosakata dalam kartun Alvin and The Chipmunks dan bangunan publik yang terdapat dalam bahasa Inggris untuk melaksanakan komunikasi menggunakan ungkapan dengan struktur teks yang runtut

dengan unsur kebahasaan yang benar dan sesuai konteks secara jujur, disiplin, dan percaya diri.

E. Sumber Belajar

- Internet
- Blog

F. Media/alat, Bahan dan Sub Belajar

Media : Smartphone
 Alat/sumber : Spidol, papan tulis, buku, kertas, pulpen

G. Model Pembelajaran

- Ceramah

H. Langkah – langkah Pembelajaran

Kegiatan Pendahuluan (15 menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.	
Warming up untuk menarik perhatian Dan kefokusn siswa sebelum pembelajaran dimulai agar siswa tidal tegang.	
Brain storming dengan memberikan beberapa pertanyaan terkait materi dan mengaitkan materi/ tema / kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi / tema/ kegiatan sebelumnya serta mengaitkannya dengan kegiatan selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat)dengan mempelajari materi vocabulary.	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali.Mereka diberi penjelasan dan bahan bacaan terkait materi materi vocabulary
Critical Thinking	Guru memberi kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan factual sampai ke pertanyaan yang bersifat hipotetik.pertanyaan ini harus tetap berkaitan dengan materi vocabulary.
Collaboration	Peserta didik diberi tugas individu untuk menghalalkan vocabulary yang sudah dituliskan di papan tulis
Communication	Peserta didik melafalkan vocabulary yang sudah dihapal didepan kelas.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal –hal yang telah dipelajari terkait materi vocabulary. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal –hal yang belum dipahami.
Kegiatan Penutup (15 menit)	

Peserta didik membuat rangkuman atau kesimpulan pelajaran. Taentang poin –poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

Guru membuan rangkuman atau kesimpulan pembelajaran. Taentang poin –poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

I. Penilaian hasil pembelajaran

	Indicators	Score	Performance Description	Score per item × number of questions
1	Meaning of words	20-18	Excellent	3×10
		17-14	Good to Average	
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2	Word classes	20-18	Excellent	4×10
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		13-10	Fair to Poor	
		9-7	Very Poor	
3	Word use	20-18	Excellent	3 × 10
		17-14	Good to Average	
		13-10	Fair to Poor	
		9-7	Very Poor	
Total scores 100				

Appendix 3

INSTRUMENT FOR PRE – TEST

NAME:

CLASS:

1. Happy Birthday, Dave! We know how hard you've been working on Ashley's album... so we thought it would be fun to surprise you with a little party.

The underline word above some with....

- A. Bored
 - B. Enjoyable
 - C. Angry
 - D. Disgusting
2. A feeling of mild astonishment or shock caused by something unexpected in sentence number 1 is ...
- A. Fun
 - B. Happy
 - C. Surprised
 - D. Crazy
3. We can make a little party for celebrate something such as events bellow Except.....
- A. Graduating
 - B. Win a competition
 - C. New house
 - D. Accident
4. Alvin, did you ... someone to build a half-pipe in the back yard?
Fill the blank with the correct word bellow
- A. Hire
 - B. Hear
 - C. Here
 - D. Her
5. Alvin: The party planner did.

the word "plan" in the sentence above same as....

- A. Destroy
 - B. Disorganize
 - C. Disarrange
 - D. Scheme
6. Alvin: So, the guest list got a little out of hand.
SIMON: A little? Dave, I had nothing to do with this
The word guest above mean...
- A. Visitor
 - B. Driver
 - C. Singer
 - D. Dancer
7. Symon: Well, there's no way to sugar coat it,
Alvin: Dave. The cops are here! Ow...
Theodore: And they're having a blast

The word “sugar coat” it mean same as

- A. Sweet layer
- B. Sweet coat
- C. Icing
- D. Sugar skin

8). A : Can you help me?

B : Yes, of course. What can I do for you?

A : Please, this bag to my room.

B : Yes, Sir.

- A. Bring
- B. Help
- C. Give
- D. Has

9). There is a clown in my friend’s birthday party. He is very He makes all children laugh and happy.

- A. Angry
- B. Noisy
- C. Funny
- D. Quiet

10). This exercise was too for me. I got score 100.

- A. Difficult
- B. Easy
- C. Expensive
- D. High

11). My little sister and brother are very hungry, so I lunch for them.

- A. Prepare
- B. Wear
- C. Throw
- D. Kick

12). Diana's barbie is broken. Diana is very now.

