THE EFFECT OF USING SUBTITLED ANIMATED CARTOON ON STUDENTS VOCABULARY MASTERY
(Quasy Experimental Research At Second Grade Student Of SMPN 08 Kota Bengkulu In The Academic Year Of 2018/2019)

THESIS

Submitted as Partial Requirements For The Degree of "Sarjana" (S. Pd) in

English Study Program

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TARBIYAH AND TADRIS FACULTY

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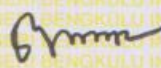
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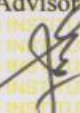
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RATIFICATION

This is to certify the thesis entitled **"The Effect of Using Subtitled Animated Cartoon on Students' Vocabulary Mastery (Quasy Experimental Research at Second Grade Students' of SMPN 08 Kota Bengkulu) in The Academic Year of 2018/2019"** by **MUHAMMAD AHIRUDIN** (1416232943) has been approved by the board of Thesis examiners as the requirement of the degree of *Sarjana Pendidikan* (S.Pd) in English Education.

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DEDICATION

Bismillahirrohmanirrohim.

In the name of Allah, the most gracious and merciful. All praise and gratitude to Him who has given strength, patience, and perseverance to finish this thesis. Shalawat and shalam may be conveyed to our prophet Muhammad SAW., his families, collegues and followers until the end of the days.

This thesis was dedicated to:

1. My beloved parents; my father (Amancik) and My mother (Lisma), who always love me more than anyone in this world. Yo are the ones who expect the best for me. No matter how much my mistake, with your sincerity you always forgive me. This little present can not pay anything from you. All my life is dedicated to obey you, after Allah, His Messanger, and my family. I thank you so much for sacrificing so much for me. May Allah always bless your life.

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MOTTO

Imagination Is More Important Than Knowledge

(Albert Eisntein)

ABSTRACT

Muhammad Ahirudin. July, 2018. The Effectiveness Of Using Subtitled Animated Cartoon On Students Vocabulary Mastery (Quasy Experimental Research At Second Grade Student Of SMPN 08 Kota Bengkulu In The Academic Year Of 2018/2019)

Vocabulary still has a problem of English learning in Junior High School, especially in vocabulary acquisition. Vocabulary has one of curriculum demands, which must be learned in the fisrtly because is one part of skill in learning English that were studied at school. This study was carried out to find a significant effect of Subtitled Animated Cartoon on students' Vocabulary Mastery at Second Grade Students of SMPN 08 Kota Bengkulu in the Academic Year 2018/2019. The method that used in this study was quantitative method with quasi-experimental study. The objects of this research were two classes, which were experimental and control classes of SMPN 08 Kota Bengkulu. The data were collected through Pre-Test and Post-Test of Vocabulary Test of both experimental and control classes which the treatment of using Subtitled Animated Cartoon with Jigsaw method was only used in experimental class. And the data was analyzed by using regression analysis of SPSS 16. The result of the study showed that Subtitled Animated Cartoon had significant effect on students' Vocabulary Mastery at the Second Grade Students of SMPN 08 Kota Bengkulu. It was proved by the result of F-Test which showed the R Square was 0.632. It means that the effect of Subtitled Animated Cartoon on Students' Vocabulary Mastery was 63,2% (0.632) and 36,8% (0.368) was influenced by other variables. So, it means that there were a significant effects of Subtitled Animated Cartoon on students' Vocabulary Mastery at Second Grade Students of SMPN 08 Kota Bengkulu.

ABSTRACT

Muhammad Ahirudin. Juli, 2018. The Effectiveness Of Using Subtitled Animated Cartoon On Students Vocabulary Mastery (Quasy Experimental Research At Second Grade Student Of SMPN 08 Kota Bengkulu In The Academic Year Of 2018/2019)

Advisors   : 1. Syamsul Rizal, M.Pd.   2. Fera Zasrianita, M.Pd.

Keywords   : *Vocabulary, Subtitled Animated Cartoon*

Vocabulary masih menjadi masalah dalam pembelajaran bahasa Inggris pada tingkat Sekolah Menengah Pertama (SMP), terutama pada proses penerimaan vocabulary. Vocabulary dalam bahasa Indonesia yang berarti kosa-kata merupakan bagian dari kurikulum, dimana vocabulary harus dipelajari pada tahap awal pembelajaran karena vocabulary merupakan bagian dari skill dalam pembelajaran bahasa Inggris yang diepalajari di sekolah. Penelitian ini merupakan penelitian mengenai Efek Signifikan Media Subtitled Animated Cartoon (Animasi Kartun dengan Terjemahan) Pada Penguasaan Vocabulary Siswa Kelas Dua di SMPN 08 Kota Bengkulu Tahun Ajaran 2018/2019. Metode yang digunakan pada penelitian ini merupakan metode quantitative pada penelitian quasy experiment. Objek yang ada terdiri dari dua kelas yaitu kelas experiment dan kelas control yang ada di SMPN 08 Kota Bengkulu. Data yang ada dikumpulkan melalui Pre-Test dan Post-Test dengan menggunakan Vocabulary Test pada kelas experiment dan kelas control, dimana hanya kelas experiment yang menggunakan treatment Subtitled Animated Cartoon dengan Metode Jigsaw. Data yang telah terkumpul dianalisis menggunakan Analisis Regresi pada Aplikasi SPSS 16. Hasil pada penelitian menunjukkan bahwa Subtitled Animated Cartoon menghasilkan efek yang signifikan pada penguasaan Vocabulary siswa kelas dua di SMPN 08 Kota Bengkulu. Hal ini membuktikan bahwa hasil yang ada pada F-Test menunjukkan R-Square sebanyak 0,632. Ini berarti bahwa efek yang dihasilkan oleh Subtitled Animated Cartoon pada penguasaan Vocabulary siswa adalah 63,2% (0,632) dan 36,8% (0,368) berpengaruh pada setiap variabel penelitian. Jadi dapat disimpulkan bahwa terdapat efek yang signifikan Media Subtitled Animated Cartoon (Animasi Kartun dengan Terjemahan) Pada Penguasaan Vocabulary Siswa Kelas Dua di SMPN 08 Kota Bengkulu Tahun Ajaran 2018/2019.

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CHAPTER I

INTRODUCTION

A. Background of The Problem

In recent year, the most important things in communication over the world is language, it used by all of the nation in the world. English as a foreign language has been learned by Indonesian learners since they were in Elementary School. At the elementary school, English is taught as local content subject. The importance of English as the key to the international communication and commerce makes it compulsory subject for students from the Junior High School up to the Senior High School. Students have to master four basic language skills. They are listening, speaking, reading, and writing. Beside such basic skills, students have to master some vocabularies as well. No one can be able to communicate internationaly without using English since almost of scientific books are written in English. For the reason, English is the foreign language taught at the formal schools in Indonesia.

Vocabulary is one important aspect in learning a foreign language. With a limited vocabulary anyone will also have a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. It is supported by Alqahtani (2015) stated that the development of student vocabulary is the most important part for expansion language.[1]

Teaching and learning vocabulary will be more succusfully for the student if they has a confidently to speel the word. Several elements that support student to learning vocabulary affective of the student, there are motivation, esteem, confidence, sympathy. All of the components take a part in contributing to the activity. It means, the components

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[1]Mofareh Alkahtani. The Importance of Vocabulary in Language Learning and How To Be Taught, *International Journal Of Teaching and Education*, Vol. 3 No. 3, 2015, p.22

are stages used in teaching vocabulary. Those components also importance for the learners to teaching English, but it is not guarantee to the learners will use English perfectly if they just the basic foundation in English. Therefore, in the journal of Zhu & Zhou (2012) stated that the impact of student's study will depend on the affect in student's learning activities.[2]

Based on the research in SMPN 8 Kota Bengkulu, from the teacher Dian Aprinita, S. Pd, as an English teacher she said that the students difficulty to remember the words that have been talked and the students did not focus when they learn English. The problem was cause of many factors. One of the factors was there is no variation of media in teaching vocabulary mastery, the teacher didn't use variation of media to teach the student, because the teacher only wrote the vocabulary on the whiteboard, and order the student to spelling together the words. So, the students did not make a long memory to remember the word, and the motivation in learning vocabulary still low.

Addition, media has relationship between learning and the students then influenced for many factor that makes the interactive in learning process (Naz & Ali Akbar, 2008).[3] Following by the statement, media can influenced of students' acquiasition in learning process, it will make the students can be more actively and increasing their motivation to learning English. One of media that used in teaching learning process is Audiovisual.

Audiovisual with many content can be the best instrument in every process of teaching learning, it can be great to increasing students' emotional and students' attention in learning process. The statement following by the journal of Teaching English with Technology, one of media that can make students' focus in learning English is caption or

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[2]Biyi Zhu & Yaping Zhou. A Study On Students Affective Factors in Junior High School English Teaching, *A Journal of English Language Teaching*, Vol.5 No.7, 2012, p.33

[3]Dr. Ahsan Akhtar Naz & Dr. Rafaqat Ali Akbar. Use Of Media For Effective Instruction Its Importance: Some Consideration, *Journal of Elementary Education*, Vol.18 No.(1-2), 2008, p.36

subtitled (Karakas & Saricoban, 2012).[4]It means that subtitled with can improve the students ability especialy in vocabulary acquisition of the student.

