

**DEVELOPING ENGLISH VOCABULARY USING VISUAL MEDIA
(SPONGEBOB) FOR STUDENTS**

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ABSTRACT

This study aims to determine the development and effectiveness of the use of visual media on students' vocabulary mastery and students' responses in vocabulary learning. This study used pre-experimental method with one group pre-test and post-test design. The sample of this study was 9th grade students of MTs Darul Mujahidin Nwadi Paek which amounted to 25 students. The findings showed that there was a significant difference between the students' pre-test and post-test. In addition, the average value of the pre-test was 41.20 while in the post-test was 75.80. Based on these results, the Shapiro-wilk value on the pre-test and post-test is higher than the significance value (p) >0.05 . The Shapiro-wilk value in the pre-test is 0.212 while the significance value in the post-test is 0.091. Based on the paired sample T-Test calculation, the significance value of 0.00 is smaller than 0.05. So it can be concluded that the hypothesis is accepted.

Keywords: Media Visual, Vocabulary Mastery, Spongebob Squarepants.

A. INTRODUCTION

English is the first foreign language in Indonesia. Many schools or courses have given English as one of the lessons. English has four skills: speaking, reading, listening, and writing vocabulary, which is a component that could be a tool to increase all the skills of English. One of the main problems students face in mastering and learning English is a need for more vocabulary. To master all the skills in English, including speaking, listening, reading, and writing, they were afraid to learn English. Vocabulary was basic to master all English skills.

Vocabulary was a unity of letters and words formed by user communities. Vocabulary is considered one of the most essential elements in comprehending lesson

materials, especially when learning a foreign language. Heidari et al. (2012) state that vocabulary is the core and cornerstone of language learning. Through comprehending foreign words, students will understand the meaning of the words. According to Wessels (2011: 46) "vocabulary knowledge is essential to students' academic success. If students do not understand the meaning of the words in the text, they will have difficulty understanding the content". Therefore, comprehension of the meaning of words can help students understand the materials and the reading texts.

A cartoon movie is an exaggerated amusing illustration caricaturing in a moving diagram way of critiquing a person or event with some thoughts," according to Pande Ramakumara (2008). A cartoon movie is a type of art that uses exaggerated colorful moving diagrams to convey funny appearances." Because they enjoy cartoons, especially SpongeBob cartoons, pupils absorb terminology more readily when utilizing cartoon movies. As a result, the pupils find it simple to follow the plot and comprehend every word in the SpongeBob movie. Children adore cartoons; therefore, if the instructor employs cartoons in the classroom, the students will too.

Visual media is media that the sense of sight can enjoy through cartoons, posters, comics, and others. Moreover, this is very influential for student psychology. English teachers always need additional open-ended materials to help students envision their ideas. Therefore, the presence of Spongebob cartoon images is an alternative media in teaching and learning English vocabulary to increase their interest in learning English and make it easier for them to understand the language in the cartoon images.

The aim of this research is none other than to increase English vocabulary through the visual media Spongebob. There is much research on using animated films as a medium for learning language. As the research conducted by Lubis, Rara Sintia (2017, (Munawir et al., 2022),(Syarifudin & Muhammad, 2018). This study aimed to improve the effectiveness of animated films to improve students' English learning, especially vocabulary. According to several teachers who teach English, many students still need clarification about the use of language, so they are not interested in English. So, I took the initiative to make improving students' skills easier.

B. RESEARCH METHODS

In this research, researchers used quantitatively. The purpose of using research is to find out problems and how to improve students' understanding abilities by using visual media. This research was later give students pre-test and post-test questions to determine what percentage understand and what percentage they do not understand, so that becomes our calculation materials.

The focal point of discussion in this research is how to make it easier for students to develop English vocabulary through image media. Moreover, of course, also to improve it so that this visual media is an alternative.

C. RESULT AND DISCUSSION

In this part, the researcher provides a description of how to make students interested in learning visual media uses cardboard images of spongebob. The use of this visual media to improve the vocabulary mastery of ninth grade Mts Darul Mujahidin Nwdi. There are 25 students in the class. In collecting data, researchers used multiple choice texts. This research uses a pre-experimental type of research using a one group pre-test and post-test design. To determine student's vocabulary mastery and development, researchers gave a pre-test. After the pre-test is carried out, visual cardboard media is used during the learning process. At the end of the research, the researcher gave a visual media post-test in the form of a cardboard image to students to determine student's vocabulary mastery and development after the treatment. After the researcher conducted the research, the researcher obtained the data.

Researcher gained the data shown in Table 1.

Table 1
The Classification of students' Achievement

| No | Classification | Skor Categories | Pre-Test | | Post-Test | |
|----|----------------|--------------------|-----------|------------|-----------|------------|
| | | | Frequency | Percentage | prequency | Percentage |
| 1 | Excellent | 85-100 | | | 10 | 40% |
| | Good | 70-84 | | | 8 | 32% |

| | | | | | |
|---------|-------|----|------|----|------|
| Average | 50-69 | 7 | 28% | 7 | 28% |
| Poor | 0-49 | 18 | 72% | | |
| | Total | 25 | 100% | 25 | 100% |

Referring to the data gained in the test, the result shows that most of students are classified into poor categories before giving the treatment (pre-test). 7 students (28%) were in average classification, and 18 students (72%) were in poor classification. After giving the treatment (post-test) there were 10 students (40%) in excellent classification, 8 students (32%) were in good classification, 7 students (28%) were in average classification and none of students were in poor classification (0%).