- A. Confuse
- B. Sad
- C. Happy
- D. Charm

13). Thomas the competition in a National Olimpiade. He looks very happy.

- A. Jumped
- B. Lost
- C. Celebrated
- D. Won

14). My younger brother went to dentist two days ago because his were in pain.

- A. Teeth
- B. Ears
- C. Hands
- D. Fingers

15). Fena : Can you lend me a hand?

Rissa : Yes, of course. What can I help you?

Fena: Please, these textbooks to my office.

Rissa : Yes sure, Sir.

- A. Put
- B. Give
- C. Bring
- D. Read

16). The exam was too for her. She got an A!

- A. Easy
- B. Expensive
- C. Difficult
- D. High

17). Tina's bicycle is broken. Tina is really now.

- A. Charm

- B. Happy
- C. Sad
- D. Confused

18). My sister is a nurse. She works in Anak Bunda Hospital. She every patient there.

- A. Sees
- B. Thinks
- C. Ignores
- D. Helps

19). John : French Fries and fried chicken are my favorite foods.

Vira: Yes, I like them too. These French Fries and fried chicken are very

- A. Salty
- B. Sour
- C. Delicious
- D. Bitter

20). You can find in your kitchen.

- A. Pillow
- B. Stove
- B. Television
- D. Sofa

21). My mother is a tailor. She sews and makes

- A. Books
- B. Foods
- C. Chairs
- D. Clothes

22). My father always reads every morning in living room.

- A. Newspaper
- B. Radio
- C. Computer
- D. Television

23). The gardener that works at my school ... the grass and plants a very beautiful flower every Friday.

- A. Throws
- B. Plants
- C. Cuts
- D. Goes

24). Dino : When do you usually get up in the morning?

Alden :

- A. I have breakfast with my family
- B. I get up at 5 a.m.
- C. I go to bed
- D. I am sleepy

25). My friend's are sick, so he cannot hear anything well.

- A. Cheeks
- B. Nose
- C. Eyes
- D. Ears

26). Candy is ... , but honey is sweeter than candy.

- A. Sweet
- B. Salty
- C. Sour
- D. Smooth

27). Danu is a He teaches Biology in our class. Every student loves him.

- A. Selfish teacher
- B. Kind teacher
- C. Emotional teacher
- D. Arrogant teacher

28). Ahmad : Do you have a ?

Shopkeeper : Of course, we do. You can find it in the book section over here.

- A. Football shoes

- B. Black pen
- C. Red apples
- D. Drawing book

29). Dina : I will wear my white and blue dress to Frieda's birthday party. What do you think?

Vina : In my opinion, the pink one is better for you.

Dina : Really? Okay I will the pink dress.

- A. Go
- B. Lose
- C. Hang
- D. Wear

30). The classroom looks very The students should clean it soon before the teacher comes.

- A. Dirty
- B. Tidy
- C. Shiny
- D. Rough

Appendix 4

INSTRUMENT FOR POST TEST

NAME:

CLASS:

1. Dave: You're not going to believe what Miss Miller did
Simon: Miss Miller?

What is believe in Indonesian ...

- a. Percaya c. tidak percaya
b. Harus d. tidak yakin

2. Theodore: why do you think it was Miss Miller?
Dave: she left me a note

What is left mean....

- a. Leave c. take
b. Go d. make

3. She left me a **note**

The bold word is mean....

- a. Teks c. kertas
b. Catatan d. pesan

4. In the bold word above, we can clarify to..... class word

- a. Noun c. adverb
b. Verb d. adjective

5. The answer below adjective, except....

- a. Ugly c. small
b. Strong d. say

6. Alvin and Theodore go to basement looking for Miss Miller

What word class the underline word above....

- a. Adjective c. adverb
b. Noun d. verb

7) Gail: Can you lend me a hand?

Claire: Yes, of course. What can I help you? Gail:

Please, these textbooks to my office. Claire: Yes

sure, Sir.

- A. put
B. give
C. bring
D. read

8) The exam was too for Alvin. He got an A!

- A. easy
- B. expensive
- C. difficult
- D. high

9) Simon's bicycle is broken. Simon is really now.

- A. charm
- B. happy
- C. sad
- D. confused

10) My mother is a tailor. She sews and makes

- A. books
- B. foods
- C. chairs
- D. clothes

11) Dave always reads every morning in living room.

- A. newspaper
- B. radio
- C. computer
- D. television

12) This exercise was too for me. I got score 100.

- A. difficult
- B. easy
- C. expensive
- D. high

13) Diana's barbie is broken. Diana is very now.