Learning with audiovisual media will make the student has two focus in one way, audio and visual. One of audiovisual media is Animated Cartoon, for student in Junior High School, they will be glad full to study and learning while their watching a vidio.

In conclusion, audiovisual media can be the best alternative and the best way in teaching learning process while their wacthing the vidio or animated cartoon, the concept of study with audiovisual media will be more accessible, students also reliaze that they getting respon at the sutbtitled to guessing the meaning and translate it in their mind with their understanding.

In this research, the researcher was determine jigsaw method of cooperative learning in learning vocabulary mastery using subtitled animated cartoon of the student. In jigsaaw method, learning vocabulary will be more fun and focus because jigsaw method is cooperative learning by the student. Cooperative learning teaching is a system with model that help students to learning in group by each other in terms of various variables (Karakop, 2017).[5] Karakop (2017) stated one of the technique that implemented in cooperative learning is jigsaw method, with jigsaw method the competition in a class will removing and will make the students working together with each other.[6]

The student will be more active each other and their will be more focus in learning vocabulary, because among the student will helping each other to mastery the word and it will make a long time for the student to remember the word in learning vocabulary.

[4]Ali Karakas & Arif Saricoban. The Impact Of Watching Subtitled Animated Cartoons On Incidental Vocabulary Learning Of ELT Students, *Teaching English With Technology*, Vol. 12 No.4, 2012, p.5

[5]Ataman Karakop. The Effect of Using Jigsaw Method Based on Cooperative Learning Model in The Undergraduate Science Laboratory Practices*, Universal Journal of Education Research,* Vol. 5 No. 3, 2017, p.421

[6]Ibid, p.421

Therefore, the researcher was find out the data effect about " The effectiveness of using *subtitled animated cartoon* on students vocabulary mastery (*Quasy Experimental research at second grade students of SMPN 8 kota Bengkulu in academic year of* 2018/2019).

B. Identification of The Problem

Based on the background above, there are some problems that were found on the students of SMPN 8 Kota Bengkulu in learning ability. First, students could not focus in the process of study, it happened because most of the students are naughty it is something natural because they are teenagers. Second, the teacher did not use innovative and variation media to teaching vocabulary mastery, it makes the students feeling bored when they are study English with their teacher, in another ways media is really important to get attention of the students in teaching learning process. The third, students motivation has low, it happened because the students feeling lazy to study English. So, to solve the problems the researcher appled *subtitled animated cartoon* in jigsaw method as a media in teaching vocabulary mastery.

C. Limitation of Research

The limitation of this research focus on the effect of using *subtitled animated cartoon* media for student vocabulary mastery by jigsaw method at second grade students of SMPN 8 Kota Bengkulu.

D. Research Question

The problem of this research formulated in the question : Was there a significant effect on students vocabulary mastery between those who taught using subtitled animated cartoon and those who were not ?

E. Objective of The Research

The researcher was aime to find out whether there was a significant effect on students vocabulary mastery between those who taught using subtitled animated cartoon and those who were not at SMPN 8 Kota Bengkulu in the academic year of 2018/2019.

F. Significance of The Research

This research is expected to be useful for : 1) For the teachers, the researcher hope this can be an alternative in teaching learning process to improve students vocabulary mastery. 2) For the students, this research is an input for the students to develop their vocabulary mastery in learning English.

G. Definition of The Key Terms

1. Vocabulary is alphabetical list or words that useful and basic tool for communication.

2. Subtitled animated cartoon is a media to learning of vocabulary mastery.

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

Retention of vocabulary is depending on the process of learning language, even for the advanced students, they are always know about the limitation of vocabulary knowledge (Read, 2000).[7] So, acquisition of vocabulary is the most important in the process of learning vocabulary mastery. Timothy Rasinski and friends said that vocabulary is the meaning of knowledge (Rasisnki, Padak, M. Newton & Newton, 2008).[8] It means that vocabulary as the basic to comprehending in language comprehension. Indeed, vocabulary helped the learners to comprehending in language comprehension. It also means that development of comprehension language depends on vocabulary.

Based on the statements above it can be concluded that vocabulary is a word or a sound which reperesents a certain meaning as an utterance unity. It is the most important part in language learning. To achieve four skills, a student must have acquired the vocabulary well and a student needs to improve their vocabulary mastery too. It is clear that vocabulary is afundamental of language. So, there is no language without vocabulary.

Finally, the writer will take a research about the effectiveness of using suntitled animated cartoon with jigsaw method on students vocabulary mastery at second grade students of SMPN 8 Kota Bengkulu.

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[7]John Read. *Assessing Vocabulary,* (NewYork: Cambridge University Press. 2000), p.1
[8]Timothy Rasinski & Friends, *Greek & Latin Roots: Keys to Building Vocabulary,* (USA: Corinne Bulton, M. A. Ed, 2008), p.13

1. The Importance of Vocabulary

The reception of vocabulary are needed as an essentiall in succesfull of second language user, without enough capacity of word the learners will be difficult to use the structures and functions that we may learned in communication (Alqahtani, 2015).[9] It means that vocabulary is very important in communication. We can not communicate with others in a certain language if we do not know much words of the language.

There are some factors why vocabulary is importance by Alqahtani (2015) :[10]

 a. Vocabulary is needed as a tool in communication.

 b. Vocabulary can help student to transform their thought and idea.

 c. Vocabulary is the total number of word that are needed to communicate ideas and express the speakers' meaning.

Based on writer experienced in teaching English at SMPN 8 Kota Bengkulu, the writer found that vocabulary is needed for all of the students, because vocabulary is a tool for them to help them mastering four skills in English ; Listening, speaking, reading, and writing.

Finally, it is clear that vocabulary is the most important factors in the teaching learning of English as a foreign language even in all language. So, the teachers are expected to have the excellent way to make the student interested in learning English vocabulary, so that the teaching learning objectives can be carried out successfully.

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[9]Mofareh Alkahtani. The Importance of Vocabulary in Language Learning and How To Be Taught, *International Journal Of Teaching and Education,* Vol. 3 No. 3, 2015, p.22
[10]Ibid, p.22

2. Kinds of Vocabulary

According to the Brinton (2000) in his book, he said that word fall into two quite catagories: content words and fuction words: First category is content words fall into the major part of speech, including nouns, verbs, adjectives,adverbs, and some pronouns.[11]

Second category is function words fall into the minor part of speech, including preposition, conjunction, interjection, particles, auxialaris, articles, demonstratives and some adverbs and pronouns. Based on the statement above we can conclude that type of vocabulary can be devided into two categories they are function words and content words.

Following by the syllabus of SMPN 8 Kota Bengkulu, the school used KTSP as the curriculum for the second grade student, where the material are mostly about short functional text such as short story, recount text, narrative text, descriptive text, and text procedure.

Finally, The writer will focus of doing research in content words category, such as verb, adverb, adjective, noun, pronoun, and conjunction that related with the syllabus of SMPN 08 Kota Bengkulu for the second grade students. Based on the writer experienced in teaching PPL at SMPN 8 Kota Bengkulu, where there are most of students have problems in learning vocabulary especially in content words such as nouns, verbs, adjectives, noun, pronoun, adverbs, and conjunction.

3. Vocabulary Mastery

The amount of word will affect the comprehension that are known in a language (Ferreira, 2007).[12] It means that to comprehending a language a student must to have many vocabulary, also in Junior High School. Based on writer experience in

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[11]Laurel J. Brinton. *The Structure of Modern English: A Linguistic Introduction, Volume 1.* (Amsterdam : Jhon Benjamins Publishing Company, 2000), p.118.
[12]Lanisia Helena Fortes Ferreira. A Thesis. *How to Teach Vocabulary Effectively,* Praira, 2007. p.12.

teaching at SMPN 8 Kota Bengkulu , the writer found that in class VIII they had 160 minutes in one week to learn English where it was devided into 2 meeting and each meeting had 2 x 40 minutes. It means that in one month the student have 8 meeting and in one year the students have 96 meeting. So that the students areexpected mastering vocabularies in one meeting at least7 words.

4. Criteria of Vocabulary

In teaching english, learning vocabulary is one of the target to get mastery for the student, specially in junior high school level, because vocabulary is an important aspect in English. The student must to sufficient vocabulary enough to expressing the idea in teaching learning process. It is also supported by Ur (1996) in the book of teaching vocabulary. Some criteria of vocabulary to be taught are :[13]

a. Form: pronounciation and spelling

The learner has to know what a word sounds like (its pronounciation) and what it looks like (its spelling). This are fairly obvious characteristic, and one or the other will be perceived by the learner when encountering the item for the first time.[14] Based on the statement, most of the process in teaching learning english are imitated by the teacher to spell out the word and pronounciation.

b. Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. When teaching a new verb, for example we might give also its past form, if this is irreguler (think, thought), and we might note if it is transitive or intransitive. Similarly, when teaching a noun, we may wish to present its plural form, if irreguler (mouse, mice), or draw learners' attention to the fact that is has no plural at all (advice, information).

