The correlation between students' frequency of watching English cartoon movie and students' vocabulary mastery

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ABSTRACT

This research was aimed to know : "There was significant correlation between students' frequency of watching English Cartoon movie and Students; vocabulary Mastery SMAN 15 Bandar Lampung in academic year 2020/2021. The research method of this research was a quantitative. The population of the research was the twelve grade students of SMAN 15 Bandar Lampung in academic year 2020/2021, the number of students was 32 students. The researcher gave a questionnaire to know students' frequency of watching English Cartoon movie, and test to know the students' vocabulary mastery. The data that has been gathered was analysed by Pearson Product Moment Correlation. Data Analysis shows that there is significant correlation between two variable since $p<0.01$ ($p=0.98$). It can be happened because most of students use their time to watching English Cartoon movie and it can enrich their vocabulary.

Keywords: *Vocabulary mastery, watching English cartoon movie, correlation, frequency.*

I. INTRODUCTION

Vocabulary is considered as an important language component because it can support the learners' ability in developing language skills as quoted by Lado (1979) as cited in Novi (2013). In line with Lado, Cameron (2001: 72) emphasized the importance of vocabulary learning especially for children who learn a foreign language. She stated that vocabulary learning can serve as a stepping stone to learn and use grammar. Thus, it can be stated that vocabulary learning is also important to be conducted in the classroom because vocabulary can make the students convey their ideas both in oral and written form effectively. Their ideas can help them in understanding the subject with the teacher's guide. Regarding the statement above as quoted by Esra (2017), Wilkins (1972) said that without grammar very little could be conveyed but without vocabulary, nothing can be conveyed. We are able to understand the language even if we do not understand grammar. On the other hand, we are not able to understand one single simple sentence if we are not able to recognize the meaning of vocabulary.

Based on the previous research (Thornburry, 2002) it was found that there are difficulties in teaching vocabulary in the class. The students have problems in memorizing and understanding vocabulary. They easily forgot some new words that the teacher taught and sometimes they could not remember how to pronounce it. This shows that their tendency to repel the subject of English is caused by their lack of vocabulary.

In Indonesia, English considered the first foreign language to be learned, the Indonesian government has chosen English as a first foreign language to be taught in schools. In formal education, English is taught from elementary school until universities. As a subject of learning process, English considered as one of subject that less comfortable by the students. So that using teaching media is very important to help the students be more interest, as stated by Saiful (2013).

As a part of language components, vocabulary has an important role in learning English. Without mastering vocabulary, it is impossible to master English well. The students who get more vocabulary, they can improve their English easily. Teaching English in conventional ways is not easy task. When students find new difficult words, they have to open a dictionary to get the meaning. Students need alternative sources to enjoying the learning of vocabulary. Therefore, the teacher must provide the media in order to help the students enriching their vocabulary.

According to Arsyad (2012:13) media is an important tool in conveying the message or the information in the learning process. There are three kinds of media, namely: visual media are using the senses of vision, audio media are using the senses of hearing and audio-visual media that combines multiple senses hearing and vision. Students would be more motivated if they can use multiple senses than if the students is only using one sense either vision or hearing. In this case, the researcher will take audiovisual media for running the research. It is English cartoon movie media.
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 (Wordpress: 2010) It means that cartoon film is animation films that show a 2 dimension film. So the cartoon film is a picture that can move and make a sound. By using English cartoon, students are expected to enjoy learning English vocabulary, clarifying messages, saving teachers' energy, motivating students to learn, increase the quantity of teaching and learning.

Based on the researcher observation, students of senior high school prefer to watch English cartoon than Indonesian cartoon. Actually, an English-cartoon that have been translated in Indonesian, but the conversation is still spoken in English. Watching English cartoon can be an alternative media of students to improve and enrich their mastery of English vocabulary in their free time.

