

## THE USE OF SPONGEBOB ANIMATION MOVIE AS AN INSTRUCTIONAL MEDIA FOR TEACHING VOCABULARY (AN EXPERIMENTAL STUDY AT MTS DARUL QUR'AN BENGKEL SEVENTH GRADE) ACADEMIC YEAR 2022/2023

Nida Kholida<sup>1</sup>, Amrullah<sup>2</sup>, Udin<sup>3</sup>

<sup>1,2,3</sup>English Education Department, Faculty of Teacher Training and Education,  
University of Mataram, Indonesia

\*Corresponding author: [kholida181@gmail.com](mailto:kholida181@gmail.com)

**Abstract:** The purpose of this study was to determine whether or not employing a SpongeBob cartoon movie had an influence on pupils' vocabulary. It was held at Mts Darul Qur'an Bengkel during the academic year 2022/2023. In first grade, there were 94 pupils. The samples consisted of class VII (20 students) as the experimental group and class VIII (20 students) as the control group, which were picked using the cluster random sampling approach. The data were collected utilizing testing instruments that were separated into three data gathering procedures: pre-test, treatment, and post-test. In all groups, a pre-test was administered to determine pupils' prior understanding of the subject. The mean pre-test scores for the experimental group were 62,25 and 59,25 for the control group. The experimental group was handled utilizing the Cornell-note taking approach, whereas the control group was taught using the PPP (presentation, practice, and product) technique. Finally, a post-test was administered to both groups to see whether or not there was a beneficial effect on students' vocabulary scores of 80,75 in the experimental group and 40 in the control group. The data was then evaluated using the t-test technique for numerical data and identification. The t-test score was 4.91, which was greater than the t-table value of 2.0017 in the degree of freedom 58 and at the confidence level 0.05 (95%). As a result, the Null hypothesis (Ho) is effectively rejected, and as a result, Cornell-note taking is effective.

**Keywords :** Vocabulary mastery, Spongebob animation movie, effectiveness

### INTRODUCTION

English is taught in Indonesian classrooms from basic school through university. Because English is only taught in schools and has a time constraint, English instructors must research successful tactics, methods, and approaches. To be creative in the classroom, the teacher, who is an important role player, must also guide the kids. Teaching and learning will not be successful if the strategy is insufficient for the classroom setting.

The three essential aspects of English language acquisition are writing, reading, and listening. To improve these abilities, children must study English vocabulary, and by using a

large variety of English vocabularies, they will be able to communicate in both spoken and written English. Vocabulary education for young pupils, according to Ramadhani (2015), should have begun earlier because it is vital for language acquisition. One component of that capacity is vocabulary. A lack of language makes it impossible to explain a notion.

A large vocabulary is essential in learning English since it makes learning English simpler for everyone. When a person's vocabulary is limited, they are unable to comprehend English effectively. For example, if an English magazine or newspaper had a wide vocabulary, it would be easier to seek up information, and vice versa. Students can learn English more rapidly if they obtain vocabulary securely through media.

Many people struggle to acquire vocabulary since different approaches are used in English and Indonesia. English is spoken every day by English individuals, yet most learners in Indonesia comprehend English under certain conditions. As a result, Indonesian pupils' vocabulary remains limited.

A good teacher is one who is ready to experiment with different teaching styles in order to find the most effective one. By delivering interesting teaching tactics, the instructor should encourage students in his or her class. Iftanti (2015:1) defines an inspirational English lecturer as one who can incorporate instructional techniques, methods, and talents that improve students' learning styles.

To be successful, the teaching and learning process need the correct medium. Students are inspired to learn new concepts in a fun atmosphere by utilizing various tactics and media to promote positive learning in the classroom. Teachers can better impart their knowledge to their pupils by using media as a channel for message transmission from the speaker to the audience. TV, an LCD printer, a radio, etc. are all examples of media.

According to the above statement, this study focuses on the use of permissible media, which includes audio visual media, to teach vocabulary, and cartoon film is regarded appropriate media.

"Cartoon movie is an exaggerated amusing illustration caricaturing in 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 colourful moving diagrams to convey funny appearances."

Because they enjoy cartoons, especially SpongeBob cartoons, pupils appear to 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. Kids enjoy cartoons. According to Putranti & Mina (2015), watching cartoon movies may be both entertaining and educational.

Seeing the benefits of using films, aside from improving their comprehension. Students may also learn from this new vocabulary a visual representation of the things they use to remember words, meanings and how to use words in their everyday lives. Media such as film play a very important role in inspiring pupils to acquire language and to spice up the teaching and learning process. They will experience new and distinct feelings from the normal way of joining their class. By using cartoons, they can also learn new visual picture vocabulary to help them understand. In fact, this kind of learning technique has many

benefits, but the instructor also needs to be conscious of some of the features of the film that can be a learning weakness. The author hopes that by using English films, they will be more engaged as participants and more secure in sharing their feelings.