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[13] Penny Ur. *A Course in Language Teaching*. (New York: Cambridge University Press, 1996), p.60
[14] Ibid, p.60

c. Collocation

The collocation typical of particular items are another factor that makes a particular combination sound 'right' or 'wrong' in a given context. So, this is another piece of information about a new item whihc it may be worth teaching. Collocations are also noted in a dictionaies, either by providing the whole collocation under one of the head-words, or by a note in parenthesis.

d. Aspects of Meaning

1. Denotation, Connotation, and Appropriateness'

Denotation can be define as the meaning of wod, which primarily what it refers to in the real word. For example dog denotes a kind of animal; more specially, a common, domestic carnivorous mammal; and both *dank* and *moist* mean slightly wet. A connotation is the association, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. For example, *dog,* for British people has positive connotation of friendship and loyalt' in contrast with Arabic, the word "dog" has negative associations with dirt and inferiority.[15] The meaning of dennotation and connotation of word it is depend in the country where we are talking English.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that a certain word is very common, or relatively rare, or 'taboo' on polite conversation, or tends to be used in writing buut not in speech, or it is more suitable for formal than informal discourse, or belongs to a certain dialects. For example, you may know that *weep* is virtually that synonymous in denotation with *cry,* but it is more formal, tends to be used in

[15]Penny Ur. *A Course in Language Teaching*. (New York: Cambridge University Press, 1996), p.61

writing more than in speech, and is in general much less common.[16] So, we may know how to used the right word in speech and writing to produce a quick word in a sentence.

2. Meaning Relationship

The meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationship, such as:[17]

a. Synonyms

Items that mean the same, or nearly the same, for example *bright, clever, smart* may serve as synonym of *intellegent.*

b. Antonyms

Items that mean the opposite; *rich* is an antonym of *poor.*

c. Hyponyms

Items that serve as a specific example of a general concepts; *dog, lion, mouse* are hyponyms of *animal.*

d. Co-Hyponyms or Coordinate

Other items that are the 'same kind of thing'; *red, blue, green, and brown* are co-ordinates.

e. Superordinates

General conceps that 'cover' specific items; *animal* is the superordinate *of dog, lion, mouse.*

f. Translation

Words or expressions in the learners' mother tongue that are (more or less) equivalent in meaning to the item being taught.

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[16]Ibid, p.61
[17]Ibid, p.61

Besides, there are also other ways of associating meaning that are useful in teaching. For instance, relate parts to a whole (the relationship between *arms* and *body*); or associate items that are part of the same real world context (*tractor, farmer, milking, and irigate* are all associate with *agriculture*).

All these can be exploited in teaching to clarify the meaning of a new item, or for practice or tests material.[18] All of the word in vocabulary has same relationship depending on the topic that will be discuss in a conversation.

3. Word Formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their components 'bits'. Exactly how these bits are put together is another piece of useful information-perhaps mainly more advanced learner. Teacher may to teach common prefixes and suffixes, for example, if learners know the meaning of *sub-, un-,* and *able-*, this will help them guess the meaning of word like *substandard, ungrateful,* and *untranslatable.* However, be warned that in many common words the affixes no longer have any obvious connection with their root meaning (for example, *subject, comfortable*).[19]

New combinations using prefixes are not unusual, and the reader or hearer would be expected to gather their meaning from un understanding of their components (*ultra-modern, super-hero*).[20]

Another way of vocabulary items are built is by combining two words (two nouns, or a gerund and a noun, or a noun and a verb) to make one item: a single compound word, or two separate, sometimes hypenated words (*bookcase, follow-up, swimming pool*). Again, new coinages using this kind of combination

[18]Penny Ur. *A Course in Language Teaching*. (New York: Cambridge University Press, 1996), p.62
[19]Penny Ur. *A Course in Language Teaching*. (New York: Cambridge University Press, 1996), p.62
[20]Ibid, p.62

are very common.[21] Addition, there are a lot of word in English that built by combining word, so learners must to getting many vocabulary in vocabulary acquisition.

5. Teaching Vocabulary

Before a learner taking care of grammar, a learner has to learn thousands of word and the teacher should spend a lot of time to teaching vocabulary in a classroom and do an examine of vocabulary teaching and learning (Elyas & Alfaki, 2014).[22] It means that mastering of four skill in english will be depending with the vocabulary acquisition, the student will having a better performance if the teacher more often to teach vocabulary.

Following the statements above, the core vocabulary that will serve in most situations is about 2,000. Therefore, Someone who able to communicated effectively in English need to reserve around 2,000 words of vocabulary, therefore the learner must to work hard to achieve effectively in language ability (Corrales, 2011).[23]

Addition, one of the most important aspect in the process of learning English is vocabulary (Delmayanti & Al Hafiz, 2013).[24] Someone can be deliver an idea in speaking without grammar, but someone can be confused to deliver a little idea without vocabulary, It means that mastering vocabulary will be helpfully in language learning of English.

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[21]Ibid, p.62

[22]Tariq Elyas & Ibrahim Alfaki. Teaching Vocabulary: The Relationship between Technique of Teaching and Strategies of Learning New Vocabulary Items, *English Language Teaching,* Vol. 7, No. 10, Vol.7 No.10, 2014, p.41

[23]Laura Llamosas Corrales. A Thesis, *Teaching Vocabulary Learning Strategies: A Vocabulary Improvement Program (Vip) For Efl Beginner Students From Centro Cultural Peruano Norteamericano Arequipa,* (Piura. 2011), p.6-7

[24]Delmayanti & Muhd. Al Hafiz, Teaching Vocabulary to Junior High School Students Through Snake-Word Game, *Journal of English Language Teaching*, Vol.1 No. 3, 2013, p.3

6. Teaching Vocabulary in Junior High School

Focus of teaching in Junior High School are to increase students' vocabulary also able to use with appropriate of contexts. When someone be able to use vocabulary, they are consider three things such as mastering vocabularies, able to perfect pronounce correctly, and able to use vocabulary with appropriate situation in many contexts (Delmayanti & Al Hafiz, 2013).[25]

In general, students in junior high school are enthusiastic to know and learn anything, usually the age between fourteen up to fifteen years old. The students are still playing and having fun more often than thinking about study. In Indonesian's school, there is no a specific subject for learning vocabulary, it still integrated with the other skill such as listening, writing, speaking, and reading.

Based on the statements, it concluded that learning English can not be separated from learning vocabulary in Teaching English.

B. Subtitled Animated Cartoon

Many researchers have presented strong evidence that multimedia have useful effects on language learning because of rich and authentic comprehensible input. Subtitled animation cartoon is one of the best example.

Gorjian (2014) mile stated that Subtitling is an audiovisual of a branch translation that the viewer can see the statements in dialogues on the screen at the same time watch the images and listening the dialogues.[26]

Gorjian (2014) mile maintained that subtitles synchronously of movie dialogues that appeared as a written translation on the screen with corresponding dialogues.[27]

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[25]Delmayanti & Muhd. Al Hafiz. Teaching Vocabulary to Junior High School Students Through Snake-Word Game, *Journal of English Language Teaching*, Vol.1 No. 3, 2013, p.3

[26]Bahman Gorjian. The Effect of Movie Subtitling On Incidental Vocabulary Learning Among EFL Learners, *International Journal of Asian Social Scince*, Vol. 4. No. 4, 2014, p.1015

Aloqaili (2015) stated in his disertation that subtitled can access the learners to know the authentic text of native speaker, expose, and use the target language in daily activities, while their didn't contact with the native speaker because of limited access.[28]

Following by the statements above, subtitled as a verbal information that written in the screen with pictures and vidios are sorted separately in the receiver brain, but are linked by referential connection, which connects the two systems in a complex associative network. It means that learning vocabulary will be effectively by applying a media that has two mode, it will be more succesfully in retention of word.

The statement above also supported by Sabouri and Zohrabi (2015) stated in their journal that there were so much successful study into the many benefits and uses from subtitles and captions on video and television that has recognized the need for subtitles and captioning, and important laws have been passed which mandate its availability.[29] It means that Subtitled Animated Cartoon is suitable for students who want to learning vocabulary.

Based on the statement above, it can be concluded that Subtitled Animated Cartoon is a perfect media for teaching vocabulary. That is why the writer wants to do a research about the effectiveness of using subtitled animated cartoon on students vocabulary mastery at second grade student of SMPN 8 Kota Bengkulu.

1. Teaching Procedure with Jigsaw and Subtitled Animated Cartoon

In this technique, the students get the information or vocabulary relates to the topic of the lesson, find out the meaning and use the vocabulary in context or sentences

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[27]Bahman Gorjian. *The Effect of Movie Subtitling On Incidental Vocabulary Learning Among EFL Learners, International Journal of Asian Social Scince*, Vol. 4. No. 4, 2014, Page. 1015

[28] Ghadah Saleh Aloqaili. Disertation, *Learning Vocabulary from Subtitled Videos: An Investigation Into The Effectiveness of Using Subtitled Videos for Intentional Vocabulary Learning in Saudi Arabia with an Exploration of Learners Perspective,* (London: University of Southampton, 2015), p.27

[29] Dr. Hossein Sabouri & Dr. Mohammad Zohrabi, The Impact of Watching English Subtitled Movies in Vocabulary Learning in Different Genders of Iranian EFL Learners, *International Journal on Studies in English Language and Literature (IJSELL).* Vol. 3. No. 2, 2015, p.111

in a group. The class will opens with a pre-viewing activity describing the student's houses in pairs or in groups or proposing housing ads for the school newspaper. With such an activity, students can remember all the related vocabulary they already know and the teacher can help them in this process. Then, announce the viewing of a clip related to the topic that has been discussed, and the clip will be show with the subtitled.