II. METHODS

This research used a quantitative method which used ex-post facto design. The researcher investigated whether there was a correlation between students' frequency of watching to English cartoon movie and students' vocabulary mastery. The instruments of this research were a vocabulary test and a questionnaire. SMAN 15 Bandar Lampung in academic year 2020/2021, in twelve grade the number of students was 32 students. The researcher conducted the vocabulary test to measure the students' vocabulary mastery. After giving the test, the researcher gave the questionnaire to measure the students' frequency of watching English cartoon movie. Then, the researcher found the result of the correlation by using *Pearson Product Moment.*

III. RESULTS AND DISCUSSIONS

Results
After conducting the research, the researcher gathers the results of the vocabulary test and questionnaire.

Table 1. The percentage of students' vocabulary mastery level.

HIGH	76-100	17 Respondents
MODERATE	60-75	9 Respondents
LOW	40-59	6 Respondents

Based on the table above shows that from 32 students. There are 6 students in low level with percentage 18.75%, There are 9 students in moderate level with percentage 28.125%, and there are 17 students in high level with percentage 53.125%. The level students' frequency in watching English cartoon movie has high.

Table 2. Score of Students Vocabulary Mastery

NO	STUDENTS INITIAL	VOCABULARY TEST SCORE	LEVEL
1	AMNC	70	MODERATE
2	AI	66	MODERATE
3	AFK	50	LOW
4	CC	60	MODERATE
5	CWN	60	MODERATE
6	FCD	86	HIGH
7	FY	70	MODERATE
8	GTR	66	MODERATE
9	HIDA	78	HIGH
10	KPFY	92	HIGH
11	LFPD	62	MODERATE
12	MYSZ	86	HIGH
13	MA	56	LOW
14	MTT	88	HIGH
15	MAYS	56	LOW
16	MM	64	MODERATE
17	MAF	92	HIGH
18	MI	80	HIGH
19	MRRN	78	HIGH
20	NNW	76	HIGH
21	NA	50	LOW
22	NA	76	HIGH
23	PS	68	MODERATE
24	SM	46	LOW
25	SZA	92	HIGH
26	SRA	78	HIGH
27	SW	90	HIGH
28	TRCW	86	HIGH
29	TAM	76	HIGH
30	TPA	76	HIGH
31	YSIR	56	LOW
32	YPS	82	HIGH
	TOTAL	**2311**	

Based on the table above, the highest score of student's vocabulary mastery test is 17 and the lowest is 6. The score (Y) is 2311 and the participants (N) are 32. The next step is to calculate mean of students" vocabulary mastery test by this pattern:

$$Y = \frac{\sum Y}{N}$$
$$= \frac{2311}{32}$$
$$= 72{,}218$$

Result of Students' Questionnaire.
Based on the analysis of data about habit in which level of habit is divided into three categories. High habit is 17 students, moderate habit is 9 students, low habit is 6 students. It can be concluded that the level of behavior of watching English cartoon movie has the biggest affect towards students' vocabulary mastery.

Table 3. Score of Students Questionnaire Test.