Based on the data that had been analyzed in the pre-test and post-test, the mean score of pre-test was 41.20 the lowest score was 25 and the highest score was 60, standard deviation of pre-test was 10.235. In addition, the mean score of pos-test was 75.80 and the lowest score was 50 and the highest score was 95 and the standard deviation of pos-test was 12.557. The mean score of post-test was higher than score pre-test. It proved that visual media learning media is very influential and makes students more interested.

Hypothesis testing used to know whether null hypothesis was accepted or rejected. To analyze whether there was a significant difference in the mean score between the pre-test and the post-test, the present researcher used a paired samples t-test to get answer of the hypothesis. After performing a paired samples T-test, the present researcher found that there was significant difference in the mean scores between the pre-test and the post-test. The value of sig (2-tailed) obtained is 0.00 that lower than 0.05 it means that the null hypothesis was rejected and the alternative hypothesis was accepted. It implied that visual media was effective on students' vocabulary mastery.

Analysis of Questionnaire

To get the data about the students' "response" in learning vocabulary by using visual media (cartoon spongebob), the researcher made questionnaire that consist of 10 item. The result and the percentage would be presented by using table and it would be explained one by one in following tables below :

Table 2

Questionnaire number 1

| No. | Statement | Classification | Frequency | Percentage |
|-----|---|-------------------|-----------|------------|
| 1 | The use media visual (cartoon spongebob) for students | Strongly Agree | 15 | 60% |
| | | Agree | 10 | 40% |
| | | Strongly Disagree | - | - |
| | | Disagree | - | - |
| | | Total | 25 | 100% |

In Table 2, 15 students (60%) choose “strongly agree” and 10 students (40%) choose “agree”. Beside that, it shows that none of the students (0%) choose “strongly disagree” and “disagree”

From the result of the questionnaire analysis, it can be concluded that the use of visual media has a big influence on the development of English vocabulary learning. Because this media is very important in interest in learning through Spongebob image media and can have the effect of increasing students mastery of vocabulary.

DISCUSSION

In this research, the present researcher was focused on the developing and interested by using visual media (cartoon spongebob) for students’ vocabulary mastery. This study aims to find out the effectiveness, improving and interested of media visual for students’ vocabulary mastery and to find out the students’ response in learning vocabulary through media visual. The implementation of the treatment has good impact on students’ vocabulary. Based on the result that had been analyzed, the classification of students in poor level was dominant in pre-test. After doing the implementation of visual media in treatment, the mean score of students higher than before. The mean score of pre-test was 41.20. The lowest score of pre-test was 25 and the higher score was 60, and the standard deviation was 10.235. In addition, the mean score of post-test was 75.80. The lowest score of post-test was 50 and the higher score was 95, and the standard deviation was 12.557. These finding proved that visual media was effective in improving students’ vocabulary mastery by using media visual.

The result of this research supported by the previous research that was conducted by Hajis, A. Riskawati. "Improving Students’ Vocabulary by Using Visual Media at SMP

Negeri 10 Makassar." *Makassar: Alauddin State Islamic University Of Makassar* (2014). Beside that, Munir, F. (2016). The effectiveness of teaching vocabulary by using cartoon film toward vocabulary mastery of EFL students. *Journal of English Language Teaching and Linguistics*, 1(1), 13-37.

While the result of the questionnaire is the students' interest in learning vocabulary through media visual. It could be seen through the answer of the questionnaire by the students. After analyzed the students' respond through the questionnaire, most of students choose strongly agree and agree in positive question. While in negative question some students choose strongly disagree and disagree in all the statements. Thus, it can be concluded that media visual is effective on students' vocabulary mastery.

It means that the use of visual media is effective and also very influential on the development of English vocabulary for the ninth grade of Mts Darul Mujahidin. Beside that, Parede, Mega Ryani, Tini Moge, and Fivy A. Andreas. "IMPROVING STUDENTS' VOCABULARY BY VISUAL MEDIA." *JoTELL: Journal of Teaching English, Linguistics, and Literature* 1.9 (2022): 1049-1056.

D. CONCLUSION

Based on the result of the research, the researcher got some conclusions those are:

1. The lowest and the highest score in pre-test was 25 and 60. While in the post-test, the lowest and the highest was 50 and 95. In addition, the mean score of pre-test is lower than post-test. The mean score of pre-test was 41.20 and the mean score of post-test was 75.80 it means that media visual is the development and improvement of English through visual media has had a big influence. So we can see its effectiveness and it makes students interested in learning.
2. From the result of the questionnaire, most of students choose very agree and agree in positive question and in negative question most of the students choose very disagree and disagree. So, it can be conclude that the students' like to study about vocabulary through visual media Spongebob.

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