After the clip is viewed for the first time, the class discusses its content and students try to remember all the words or expressions related to clip they have heard. Next, the students discuss with their group and pay close attention to the second viewing of the clip, to write down in their notebooks all words related to the housing field they can hear. After the second viewing, teacher will give vocabulary test to the students to complete the blank word (Talavan, 2007).[30]

Following by the statement above, it can be concluded that using subtitled animated cartoon for all of the students are expected in two mode of retention vocabulary and performing directly the word, and learning vocabulary with subtitled will be succesfully following by jigsaw method, students will be seperate in many groups and their will be more focus and concentrate in learning vocabulary.

2. Subtitled Animated Cartoon as A Media

Several previous studies stated that subtitles in audiovisuals can facilitate other aspects of second language learning such as vocabulary acquisition, or overall plot comprehension. Also The learners paid some attention when subtitles are presented (Long, 2010).[31]

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[30]Noa Talavan. Learning Vocabulary through Authentic Video and Subtitles, Spain, *National Distance Education University*: World Book, 2007, p.5-8

[31]Andrea Loing. A Thesis, *Learning A New Language Through Subtitle,* (London: Radboud University Nijmegen, 2010), p.4

According to the statements above, it is clearly can concluded that subtitle is a perfect media for learning vocabulary of the student, in addition following by the animated cartoon will be more succesfully in process of acquisition word.

Based on the stated above subtitled animated cartoon can be apply with the student, especially for the acquisition of word in learning vocabulary.

3. The Advantages of Subtitled Animated Cartoon

As we know that there are a lot of media in teaching vocabulary and subtitled animated cartoon can be one of them.Some experts said that subtitled usefull for teaching and learning vocabulary.

The Advantages of subtitled animated cartoon are :

1. (Caimi, 2006) while the activities carried out, students have been shown their contextual information to remember linguistic through their individual ability from the subtitled audiovisual programmes.[32]

2. (Beauprez, 2014) stated that, seing or reading the subtitled could be consider as an automatically and reduce effort activities.[33]

3. (Gorjian, 2014), subtitled has many adventages that motivated learners to make them secure and feel confidents, it also can monitor their speech and finding their new vocabulary.[34]

We can see that subtitle as a media, student can show their abillity in acquisition of word in learning process, and also it can be automatically receive the knowloedge without high energy, because with subtitle media will support by an audiovisual of animated cartoon. It also will increasing their confident level as a

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[32]Annamaria Caimi. Audiovisual Translation and Language Learning: The Promotion of Intarlingual Subtitles, *The Journal of Specialised Translation*, Issue 6, Vol.6, p.86

[33]Charlotte Beauprez. Disertation, *The Influence of Subtitles on The Vocabulary Acquisition of Flemish Students Prior to The Instruction of English,* (University Gent, 2013-2014), p.31

[34]Bahman Gorjian. The Effect of Movie Subtitling On Incidental Vocabulary Learning Among EFL Learners, *International Journal of Asian Social Scince*, Vol. 4. No. 4, 2014, p.1016

learners.By the advantages of subtitled animated cartoon, it concluded that it will be more effectively and interisting in learning english vocabulary acquisition. Especially, in teaching learning process.

4. Disadvantages of Subtitled Animated Cartoon

Except the all of advantages, the deficiency of subtitled should not be overlooked (Gorjian, 2014).[35] It means that the participants or the student must be have a great eyesight to see the word in learning process.

C. Previous Study

The studies that have relevant with this study are:

The first study which has relevance with this research was conducted by Bahman Gorjian (2014) in his International journal of Asian Social Science about the effect of movie subtitling on incidental learning among EFL Learner at the Islamic Azad University in Abadan, Iran. The participants of his study were 90 freshmen BA level students studying English translation. The result of his researchshowed thatsubtitled media can help language learner to develop their vocabulary.

The second study which has relevance with this research was conductedbyIngrid Elisabeth Nufsfjord Kvitnes (2013) in her thesis about subtitles in second language classroom, an experimental study with Norwegian learners of English. In the last of her research, she stated that learners which learned by subtitled vidio could influence with their retention of word more effience than learners which no subtitle.

The third study which has relevance with this research was conducted by Ghadah Saleh Aloqaili (2013) in his disertation about learning vocabulary from subtitled videos: an investigation into the effectiveness of usingsubtitled videos for intentional vocabularylearning in Saudi Arabia with an exploration oflearners′ perspective.

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[35]Ibid, p. 1016

He got conclude that learners or participant which implemented by subtitled which allowed them to be more focus on the target of word and acquired the vocabulary more complete.

The fourth study which has relevance with this research was conducted by Dr. Hossein Sabouri and Dr. Mohammad Zohrabi (2015) in their International journal on studies in English language and Literature about the impact of watching english subtitled movies in vocabulary learning in different genders of Iranian EFL learners.

Based on their research, their concluded that learners got better performance in vocabulary acquisition in achievement tests and had significanlty highest score. In addition, this research want to know more and analyze about the effect of subtitled animated cartoon in learning vocabulary of the students. The researcher is expecting this research can occur many effect that can be benefit for the students and the teacher.

D. Conceptual Framework

Vocabulary is one of the language component that is function to express feeling, opinion, ideas, and emotion. Learning vocabulary will be more succesfully with following a media. One of media to in learning vocabulary is subtitled animated cartoon. Subtitled animated cartoon can be defined as a media in learning english that can make the process of teaching learning could be more fun and interisting. In the process of teaching learning, the learners can be more focus in the vocabulary acquisition. Subtitled animaated cartoon is a great media that can help students in learning vocabulary more effective and quickly.

Based on the statement above, subtitled animated cartoon is a media of learning vocabulary to make the student more better in students motivation.

E. Research Hypothsis

The hypothesis of the result study is formulated as follows:

Ha   : There is a significant effect on the class experiment after getting treatment by applying *subtitled animated cartoon* on learning vocabulary to improve their vocabulary mastery.

Ho   : There is no significant effect on experimental class after getting treatment by applying subtitled animated cartoon on learning vocabulary.

CHAPTER III

RESEARCH OF METHOD

A. Research Design

This research is a quasy experimental research. According to the book of Experimental and Quasy Experimental Design for Generalized Causal Inference stated that quasy experimental relieve assignments in random, a condition is by means of self selection, by which unit decide treatment for their own self, or by means selection by administrator, by the teacher, bureaucrats, legislator, therapists, physicians, or others decide which one should get the treatment (R. Shadis, D. Cook, T. Campbell, 2002).[36]

The researcher used two classes: they are experimental class and control class. Experimental class is a class that used Subtitled Animated Cartoon media in teaching and learning process that supported by jigsaw method, while control class was not use Subtitled Animated Cartoon media. In this research we saw that the first variables is vocabulary which taken by interviewing and questionnaire as variable (X). The second variable is subtitled animated cartoon which taken by observation in learning process by jigsaw method as variable (Y).

Before using the media, the researcher gave a pre-test for each class in order to saw the level of the students qualification. After the treatment, the researcher gave a post test to both classes in order to know the students vocabulary mastery. The design of experiment as follow:

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[36]Willian R. Shadish & Thomas D. Cook, Donald T. Campbell, *Experimental and Quasy Experimental Design for Generalized Causal Inference.* (New York: Houghton Miffin Company, 2002), p.14

Table 3.1

The design of experimental research

Class	Pre-test	Treatment	Post-test
Experimental	O1	X	O2
Control	O3	X0	O4

Notes:

O1   = Pre-test of experiment class

O2   = Post-test of experiment class

O3   = Pre-test of control class

O4   = Post-test of control class

X   = Taught using Subtitled Animated Cartoon

X0   = Taught using Conventional Way

B. Population and Sample

1. Population

This research will be conducted at Junior High School of SMPN 8 Kota Bengkulu that located in Jalan Jenggalu, Lingkar Barat Kota Bengkulu. The researcher will takes population in the second grade students in the academic year of 2018/2019. The piopulation of the students in the second grade of SMPN 8 Kota Bengkulu are 50 students, which is consist of ten classes. The population number can be seen in table below:

Tabel 3.2
Population Data

No	Class	Male	Female	Total	Mean Score of Final Exam
1	VIII 1	10	15	25	62,8
2	VIII 2	7	18	25	62,6
3	VIII 3	13	15	28	62,6
4	VIII 4	10	17	27	62,7
	Total	40	65	95	

Source: SMPN 8 Kota Bengkulu, Academic Year (2018/2019)

Based on the table 3.1 above, it can be seen the stduents of VIII 1 class consist of 10 male and 15 female and the total is 25 students. While VIII 2 class consist of 7 male and 18 female and the total is 25 students. So, the total both of classes are 50 students.

2. Sample

The Sample of this research are class VIII 1 and class VIII 2 of SMPN 8 Kota Bengkulu 2018/2019. The total numbers of the students in both clasess are 50 students. The writer will takes the sample based on some factors: (1) the same competence and (2) taught by the same teacher. The writer takes the data from their English teacher. After getting the sample, the writer determined the group randomly by using coin.