NO	STUDENTS INITIAL	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	SCORE
1	AMNC	2	3	2	3	1	1	4	3	4	2	3	2	1	4	35
2	AI	2	3	3	2	4	1	3	4	2	1	2	1	2	3	33
3	AFK	2	2	3	1	2	3	2	1	1	1	1	1	1	2	23
4	CC	4	4	4	4	4	1	4	4	1	4	4	3	2	3	46
5	CWN	1	1	1	1	1	4	1	2	1	1	2	1	2	2	21
6	FCD	4	3	4	3	3	1	3	3	2	4	4	2	2	4	42
7	FY	2	2	2	2	2	3	2	3	2	1	1	1	1	3	27
8	GTR	2	2	2	2	2	3	2	2	2	1	1	1	1	2	25
9	HIDA	3	2	2	3	3	2	3	3	3	3	3	3	3	3	39
10	KPFY	4	4	4	4	4	1	4	4	4	4	3	3	3	4	50
11	LFPD	2	2	2	2	2	2	3	2	3	2	2	2	2	3	31
12	MYSZ	3	3	3	2	3	2	3	3	2	3	3	3	3	4	40
13	MA	1	2	2	2	2	3	2	3	2	1	2	2	1	3	28
14	MTT	4	4	4	4	1	1	4	4	3	3	3	3	3	4	45
15	MAYS	2	2	2	2	2	3	3	2	2	1	1	1	1	3	27
16	MM	1	2	2	2	2	4	1	2	3	1	2	2	1	3	28
17	MAF	4	3	3	4	4	2	3	3	2	3	4	4	4	4	47
18	MI	2	3	2	2	3	2	2	3	3	1	2	2	2	3	32
19	MRRN	3	3	3	3	3	2	3	3	2	2	2	2	2	4	37
20	NNW	3	2	2	2	3	2	4	4	2	3	3	3	3	4	40
21	NA	1	2	2	2	2	3	2	2	3	2	2	1	1	3	28
22	NA	3	3	3	3	3	1	4	3	2	2	3	3	3	4	40
23	PS	3	2	3	3	3	1	3	2	3	2	3	2	2	3	35
24	SM	1	1	1	1	1	3	2	1	1	1	1	1	1	2	18
25	SZA	3	4	3	3	4	2	4	2	3	3	3	3	3	4	44
26	SRA	2	2	2	2	2	3	2	3	4	4	2	1	2	3	34

27	SW	3	3	3	3	3	2	4	3	2	2	3	2	2	3	38
28	TRCW	4	4	4	3	4	1	4	3	4	3	3	3	2	3	45
29	TAM	2	2	2	2	2	3	2	2	2	1	1	2	1	3	27
30	TPA	3	3	2	2	1	2	3	2	4	1	2	2	1	4	32
31	YSIR	1	1	2	2	2	2	3	3	3	1	1	2	1	3	27
32	YPS	3	2	3	3	1	1	4	3	2	2	3	1	2	4	34
	TOTAL															**1098**

Based on the table above, the highest amount of the habit in watching English movies is 17 and the lowest is 6. The score (X) is 1098 and the participants (N) are 32. The next step is to calculate mean (X) of students behavior in watching English cartoon movies by this pattern:

$$X = \frac{\sum X}{N}$$
$$= \frac{1098}{32}$$
$$= 34,312$$

Correlation between Students Frequency in Watching English Cartoon Movie and Their Vocabulary Mastery.

The all data calculated by using product moment formula by Sugiyono (2012) in order to prove the hypothesis of this research significant or not significant. Correlation coefficient can be calculated as below:

Table 4. Correlation between Students Habit in Watching English Cartoon Movie and Their Vocabulary Mastery.

NO	STUDENTS INITIAL	X	Y	X²	Y²	XY
1	AMNC	35	70	1225	4900	2450
2	AI	33	66	1089	4356	2178
3	AFK	23	50	529	2500	1150
4	CC	46	60	2116	3600	2760
5	CWN	21	60	441	3600	1260
6	FCD	42	86	1764	7396	3612
7	FY	27	70	729	4900	1890
8	GTR	25	66	625	4356	1650
9	HIDA	39	78	1521	6084	3042
10	KPFY	50	92	2500	8464	4600
11	LFPD	31	62	961	3844	1922
12	MYSZ	37	86	1369	7396	3182
13	MA	28	56	784	3136	1568
14	MTT	45	88	2025	7744	3960
15	MAYS	27	56	729	3136	1512
16	MM	28	64	784	4096	1792
17	MAF	47	92	2209	8464	4324
18	MI	32	80	1024	6400	2560

19	MRRN	37	78	1369	6084	2886
20	NNW	40	76	1600	5776	3040
21	NA	28	50	784	2500	1400
22	NA	40	76	1600	5776	3040
23	PS	35	68	1225	4624	2380
24	SM	18	46	324	2116	828
25	SZA	44	92	1936	8464	4048
26	SRA	34	78	1156	6084	2652
27	SW	38	90	1444	8100	3420
28	TRCW	48	86	2304	7396	4128
29	TAM	27	76	729	5776	2052
30	TPA	32	76	1024	5776	2432
31	YSIR	27	56	729	3136	1512
32	YPS	34	82	1156	6724	2788
	TOTAL	**1098**	**2311**	**39804**	**172573**	**81993**

All the data is calculated by using product moment in order to prove the hypothesis of this research significant or not significant.