- A. confuse
- B. sad
- C. happy
- D. charm

14) The teacher's duty is to the students in the school.

- A. teach
- B. play
- C. make
- D. work

15). Students have to wear uniform to go to ...

- A. School
- B. Bed
- C. Mall
- D. Party

16). What do you use to find a way ...

- A. Car
- B. Map
- C. Bicycle
- D. Shoes

17) The gardener the grass every Monday and Thursday.

A. cuts

B. plans

C. trains

D. comes

18) I can't hear anything since my are sick.

A. eyes

B. ears

C. nose

D. mouth

19) Sugar is , but honey is sweeter than sugar.

A. salty

B. small

C. sweet

D. smooth

20) Johnny is a She teaches Math in our class. Every students love her.

A. kind teacher

B. ugly teacher

C. arrogant teacher

D. emotional teacher

21) You said you were with Trevor but that was a! You were with that terrible girl again.

- A. dishonest
- B. insincere
- C. lie
- D. false

22). I hope you have finished..... your suitcases - the taxi has just arrived!

- A. making
- B. having
- C. packing
- D. wrapping

23). I didn't sleep very well at all last night. It was too cold; I will put another on the bed tonight.

- A. blanket
- B. pillow
- C. sheet
- D. headboard

24). The boat sank when it hit a that was hidden under the water. Everyone had to swim to the beach.

- A. rock
- B. cliff
- C. coast
- D. wave

25). When we go on vacation, I want to some time fishing in that lake we visited last year.

- A. do
- B. spend
- C. lose
- D. give

26). When he asks me the questions, justthe answers quietly in my ear and he will never know.

- A. shout
- B. talk
- C. whisper
- D. yell

27). If you want to pass that exam, I..... you to start studying for it immediately.

- A. advice
- B. push
- C. convince
- D. advise

28). When you finish making the dough for the bread, put it in the oven and.....for about 90 minutes.

- A. roast
- B. fry
- C. bake
- D. grill

29). Hayley is a verygirl. She knows where she wants to be in five years' time and how she is going to get there.

- A. arrogant
- B. ambitious
- C. snobby
- D. wealthy

30). The clown is so He makes all kids laugh and happy.

- A. Funny
- B. Quiet
- C. Noisy
- D. Disgusting

Appendix 5

Score of Experimental Class in Pre-Test

No	Name	Score
1	A A	54
2	A D A	56
3	A S	72
4	A N S	62
5	A Z	62
6	A H	72
7	D S	68
8	E P	60
9	F S	70
10	F A	64
11	L K	58
12	M A	60
13	M H	72
14	I F	48
15	N M	62
16	N H	70
17	N A R	70
18	R D	72
19	R R	66
20	R H	64
21	S B	60
22	S S	48
23	S M	58
24	S T	70
25	T S	50
26	Y M	50
	TOTAL	1634

Appendix 6

Score of control class in pre – test

No	Name	Score
1	A H	58
2	A Z	68
3	A P H	70
4	A R	60
5	D J	64
6	E A	70
7	E S	64
8	F S	64
9	F A	72
10	H R S	68
11	I A	54
12	J A N	62
13	J S	70
14	K D	50
15	L K	64
16	L A Y	72
17	L F	70
18	M M	70
19	M R	68
20	R M	62
21	R M	62
22	S	48
23	S R	58
24	S A	72
25	S A P	58
26	Z A	58
	TOTAL	1656

Appendix 7

Score of Experimental Class in Post Test

No	Name	Score
1	A A	60
2	A D A	68
3	A S	70
4	A N S	68
5	A Z	68
6	A H	68
7	D S	80
8	E P	72
9	F S	62
10	F A	72
11	L K	68
12	M A	62
13	M H	62
14	I F	90
15	N M	78
16	N H	80
17	N A R	68
18	R D	72
19	R R	78
20	R H	78
21	S B	68
22	S S	62
23	S M	62
24	S T	60
25	T S	72
26	Y M	62
	TOTAL	1808

Appendix 8

Score of control class in post- test

No	Name	Score
1	A H	60
2	A Z	68
3	A P H	72
4	A R	58
5	D J	60
6	E A	72
7	E S	60
8	F S	62
9	F A	80
10	H R S	50
11	I A	52
12	J A N	64
13	J S	72
14	K D	58
15	L K	62
16	L A Y	70
17	L F	78
18	M M	50
19	M R	68
20	R M	64
21	R M	60
22	S	50
23	S R	60
24	S A	74
25	S A P	60
26	Z A	60
	TOTAL	1526