Table 3.3
Sample of the study

No	Group	Class	Male	Female	Number	Mean Score of Final Exam
1	The Experimental Class	VIII 1	10	15	25	62,8
2	The Control Class	VIII 2	7	18	25	62,6
Total			17	33	50	

Source: SMPN 8 Kota Bengkulu, Academic Year of 2018/2019

Based on the table 3.2 above, it can be seen the sample of the reearch is divided into two classes experimental group and control group. The total of experimetnla group is 25 students, 10 males and 15 females. Meanwhile, the control group is also consist of 25 students with 7 males and 18 females. The total both of classes are 50 students.

C. The Data Collecting Technique

Data collection is done by observing a situation, setting or interaction using the constructed instrument. In this research, the data was taken from:

1. Pre-Test

This test can be called as the pre-test before the treatment of this research. The pre-test is aimed is to know the students mastery in vocabulary before the treatments carry out. In the testing process, the students have to remember vocabulary by themselves. This result of the test becomes the evaluation before the implementing of subtitled animated cartoon on learning vocabulary of the students' apply in the class.

2. Treatment

After giving th epre-test to the both class, the treatment conducted for six meeting. For experimental class, the researcher applied Subtitled Animated Cartoon media. Meanwhile for control class, only used conventional media like usual. After applying pre-

test in experimental class, the researcher will giving treatment based on lesson plan by using subtitled animated cartoon media.

3. Post-Test

Post-test is conducted after the students get different treatments. VIII 1 will teaching by subtitled animated cartoon media, and VIII 2 will teaching without subtitled animated cartoon media. From the score of this test, the researcher is intend to find out the effectiveness of subtitled animated cartoon media on students' learning vocabulary. The result of the scoring then is comparison with pre-test. In this case, the researcher knows how far is the effectiveness of subtitled animated cartoon assist role in the students vocabulary mastery.

D. Research Instrument

In this research, the researcher used vocabulary test as the instruments of the research. Vocabulary test is used to find out the data about students vocabulary mastery. This test will apply in the experimental and control class also to find out the score of the students'achievement in vocabulary mastery. It wil conduct or no in the end of the meeting, and it will be comparative between experimental and control class.

The researcher ensure that the pre-test provided instructions which differ in form of wording form the post-test, through the two test, the same content. The form of the test problem is "multple choice". To assess the students, the researcher will set up the subtitledof animated cartoon, the subtitledwill given by the researcher with a vidio clip including subtitled.

The pre-test and post-test will in "multiple choice" with 20 questions. They did pre-test and post-test in 2x40 minutes. The amount of the question are appropriate with the types of vocabulary in junior high school.

It can be seen by the table below:

Table 3.4
Criteria of The Question

No	The Aspect of The Question	Number of The Question
1	Noun	1, 3
2	Verb	2, 4
3	Adverb	5, 7
4	Adjective	6, 8
5	Conjunction	9, 10
6	Preposition	11, 13
7	Article	12, 14
8	Pronoun	15, 17
9	Synonym	16, 18
10	Antonym	19, 20

E. Validity and Reliability

1. Validity

Validity is matter of relevance. It means that the test measures what is supposed to be measured to measure whether the test has a good validity. the researcher analyze the test from content validity and constructs validity. Content validity is concerned with whether the test sufficiently representative and comprehensive for the test. In the content validity the material given is suitable with the curriculum used. To test the validity of the instrument, the data will analyzed by using IBM Statistics 16.

2. Reliability

Reliability is a measure of accury, consistency, dependability of fairness of scores resulting from administration of particular examination. To ensure the reliability of scores and to avoid the subjectivity of the researcher, used the data of try out instrument is obtained from the researcherwill be analyze by using Cronbach's Alpha formula IBM SPSS Statistics 16for windows evaluation version in scale-reliability formula in order to find out the reliability of instruments that which used in this research.

F. Technique of Data Analysis

The next step of analyzing is classifying the students' score into the categories. The measurement of the students' ability is interpreted as follows:[37]

Tabel 3.5
The Criteria of the Students' Achievement Criteria of Mastery by Daryanto

Total Score	Grade
86 – 100	Very Good
71 - 85	Good
56 - 70	Moderate
41 – 55	Low
>40	Failure

Since this research was quasy experimental research. the data analyzed by statistical package for the social scince (SPSS) students version 16. The researcher used simple linear regression, it is a regression test that have one independent variable. To know the differences result of the vocabulary test between the students who will taught by using subtitle animated cartoon media and who were not, so the researcher regression to independent samples if the data normal and homogeny.

Requirement Test of The Data Analysis :

1. Test of Normality

Normality test will use to know the normality of the data that will analyze whether both classes had normal data distribution or not. The normality of the data will be test firts using statistical Kolmogorov-Smirnov Test in SPSS 16.

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[37]Daryanto, *Evaluasi Pendidukan*. (Jakarta: Rineka Cipta, 2008), p.211

2. Test of Homogeneity

Homogeneity test used to know whether experimental group and control group, that are decided, come from population that has relatively same variant or not. It was meant to get the assumption that sample of research came from a same condition or homogenous. In other word, Homogeneity test is used to compare varience in a group of there categories data or more and its categories can be compared fairly if the categories are homogeneity. The homogeneity test was analyzed by using One Way Anova Test in SPSS 16.

G. Teaching Procedure of Jigsaw Method

The researcher taught vocabulary mastery by using subtitled animated cartoon in experimental class, where each meeting allocation time will 2x45 minutes. This kind will be six meetings. The stage as follow:

No.	Stages	Activities	Time
1.	Opening	✓ The teacher open the teaching and learning activity, check students attendlist as well give stimulate to then.	5 minute
2.	Treatment by Jigsaw Method with Subtitled Animated Cartoon	✓ The teacher explain about the definition function and how to use it.	5 minutes
		✓ The teacher make group to the students (at least 5 group), then choose the leader each group.	5 minutes
		✓ The teacher show the animated cartoon with the subtitle that related to the topic.	10 minutes

		✓ The teacher will stimulate the students to understanding the animated cartoon with discussion.	15 minutes
		✓ the teacher repeat to showing the animated cartoon with subtitle.	10 minutes
		✓ The teacher will give exercise to the students, and the students will do the exercise in their each group.	15 minutes
3.	Closing	✓ The teacher will checks their understanding by question answer.	5 minutes
		✓ The teacher will give the students some homework.	3 minutes
		✓ The teacher close the meeting.	2 minutes

CHAPTER IV

RESULT AND DISCUSSION

A. Result

In this part, the result of the research was presented. The researcher began this research from July 17 until 28 August 28 2018. The schedule of both experiment class and control class was on Sunday and Thursday. The researcher conducted one meeting for pre-test, six meetings for treatment, and one meeting for post test. The result was obtained based on students achievement in English vocabulary mastery at the second grade students of SMPN 8 Kota Bengkulu.

This section describes and analyzes the test before and after treatment. The pre-test and post-test were given to the students in the experiment class and control class. The pre-test was given to the students before the treatment was conducted, and the post test was given at the end of the treatment.

1. The Description of Pre-Test Score and Post Test Score in the Experimental Class

Graphically, the total score of the students pre-test and post-test in the experimental class can be seen on figure below.
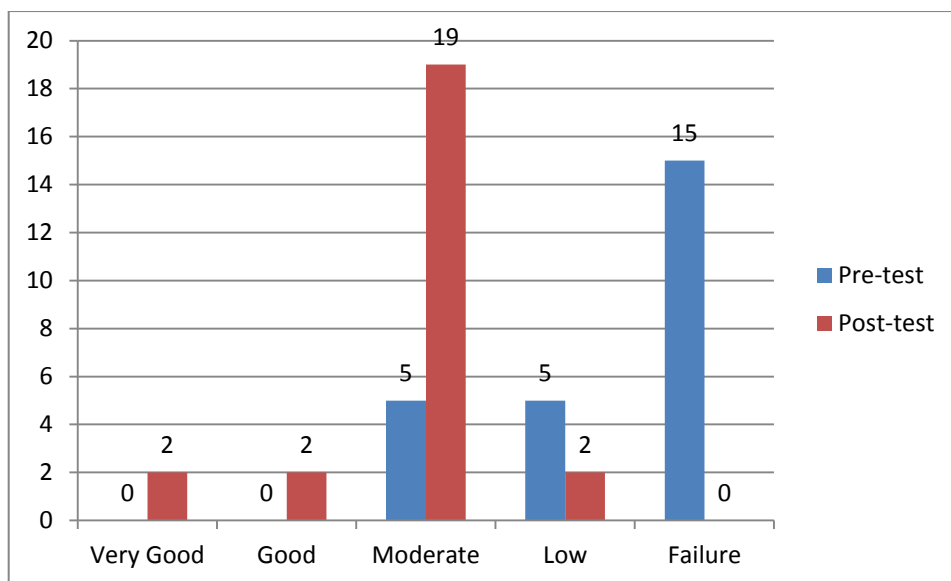
Figure 4.1 Students' Pre-Test and Post-Test Score in Experiment Class

Based on Figure 4.1, the post-test score was higher than the pre-test score. It means teaching English vocabulary by using subtitled animated cartoon technique could increase the students' English vocabulary score.

The distribution of pre-test and post-test score in experiment class can be seen on the table below.