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

$$= \frac{81993}{\sqrt{(39804)(172573)}}$$

$$= \frac{81993}{\sqrt{6869.095.692}}$$

$$= \frac{81993}{82880}$$

$$= 0.98$$

Based on the findings by using formula product moment, there is significant relation between students' frequency in watching English cartoon movie and students' vocabulary mastery. The value r = 0,98, it is proved by the value of product moment coefficient which show that r> 0,01 which means there is a correlation between students habit in watching English movie and their vocabulary mastery.

Discussion

1. **Students Vocabulary Mastery**

   Based on the result of the student's vocabulary test, the students' mean score was 72,2 which is considered a good score. The mean score above shows that students' vocabulary mastery in the twelve grade at SMAN 15 Bandar Lampung qualified at the medium level. With the score above, it also can be assumed that the students can comprehend 80% text coverage.

   Several factors make students' mean scores were in the medium level. Students' background knowledge can be the factor that affects students' vocabulary mastery. If the student had known some vocabulary at first, the students may be able to understand and answer the test easily. On the

other hand, if the students had no background knowledge of English, they will find it difficult to comprehend and answer the vocabulary test.

Next, the student's motivation toward English also becomes one of the factors that affect students' vocabulary mastery. A higher level of students' motivation towards learning English, will have a positive effect on their ability to understand English words.

2. **Students Questionnaire**
Based on the result of the students' questionnaire, it can be concluded that students' frequency of listening of watching English cartoon movie is the most aspect that makes the correlation. Students nowadays spend their time to watching English cartoon movie and they have their time watching English cartoon movie, to get a new vocabulary and to gather more information about grammar that is mostly used in the movie. Sometimes, they also find new difficult words from a native speaker. Indirectly, students will learn about English vocabulary by watching to the cartoon movie.

3. **Correlation Between Student's Frequency of Watching English Cartoon Movie and Students' Vocabulary.**
Based on the findings by using formula product moment, there is significant relation between students' frequency in watching English cartoon movie and students' vocabulary mastery. The value $r = 0,98$, it is proved by the value of product moment coefficient which show that $r > 0,01$ which means there is a correlation between students habit in watching English movie and their vocabulary mastery.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions
There is a correlation between students' frequency of watching English cartoon movie and students' vocabulary mastery, it was found that the coefficient correlation between students' frequency of watching English cartoon movie and students' vocabulary mastery was 0.98 at the significant level of 0.01, which meant that there was a correlation between students' frequency of watching English cartoon movie and their vocabulary mastery.

In conclusion, there is a tendency that when the watching frequency to English cartoon movie is high, the student vocabulary mastery also can be high. It can be said too that the watching frequency to English cartoon movie can Increase student vocabulary mastery.

Suggestions
Regarding the several conclusions above, the researcher would like to propose some suggestions. Firstly, Teacher have to be more creative and selective on choosing a method in learning process. Teachers have to know what students need and want in learning process so they will be more enjoy and feel comfort during the process. The use of media is one of learning method that must be capable by the teacher. By using media, the teacher will be more helpful in teaching process because it can make students more interested to the material that the teacher wants to deliver.

Secondly, It is suggested that other researchers complete this research by conducting other research using English cartoon movie. Based on the explanation, the writer would like to suggest to other researchers that this research will be useful as an additional reference. The writer hopes that schools can add more facilities such as audio-visual media so that the teachers and students will enjoy and it also maximizes the learning process.

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