Appendix 9

RESULT OF NORMALITY AND HOMOGEINITY IN PRE-TEST

A. Experimental Class

High = 72

Low = 48

Range (R) =high score –low score

=72 - 48

=24

Total of classes (K) =1 +3.3 log(26)

=1 +3.3 log(26)

=1 +3.3 (1.414)

=1 +4.6

=5.6

= 6

Length of Classes = $\frac{\text{range}}{\text{total of classes}} = \frac{24}{6} = 4$

No	Interval Class	Frequency	Percentages
1	48-51	3	11.5%
2	52-55	3	11.5%
3	56-59	2	7.6%
4	60-63	6	23%
5	64-67	3	11.5%
6	68-72	9	34.6%
	<i>i = 4</i>	26	100%

B. Control Class in Pre-test

High = 8

Low = 30

Range (R) = high score – low score

=84 -30

=54

Total of classes (K) = $1 + 3.3 \log(28)$

= $1 + 3.3 \log(28)$

= $1 + 3.3 (1.447)$

= $1 + 4.775$

=5.775

= 6

Length of Classes = $\frac{\text{range}}{\text{total of classes}} = \frac{54}{6} = 9$

No	Interval Class	Frequency	Percentages
1	48-51	2	7.6%
2	52-55	1	3.8%
3	56-59	4	15.3%
4	60-63	4	15.3%
5	64-67	4	15.3%
6	68-72	11	42.3%
	$i = 4$	26	100%

C. Experimental-Control Class Normality Result in Pre-Test

Case Processing Summary

		Cases					
		Valid		Missing		Total	
result	class	N	Percent	N	Percent	N	Percent
	experimental class	26	100.0%	0	0.0%	26	100.0%
	control class	26	100.0%	0	0.0%	26	100.0%

Statistics

result	class	
N	Valid	52
	Missing	0
Mean		63.0769
Median		64.0000
Mode		70.00
Sum		3280.00

a. Multiple modes exist. The smallest value is shown

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
result	class	Statistic	df	Sig.	Statistic	df	Sig.
	experimental class	.149	26	.145	.928	26	.068
	control class	.161	26	.081	.920	26	.053

a. Lilliefors Significance Correction

Descriptives

result	class	Statistic	Std. Error
	experimental class	Mean	62.4615
		95% Confidence Interval for Mean	
		Lower Bound	59.4105
		Upper Bound	65.5125
		5% Trimmed Mean	62.7350
		Median	62.0000
		Variance	57.058
		Std. Deviation	7.55371
	Minimum	48.00	

	Maximum	72.00	
	Range	24.00	
	Interquartile Range	12.50	
	Skewness	-.397	.456
	Kurtosis	-.768	.887
control class	Mean	63.6923	1.32522
	95% Confidence Interval for Mean	Lower Bound	60.9630
		Upper Bound	66.4217
	5% Trimmed Mean	64.0769	
	Median	64.0000	
	Variance	45.662	
	Std. Deviation	6.75733	
	Minimum	48.00	
	Maximum	72.00	
	Range	24.00	
	Interquartile Range	12.00	
	Skewness	-.692	.456
	Kurtosis	-.170	.887

D. Result of Homogeneity in Pre-Test

Test of Homogeneity of Variances

result

Levene Statistic	df1	df2	Sig.
.463	1	50	.499

Appendix 10

RESULT NORMALITY AND HOMOGEINITY IN POST-TEST

A. Experimental Class

$$\text{High} = 72$$

$$\text{Low} = 48$$

$$\text{Range (R)} = \text{high score} - \text{low score}$$

$$= 90 - 60$$

$$= 30$$

$$\text{Total of classes (K)} = 1 + 3.3 \log(26)$$

$$= 1 + 3.3 \log(26)$$

$$= 1 + 3.3 (1.414)$$

$$= 1 + 4.6$$

$$= 5.6$$

$$= 6$$

$$\text{Length of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{30}{6} = 5$$

No	Interval Class	Frequency	Percentages
1	60-64	8	30.7%
2	65-69	7	26.9%
3	70-74	5	19.2%
4	75-79	3	11.5%
5	80-84	2	7.6%
6	85-90	1	3.8%
	$i = 5$	26	100%

B. Post- test in Control Class

High = 80

Low = 50

Range (R) = high score – low score

= 80 – 50

= 30

Total of classes (K) = $1 + 3.3 \log(26)$

= $1 + 3.3 \log(26)$

= $1 + 3.3 (1.414)$

= $1 + 4.6$

= 5.6

= 6

Length of Classes = $\frac{\text{range}}{\text{total of classes}} = \frac{30}{6} = 5$