Table 4.1
Score Distribution in Experiment Class

Score Interval	Category	Pre-Test		Post-Test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
90 % - 100 %	Very Good	0	0	2	8%
80 % - 89 %	Good	0	0	2	8%
60 % - 79 %	Moderate	5	20%	19	76%
40 % - 59 %	Low	5	20%	2	8%
0 % - 39 %	Failure	15	60%	0	0%

Based on the Table 4.1 above, the result of Pre-Test in Experiment Class was: there was 0 (0%) student in very good qualification, 0 (0%) student in good qualification, 5 (20%) students were in moderate qualification, 5 (20%) students were in low qualification, and 15 (60%) students were in failure qualification. Meanwhile, in Post-Test, there were 2 (8%) students in very good qualification, 2 (8%0 in good qualification, 19 (76%) in moderate qualification, 2 (8%) were in low qualification, and 0 (0%) students' were in failure qualification.

2. The Description of Pre-Test Score and Post-Test Score in the Control Class

Graphically, the total score of students' pre-test and post-test in the control group can be seen on figure below.
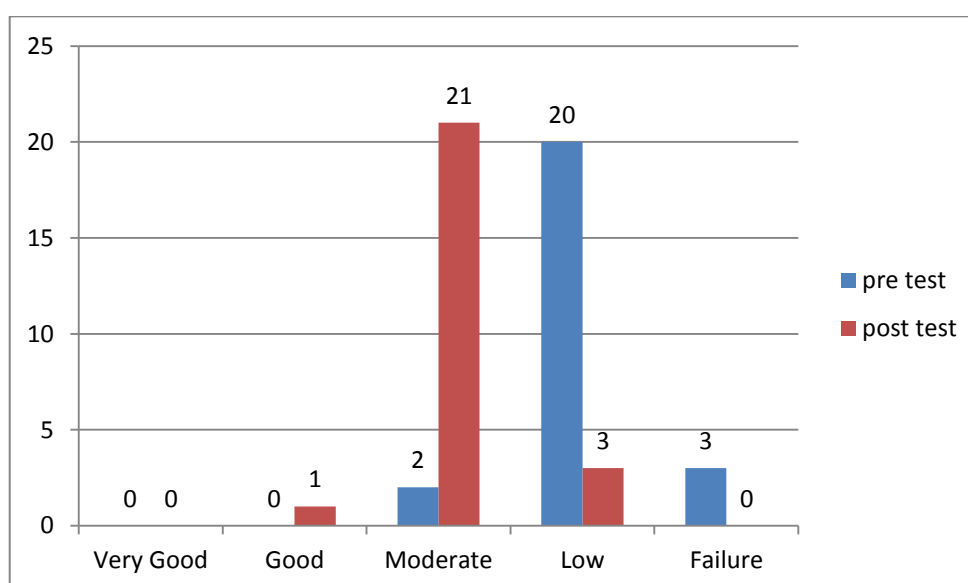

Figure 4.2 Students' Pre-Test and Post-Test Score in Control Class

Based on Figure 4.2, it was showed that the post-test scores and the pre-test scores were relatively the same. It means the scores of students' English vocabulary increase gradually.

The distribution of pre-test and post-test scores in control group can be seen in table below.

Table 4.2
Score Distribution in Control Class

Score Interval	Category	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
		(Students)	(%)	(Students)	(%)
90 % - 100 %	Very Good	0	0	0	0%
80 % - 89 %	Good	0	0	1	4%
60 % - 79 %	Moderate	2	8%	21	84%
40 % - 59 %	Low	20	80%	3	12%
0 % - 39 %	Failure	3	12%	0	0%

Based on the Table 4.2 above, the result of Pre-Test on Control Class was: there was 0 (0%) student in very good qualification, 0 (0%) student in good qualification, 2 (8%) students were in moderate qualification, 20 (80%) students were in low qualification, and 3 (12%) students' were in failure qualification. Meanwhile in Post-Test, there was 0 (0%) student in very good qualification, 1 (4%) student in good qualification, 21 (84%) students were in moderate qualification, 3 (12%) students were in failure qualification.

3. The Analysis of Pre-Test and Post-Test

This section was aimed at analyzing the pre-test and post-test result, the score of both of class was compared to know whether any significant difference or not. It can be seen on the table below.

Table 4.3
The Analysis of Pre-Test and Post-Test

Group	Mean Score		Improving
	Pre-Test	Post-Test	
Experiment	43,96	70,64	26,68
Control	48,48	61,2	12,72

In pre-test, the average scores between the experiment class and control class were compared. The result showed that in experiment class which was taught by using subtitled animated cartoon increasing was higher than control class which was taught without subtitled animated cartoon. It can be seen from the mean score of post-test in experiment class which was 70,64 while in the control class which only 61,2. The improving of mean score in experiment class was 26,68 points and in control class was only 12,72 points.

4. Normality Test

Before being analyzed, the normality of the data should be measured.

a. The Result of Normality Data Test of Pre-Test Score

The result of normality data test for pre-test score in experiment class can be seen in the table below.

Table 4.4
Normality Test of Pre-Test Score in Experiment Class

One-Sample Kolmogorov-Smirnov Test

		Pre-test Experiment
N		25
Normal Parameters[a]	Mean	43.9600
	Std. Deviation	12.53156
Most Extreme Differences	Absolute	.184
	Positive	.184
	Negative	-.157
Kolmogorov-Smirnov Z		.920
Asymp. Sig. (2-tailed)		.366
a. Test distribution is Normal.		
b. Calculated from data.		

From the table above, it can be seen th significance value of experiment class pre-test score is 0,920. It means that it was higher than the level of significance (0,05). So, it can be concluded that the data were distributed normally.

The histogram of the normal data of pre-test score in the experiment class can be seen in the figure below.
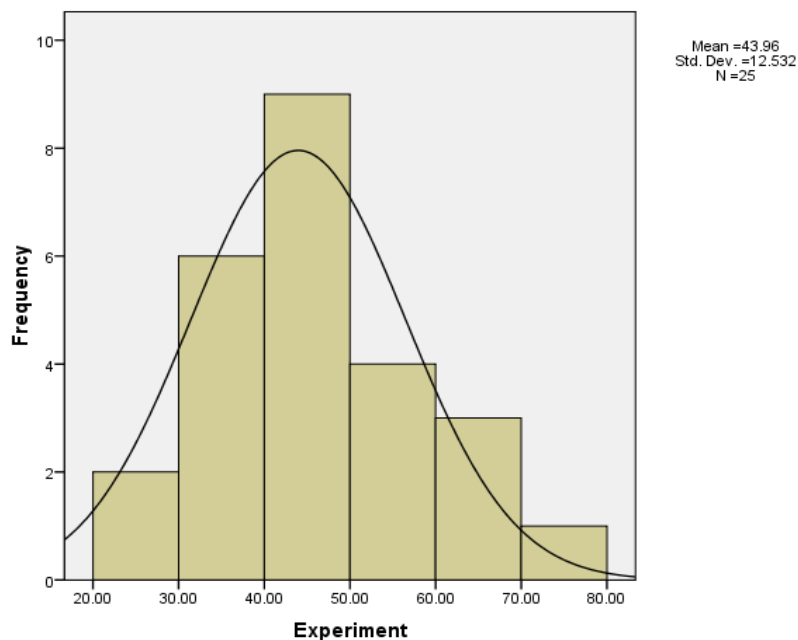

Figure 4.3 The Histogram of Normality Data of Pre-Test Experiment Class

The result of normality data test for pre-test score in control class can be seen in the table below.

Table 4.5
Normality Test of Pre-Test Score in Control Class

One-Sample Kolmogorov-Smirnov Test

		Pre-Test Control
N		25
Normal Parameters[a]	Mean	48.4800
	Std. Deviation	9.08809
Most Extreme Differences	Absolute	.192
	Positive	.189
	Negative	-.192
Kolmogorov-Smirnov Z		.962
Asymp. Sig. (2-tailed)		.313
a. Test distribution is Normal.		
b. Calculated from data.		

From the table above, it can be seen the significance value of control class pre-test is 0,962. It means that it was higher than the level of significance (0,05). So, it can be concluded that the data were distributed normally.

The histogram of the normal data of pre-test score in the control class can be seeen in the figure below.
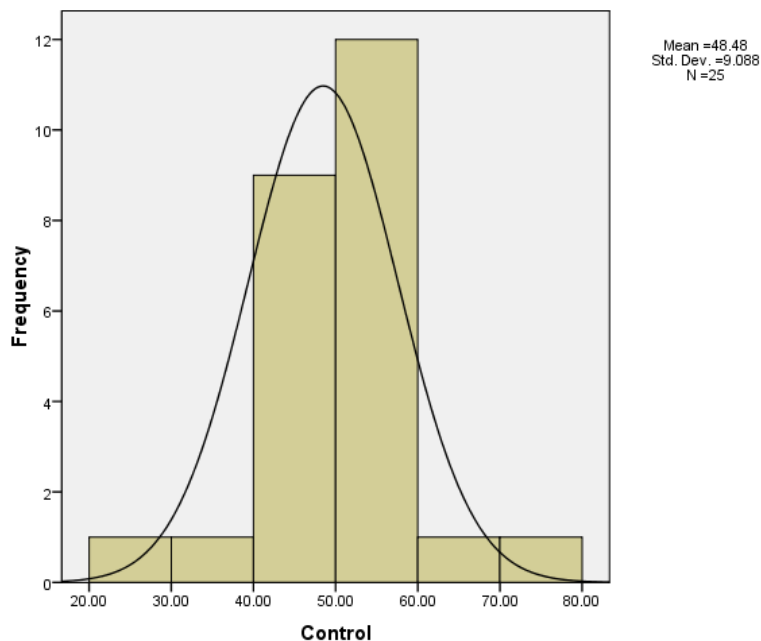
Figure 4.4 The Histogram of Normality Data of Pre-Test in Control Class

The pre-test result of experiment class and control class was almost similar where the experiment class of pre-test mean score was 43,96 (the average of students' ability was 43,96 x 100% = 43,96%), and the pre-test mean score of control class was 48,48 (the average of students' ability was 48,48 x 100% = 48,48%). The qualification of the students' achievement level was shown in the table below.