The author will conduct research at MTs Darul Qur'an Bengkel, in particular for students of the seventh grade. I will select the seven grade students of the MTs Darul Qur'an Bengkel, since it was based on initial observations; the teacher claimed that the vocabulary of the students was inadequate, so that the students were unable to execute their syllabus skills. When he is teaching students, this makes Because they just hear what the teacher says, students are very bored with their English classes. By utilizing cartoon-film media, the author intends to educate readers about will be able to learn more English while learning English, especially through vocabulary learning.

## **RESEARCH METHODS**

The design of this study is quasi-experimental. The effects of one therapy are compared to those of another, either alone or in combination, in the experiment. A quasi-experimental design is similar to a randomized experimental design in that it manipulates an independent variable, but it differs in that participants are not assigned to a treatment group at random. Because random assignment of patients to treatment groups was not practicable, the author used a quasi-experimental technique. The quasi-experimental design has the following characteristics: 1. Including a number of variables, 2. 3). Including a control group. 4). A controlled independent variable is employed. Sukardi (2007) asserts that the extra elements are within control.

The experimental and control groups were both chosen at random in the design. Pre-tests will be administered to both groups prior to the commencement of therapy. Before studying, the control group receives conventional English instruction from the teacher, whereas the experimental group receives treatment (teaching with a cartoon movie). Both the experimental and control groups will be given post-tests following their respective treatments. Finally, post-test data is used to compare post-test results.

## **SAMPLE**

The sample for this study is either a class or a cluster. As a result, the author will enroll in two classes relevant to this analysis: VII-A will serve as the control class, and VII-B will act as the experimental class. Normally, schedules cannot be changed or courses relocated to accommodate a study report. In this case, the group samples have already been split into groups or categories. The author will enrol in two classes without being allocated at random. the population and sample descriptions that follow.

## **FINDINGS AND DISCUSSION**

### **FINDINGS**

This research was conducted to find out the effect of using SpongeBob Animation movie on students' vocabulary mastery in Mts Darul Qur'an Bengkel. The research was conducted in VII A and VII B Class with a total sample of 40 students. The meeting was held six times including pre- test, treatment, and post- test. The first meeting was held on 01 Mei 2023 and the last meeting on 09 Mei 2023.

**Table 1. deviation score of experimental group**

No	Sample	Pre-Test (X1)	Post-Test(X2)	Deviation score of Pre-Test and Post-Test ( $\Sigma dx$ )	Square Deviation score ( $\Sigma dx^2$ )
1	AA	65	90	25	625
2	AN	75	90	15	225
3	AMM	50	75	25	625
4	DB	90	100	10	100
5	FA	65	70	5	25
6	HH	50	75	25	625
7	HK	75	80	5	25
8	JM	55	70	15	225
9	KA	75	85	25	625
10	KZL	60	85	25	625
11	MAZ	60	85	25	625
12	MBG	60	80	20	400
13	MFK	55	75	20	400
14	MKG	65	90	25	625
15	MIW	70	80	10	100
16	MMA	40	50	10	100
17	NK	90	90	0	0
18	PRJ	65	80	15	225
19	RS	50	75	25	625
20	ZA	65	90	25	625
	Total	1245	1660	$\Sigma dx = 350$	$\Sigma dx^2 = 7450$

The t-test result was determined by dividing the total of the mean scores for the two groups by the square deviation, as shown above. The t-test score was 10,20. The t-test and t-table critical values are next examined to see if the data is statistical. If the t-test value is larger than the t-table critical value, it indicates that pupils who got the schema technique performed better than those who did not. The experiment fails if the t-test value is less than the t-table critical value.

The pre- and post-test results are required for analysis to determine the effectiveness of utilizing the Spongebob cartoon movie in teaching new language to pupils. Four meetings were arranged in order to give pupils with treatment utilizing the Spongebob animated movie. The following table shows the results of the students' pre-test and post-test:

Table 2. The Result of Student

Category	Score	Frequency	
		Pre- Test	Post- Test
Very Good	89- 100	2	6
Good	77- 88	0	7
Enough	65- 76	4	6
Less	53- 64	8	0
Fail	0 – 52	5	4
Highest Score		90	100
Lowest Score		40	90
Mean Score		62,25	80,75

The scores of the pupils before and after therapy are shown in Table 1. Before the therapy, the children's scores were below than the school's passing standard of 70. The chart shows that students' scores before therapy were classified as sufficient to fail, with a mean score of 62,25. Following the therapy, the pupils' score increased from 61.2958 to 80,75.