No	Interval Class	Frequency	Percentages
1	50-54	4	15.3%
2	55-59	2	7.6%
3	60-64	11	42.3%
4	65-69	2	7.6%
5	70-74	5	19.2%
6	75-80	2	7.6%
	$i = 5$	26	100%

C. Experimental-Control Class Normality Result in Post-Test

Case Processing Summary

		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
result	class						
	experimental class	26	100.0%	0	0.0%	26	100.0%
	control class	26	100.0%	0	0.0%	26	100.0%

Statistics

result	class	
N	Valid	52
	Missing	0
Mean		66.0769
Median		68.0000
Mode		60.00
Sum		3436.00

a. Multiple modes exist. The smallest value is shown

Case Processing Summary

		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
result	class						
	experimental class	26	100.0%	0	0.0%	26	100.0%
	control class	26	100.0%	0	0.0%	26	100.0%

Descriptives

result	class	Statistic	Std. Error
	experimental class	Mean	69.0000
		95% Confidence Interval for Mean	1.31851
		Lower Bound	66.2845
		Upper Bound	71.7155
		5% Trimmed Mean	68.8889
		Median	68.0000
		Variance	45.200

	Std. Deviation		6.72309	
	Minimum		60.00	
	Maximum		80.00	
	Range		20.00	
	Interquartile Range		11.50	
	Skewness		.198	.456
	Kurtosis		-1.113	.887
control class	Mean		63.1538	1.65361
	95% Confidence Interval for Mean	Lower Bound	59.7482	
		Upper Bound	66.5595	
	5% Trimmed Mean		63.0598	
	Median		61.0000	
	Variance		71.095	
	Std. Deviation		8.43181	
	Minimum		48.00	
	Maximum		80.00	
	Range		32.00	
	Interquartile Range		11.00	
	Skewness		.147	.456
	Kurtosis		-.430	.887

D. Result of Homogeneity in Post-Test

Test of Homogeneity of Variances

result

Levene Statistic	df1	df2	Sig.
1.066	1	50	.307

Appendix 11

The Result of Hypothesis Analysis

A. Pre test

Independent Samples Test

Levene's Test
for Equality of Variances

		Levene's Test		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference	
									Lower	Upper
re su lt	Equal variances assumed	.463	.499	-1.230	50	.539	-1.230	1.987	-5.223	2.761
				.61	9		.77	.65	.09	.55
	Equal variances not assumed			-1.230	49	.539	-1.230	1.987	-5.224	2.762
				.61	392		.77	.65	.31	.77

B. Post – Test

Independent Samples Test

Levene's Test for Equality of
Variances

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference	
									Lower	Upper
re su lt	Equal variances assumed	1.066	.307	2.764	50	.008	5.846	2.114	1.598	10.09
					64		15	92	21	410

Equal variancesnot assumed			2.7	47.	.008	5.846	2.114	1.592	10.09
			64	638		15	92	98	933

CURRICULUM VITAE



A. Identity

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Religion : Islam
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21 Desember 2022

Yth. Kepala SMP Negeri 1 Angkola Barat

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Reska Maulina Gultom
NIM : 1820300060
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Panobasan

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul "The Effect of Alvin and The Chipminks Cartoon Move on Students' Vocabulary Mastery at VIII Grade SMP Negeri 1 Angkola Barat Tapanuli Selatan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

a.n Dekan
Wakil Bidang Akademik



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PEMERINTAH KABUPATEN TAPANULI SELATAN
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SURAT KETERANGAN
NO : 420 /080/SMPN1 AB/ 2023

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Angkola Barat Kecamatan Angkola Barat Kabupaten Tapanuli Selatan Menerangkan bahwa :

Nama : **RESKA MAULINA GULTOM**
NIM : 1820300060
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris Bahasa Inggris

Adalah benar mengadakan Penelitian di SMP Negeri 1 Angkola Barat tanggal 14 s/d 21 Novemver 2022 untuk keperluan persyaratan menyelesaikan Skripsi dengan judul :**"The Effect of Alvin and The Chipminks Cartoon Move on Students' Vocabulary Mastery at VIII Grade SMP Negeri 1 Angkola Barat Tapanuli Selatan"** Sesuai dengan Surat Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Fakultas Tarbiyah dan Ilmu Keguruan Nomor:B4736/Un.28/E.1/TL.00/12/2022 Perihal Izin Riset Skripsi.

Demikian Surat Keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Sitinjak, 02 Januari 2023

Kepala SMPN.1 Angkola Barat