Table 4.6
Scale Interval Percentage of The Students' Achievement

Interval Percentage	Qualification
90% - 100%	Very Good
80% - 89%	Good
60% - 79%	Moderate
40% - 59%	Low
0% - 39%	Failure

Based on the table above, the average of students' ability in experiment class was 43,96 % and in the control class was 48,48 %, it can be concluded that both of groups were in low qualification level.

b. The Result of Normality Data Test of Post-Test Score

The result of normality data test for post-test score in experiment class can be seen in the table below.

Table 4.7
Normality Test of Post-Test Score in Experiment Class

One-Sample Kolmogorov-Smirnov Test

		Post -Test Experiment
N		25
Normal Parameters[a]	Mean	70.64
	Std. Deviation	9.937
Most Extreme Differences	Absolute	.366
	Positive	.366
	Negative	-.240
Kolmogorov-Smirnov Z		1.828
Asymp. Sig. (2-tailed)		.002
a. Test distribution is Normal.		
b. Calculated from data.		

From the data above, it can be seen the significance value of experiment class post-test score was 1,828. It means that it was higher than the level of significance (0,05). So, it can be concluded that the data were distributed normally.

The Histogram of the normal data of post-test score in the experiment class could be seen in the figure below.

Figure 4.5 The Histogram of Normality Data of Post-Test in Experiment Class

The Result of normality data test for post-test in control class can be seen inn the table below.

Table 4.8
Normality Test of Post-Test Score in Control Class

One-Sample Kolmogorov-Smirnov Test

		Post-Test Control
N		25
Normal Parameters[a]	Mean	61.20
	Std. Deviation	7.095
Most Extreme Differences	Absolute	.247
	Positive	.247
	Negative	-.152
Kolmogorov-Smirnov Z		1.236
Asymp. Sig. (2-tailed)		.094
a. Test distribution is Normal.		
b. Calculated from data.		

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From the table above, it can be seen the significance value of control class post-test score is 1,236. It means that it was higher than the significance (0,05). So, it can be concluded that the data were distributed normally.

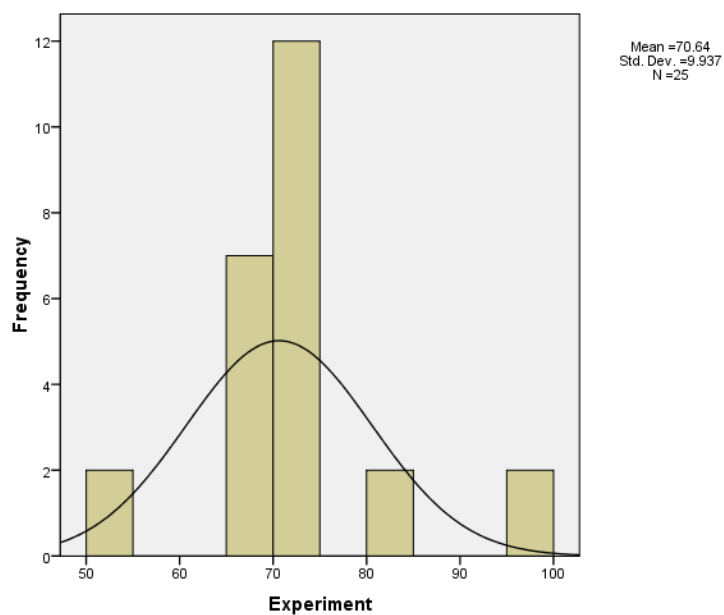The Histogram of the normal data of post-test i the control class can be seen in the figure below.
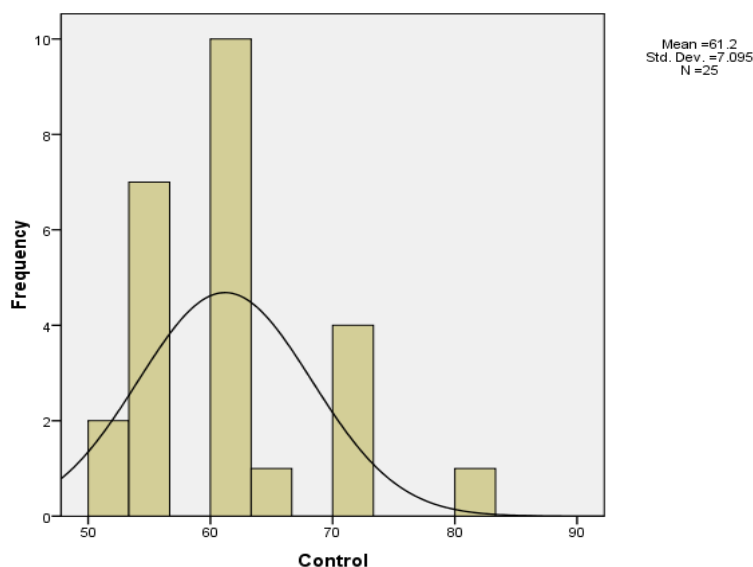

Figure 4.6 The Histogram of Normality Data of Post-Test in
Control Class

The pos-test result of experiment class and control class was almost similar where the experiment class of post-test mean score was 70,64 (the average of students' ability was 70,64 x 100% = 70,64%), and the post-test mean score of control class 61,2 (the average of students' ability was 61,2x 100% = 61,2%). Based on the table of scale interval percentage of the students' achievement for experiment class and control class was increasing from low to moderate. However, there was still significant difference between the post-test mean score achieved by experiment class and the post-test mean score achieved by control class.

5. Homogeinity of The Data

a. Homogeneity of Pre-Test

To analyze the homogeneity of variences of experiment class and control class pre-test score, the researcher used Levena Statistic in IBM SPSS Statistic 16. The result can be seen in the tables below.

Table 4.9
Test of Homogeneity of Variences

Test of Homogeneity of Variances

Pre-Test

Levene Statistic	df1	df2	Sig.
3.492	1	48	.068

From Table 4.9 above, it can be seen that Levena's test was 0,068, and it was bigger than 0,05 (0,068> 0,05). So, it could be concluded that the data variences were homogenous or equal.

b. Homogeneity of Post-Test

To analyze the homogeneity of variences of experiment and control class post-test score, the researcher also used Levena Statistic in IBM SPSS Statistic 16. The result can be seen in the tables below.

Table 4.10
Test of Homogeneity of Variences

Test of Homogeneity of Variances

Post-Test

Levene Statistic	df1	df2	Sig.
.195	1	48	.661

From Table 4.9 above, it can be seen that Levena's test was 0,661, and it was bigger than 0,05 (0,661> 0,05). So, it could be concluded that the data variences were homogenous or equal.

6. The Statistical Analysis Result

a. Paired Sample t-test Analysis of Post -Test Result

This part described and analyzed the test after the treatment. the post-test were given to the students of experiment class and control class. The post-test was given after the treatment to know the differences of students' achievement after the treatment inEnglish vocabulary. In post-test, there were 30 numbers of multiple choice questions. Both of groups were given

the same questions and they had to do the post-test individually in 80 minutes.

Thepost-test score was analyzed through statistical computation SPSS 16 for windows by using Paired Sample t test. The result of post-test was described as follow:

Table 4.11
Paired Sample Post-Test Result

Paired Samples Test

	Paired Differences							Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Experiment - Control	9.44000	11.41300	2.28260	4.72894	14.15106	4.136	24	.000

Based on the table above, the t score is 4,136 with sig 0.000. Because the sig > 0,05 then it can be concluded that there is a significant difference after the treatment in experiment class.

b. Treatment

After giving pre-test for experiment class and control class, the researcher gave treatment both of groups. In teaching and learning process, the researcher used

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Subtitled animated cartoon as treatment in experimental group while in the control group without used Subtitled animated cartoon.

The researcher did the treatment for six meetings in VIII 1 as experimental group. The treatment in the experiment class used Subtitled Animated Cartoon, it using by cooperative learning by jigsaw method. Fisrt, the researcher ordered the students to make group, at least 5 group with a leader, then the researcher will explain about the topic related with the animated cartoon, and play the animated cartoon vidio while the students watched and saw the subtitled, and order the students to make note of vocabulary in a sheet.

After that, the researcher explained about the topic in the animated cartoon with each leader of group, while their saw the vocabulary list of the students' sheet. Then, each leader of group continued the explaination with their friend's group. The last, the researcher asked the each group to repeat the explaination in front of the class.

c. Regression Test

Before analyzed data both of experiment and control group, the researcher did Normality test of post-test in experiment and control group.