#### Deviation Scores of Pre-Test and Post-Test (Experimental Group and Control Group)

Experiment Group		Control Group	
Deviation score ( $\sum dx$ )	The mean deviation score (Mx)	Deviation score ( $\sum dy$ )	The mean deviation score (My)
$\sum dx = 350$	$Mx = 17,5$	$\sum dy = 50$	$My = 2,5$

The control group's pre-test and post-test scores with deviation score and mean deviation score were displayed, while the experimental group's maximum deviation score was 345 and its mean deviation score was 17.25. The control group's deviation and square deviation scores were 85, and its mean deviation score was 4.25. This study estimated the mean deviation score (M) and the sum of the mean deviation (x and y) for both groups using the total of the deviation and square deviation scores.

## Discussion

Table 3. Paired Sample Test

T – test	T – table	
	Degree of Freedom (Df)	0.05 Confidence level of 95%
80,75	38	1.825

Table 3.reveals that utilizing the schema theory approach has a considerable effect. The comparison between t-test and t-table in the table above clearly shows that the t-test result was 10,05, which was higher than the t-table (2.024) at the confidence level of 0.05 (95%) with  $10,05 > 2.024$ . As a result, it is possible to infer that the schema theory approach was effective in teaching vocabulary.

Furthermore, the post-test results of the experimental and control groups suggest that applying the schema theory approach is successful in teaching vocabulary. As a result, the null hypothesis (H0) that "there is no significant effect of schema theory technique in teaching vocabulary " is rejected, while the alternative hypothesis (Ha) that "there is

significant effect of schema theory technique in teaching vocabulary " is accepted. According to the statistics shown above, the schema theory approach is efficient in teaching vocabulary to second grade pupils at Mts Darul Qur'an Bengkel during the academic year 2022/2023.

## **DISCUSSION**

The goal of this study, which was done at Mts Darul Qur'an Bengkel, was to determine the efficiency of employing the schema approach in teaching vocabulary.

The statistical analysis of the data acquired reveals that the mean deviation score of the experimental group (80,75) is higher than the mean deviation score of the control group (61,75). Furthermore, the t-test value was shown to be 10,05.

The t-test value was determined with the t-table critical value to determine the significance of the schema theory approach in teaching vocabulary. In this scenario, the researcher required to know the degree of freedom (df) in order to determine the t-table value to consult with the t-test value. The number of degrees of freedom was 38. The researcher used two tails test in this study, and the result of t-test in this research was at the level of 0.05 (95%) with (2.024). Table 4.2.1 demonstrates this.

The table shows that employing the schema theory method has a significant impact. The preceding table clearly demonstrates that the t-test result was 10,05, which was higher than the t-table (2.024) at the confidence level of 0.05 (95%) with  $10,05 > 2.024$ . As a consequence, the schema theory method to vocabulary instruction may be concluded to be effective.

Furthermore, the post-test findings of the experimental and control groups indicate that using the schema theory method to teaching vocabulary is effective. As a consequence, the null hypothesis (H<sub>0</sub>) "there is no significant effect of schema theory technique in teaching vocabulary" is rejected, however the alternative hypothesis (H<sub>a</sub>) "there is significant effect of schema theory technique in teaching vocabulary" is accepted. The schema theory technique is effective in teaching vocabulary to second grade students at Mts Darul Qur'an Bengkel during the academic year 2022/2023, according to the figures presented above.

## **CONCLUSION**

According to the data analysis technique in Chapter IV of this research, the study of schema theory approach is good to expand students' vocabulary at Mts Darul Qur'an Bengkel. The schema theory method has an effect on the vocabulary of the students. The fact that the mean score of students in the experimental group who were taught using the schema technique is higher (80,75) than the mean score of students in the control group who were not taught using the schema theory approach, which is only (61,75), demonstrates this. The t-test value is 10,05, which is more than the t-table at the confidence level of 0.05 (95%) translates to 2.024, at degree of freedom (Df) 38. As a consequence, if the t-test t-table at the confidence level 0.05 (95%), H<sub>0</sub> is rejected based on the testing hypothesis criterion. H<sub>0</sub> is rejected if the t-test exceeds the t-table with a confidence level of 0.05 (95%). As a consequence, the Null hypothesis (H<sub>0</sub>) was effectively rejected, and the schema theory approach is advantageous in enhancing vocabulary achievement among Mts Darul Qur'an Bengkel second grade students.

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