Table 4.12
The Normality Test of Post-Test Experiment and Control Group

One-Sample Kolmogorov-Smirnov Test

		Post-Test Experiment	Post-Test Control
N		25	25
Normal Parameters[a]	Mean	70.64	61.20
	Std. Deviation	9.937	7.095
Most Extreme Differences	Absolute	.366	.247
	Positive	.366	.247
	Negative	-.240	-.152
Kolmogorov-Smirnov Z		1.828	1.236
Asymp. Sig. (2-tailed)		.132	.094
a. Test distribution is Normal.			
b. Calculated from the data.			

Based on the table above, the Kolmogorov-Smirnov test of the post-test in Experiment group showed that significance was 0.132 (0.132 > 0.05) and the significance of post-test in control class group was 0.094 (0.094 > 0.05). Both of group have $p$value was higher than 0.05, it could be concluded the data of post-test in experiment and control groups were considered normal.

Table 4.13
Statistic Descriptive

Descriptive Statistics

	Mean	Std. Deviation	N
Vocabulary	61.20	7.095	25
Subtitled	70.64	9.937	25

Based on the table above, mean of control group was 61.20 and standard deviation was7.095. While, mean score of Control group was 70.64 and standard deviation was 9.937.

Table 4.14
Pearson Correlation between Subtitled Media and Students' Vocabulary Mastery

Correlations

		Vocabulary	Subtitled
Pearson Correlation	Vocabulary	1.000	.133
	Subtitled	.133	1.000
Sig. (1-tailed)	Vocabulary	.	.000
	Subtitled	.000	.
N	Vocabulary	25	25
	Subtitled	25	25

Based on the table above, the correlation between Subtitled Animated Cartoon Media and Students' Vocabulary Mastery was 0.133 with significant number 0.000 lower than 0.01 (0.000 < 0.01). It means that, there was positive relationship or significant relationship between Subtitled Animated Cartoon Media and Students' Vocabulary Mastery.

Table 4.15
Variables

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Subtitled[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: Vocabulary

Table 13 is a table that told which one Independent Variable and which one Dependent variables. From the table, Dependent Variable was Vocabulary and the Independent Variable was Subtitled.

Table 4.16
The Effect of Subtitled Animated Cartoon on Students' Vocabulary Mastery

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.882[a]	.632	.621	3.36273

a. Predictors: (Constant), Subtitled

b. Dependent Variable: Vocabulary

Based on the table above, Coefficient correlation (R) between Subtitled Animated Cartoon Media and students' vocabulary mastery was 0. 882. While, Coefficient determination (R Square) showed how far the effect of Subtitled Animated Cartoon on Students' Vocabulary Mastery. It showed R Square was 0.632. It means that the effect of Subtitled Animated Cartoon Media on Students' Vocabulary Mastery was 63,2 (0.632) and 36,8% (0.368) was influence by other variable.

Table 4.17
Significance of Subtitled Animated Cartoon on Students' Vocabulary Mastery

F-TEST[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2327.553	1	2327.553	62.417	.000[a]
	Residual	342.207	23	12.207		
	Total	2369.760	24			

a. Predictors: (Constant), Subtitled

b. Dependent Variable: Vocabulary

significant effect Subtitled Animated Cartoon Media on Students' Vocabulary Mastery. By some explanation above, the conclusion that alternative hypothesis was accepted and null hypothesis was rejected. There is a significant effect of students' vocabulary mastery whowere taught by using Subtitled Animated Cartoon and who were not.

B. Discussion

From the description of the research result above, there were some discussions that the researcher gave in this research. Some of them was about how the Subtitled Animated Cartoon technique affect the students' Vocabulary mastery, what the reasons why Subtitled Animated Cartoon Technique affect the students' Vocabulary mastery are, and what things that would lead the researcher to the final conclusion of this research.

Experimental and control class were the same in their initial level of vocabulary mastery. And it was also proved by the researcher indicating the initial level of vocabulary mastery of conducted the pretest that were given before the treatment. The mean score of pretest in experimental class was 43,96 and the mean score of pretest in control group was 48,48. Statistical analysis has revealed that there was no significant effect in their pretest scores of writing ability mastery.

Based on the result of study, the following interpretations are presented to strengthen the value of the study. After doing the post-test, the result showed a statistically significant effect of Subtitled Animated Cartoon Technique on students' vocabulary mastery. The mean score of posttest in experimental class was 70,64 which was higher than the mean score of postest in control class which was 61,20. It showed that Subtitled Animated Cartoon Technique gave significant effect on students' vocabulary mastery.

The mean score of posttest in experimental class compared to the mean score of posttest in control class. The output (table 15) shown that F score was 62.417 and significant level was 0.000. When F score was > than F table (62.147 > 4.28) and

significant level was < than 0.05 (0.000 < 0.05), it means that there was a significant effects of Subtitled Animated Cartoonon students' vocabulary mastery.

Coefficient correlation (R) between Subtitled Animated Cartoon Technique (in experimental class) and students' vocabulary (in control class) was 0.882. While Coefficient Determination (R Square) showed how far the effect of Subtitled Animated Cartoon Technique on Students' vocabulary Mastery. It showed that R Square was 0.632. It means that the effect of Subtitled Animated Cartoon Technique on Students' Vocabulary Mastery was 63,2% (0.632) and 36,8% (0.368) was influence by other variables.

There were some reasons why Subtitled Animated Cartoon Technique gave significant effect on students' vocabulary mastery in experimental class. First, the students in experimental class were provided the situation where they did so discovery activities which actively involved them in analysis and application. The students were not only the receiver, but also the actors of their own experiences in learning the material, specifically vocabulary mastery.

It proved by the result of post test in the experiment class. Before the treatment, the score of students is low, most of the students got point under the KKM (70). But, students got higher score after the treatment of Subtitled Animated Cartoon, there are two students got score 90 point and half of the students got point more than 70 point, it was two students got score 50 points.

Second, the students in the experimental class were not taught through only receiving information passively from a textbook or teacher. So they also experienced the material without too much passive information that were given by the teacher. By using Subtitled Animated Cartoon technique, the students found the general structure of vocabulary thought analysis.

While the students in control class were not taught by using Subtitled Animated Cartoon technique, but only got Conventional strategy which is usually used by the teacher. The result of the students' posttest scores was not significantly improvement. The students in control class got lower posttest scores than posttest score of experiment class.

Finally, Subtitled Animated Cartoon Technique could be one of the ways in teaching English to develop vocabulary achievement. The studens enjoyed using Subtitled Animated Cartoon as they could learn vocabulary enjoyably. However, it took time to make them get used to this strategy because this strategy was new for them. Based on the study, the difficulties in vocabulary were students used to they were difficult to classified the part of speech. As a result they just write the vocabulary in a sheet. When they used Subtitled Animated Cartoon Technique, they could reduce their difficulties. The researcher taught the students by given interesting that make them more active in the class and shared their idea with their friends in a group.

Therefore, they need to be more exposure to develop vocabulary achievment in fhurter. vocabulary is a basic skill that must be mastered by every students in order to develop their speaking, and also their reading, so they will able to communicate each other in their school in their activities. Vocabulary is the basic tool for learning a language. Unless vocabulary is an activity to express an ideas,thoughts, experience, through world in a piece of paper. For some people, vocabulary might bedifficult even in the first language. It could be more difficult if in the foreign language. In fact, when student difficult to remember the word in the beginning activities , they feel fear that it could be wrongor not appropiate. That is why Subtitled Animated Cartoon Technique is one ofchoice in teaching vocabulary for students in junior high school especially in the second grade students.

Second, the researcher found that the students who taught by usedSubtitled Animated Cartoon more effective in teaching learning process because this technique

couldencourage the students to be active, where in this tecnique the student shared information and ideas each other, moreover, this technique also could help the student to be easier to remind the material that they learn.

Third, the researcher counted the score distribution inpre-test and post-test between the experimental group and control group, there were differences between them. It could be seen from pre-test and post-test of the experimental group and control group in the following tables.

From the data above, the researcher concluded that the group was taught by using Subtitled Animated Cartoon got a better achievement than the group which was taught through conventional method. Subtitled Animated Cartoon Technique was more effective to investigate the students achievement on vocabulary mastery. It couldmake students to be more active and interest in teaching learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the research, the researcher found that the result of this study showed statistically significant effect of Subtitled Animated Cartoon Technique on students' vocabulary mastery. It can be seen based on the scores of the posttest which were higher than the scores of the pretest. The mean score of the posttest in experimental class was 70,64 which was higher than the mean score of the postest in control class which was 61,20. The first reason why this technique can effect the vocabulary of the students because in experimental class were provided situation with aloud activities which actively involved in learning process. As the comparison of experimental class, the control class did not show the significant effect of using conventional method which is usually used by the teacher in teaching writing ability. Thus, alternative hypothesis (Ha) was accepted, and Null Hypothesis (Ho) was rejected.

B. Suggestion

Based on the conclusions above, the researcher would like to suggest that Subtitled Animated Cartoon Technique can be applied for teaching vocabulary. This technique can advanced learners as like the sample of this research in experimental and control classes at second grade of junior high school. The researcher expects that the vocabulary mastery of English learners would be better and improved, specifically in education field of what curriculum demands.

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