A STUDY ON THE TEACHING OF VOCABULARY THROUGH CARTOON FILM ENTITLED POCOYO

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Abstract: The purpose of conducting this research is to discover the significance how effective is the using of cartoon film entitled “Pocoyo” on the teaching vocabulary to the playgroup students of KB-TK Bina Mulia. Based on the test result, the researcher discovered a good result that was shown by the mean score which was 61.3 (fair) increased to 85.3 (good). Further, the result of t-test calculation is 7.199. It is higher than t-table. Still, the teaching learning process through cartoon film entitle Pocoyo is very interesting for playgroup students. In this case, the use of cartoon film entitled Pocoyo can attract the students’ attention in learning vocabulary. The students were more confidence to say what they have watched and heard from cartoon film entitled Pocoyo. Thus, the writer draws the conclusion that the use of cartoon film entitled Pocoyo is effective in introducing vocabularies to the playgroup students of.

Keyword: Vocabulary, Cartoon Film Entitled

Teaching is more than passing on information. Teachers need to understand how to make the classroom as a place of learning and not just a classroom for the students to learn during the teaching process. Teacher should make various activities and attractive materials. Moreover, in teaching learning process, it is important to improve the student participation in the classroom, arise the students’ curiosity, improve the pattern of thinking and focus on the students’ attention to the problem faced by them. Thus, the students would be interested and enjoy the learning process.
Vocabulary development is an important aspect of language development. Linse (2006) said that teacher should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help learners figure out the meanings on their own. Useful words are words that children are likely to encounter words that occur in a high frequency. Learners need to acquire vocabulary learning strategies in order to discover the meaning of the words. The strategies should be useful within the classroom as well as when learners are in a situation where they encounter new and unfamiliar words on their own. The strategies should also help children acquire new vocabulary words that they hear and see.

Learning English should start from the basically process which understands the vocabulary. Learning vocabulary through interesting media is one of the important ways to know English for children. In early learning of English the students are taught how to recognize the words and differentiate them based on its part of speech. The students of playgroup or playgroup level are expected to recognize vocabulary in order to communicate in English. However the playgroup students still have difficulties or problem such as in remembering words, grasping the meaning as well as in pronouncing the words. English vocabularies in the eyes of the playgroup students are something new and they never find the words in their native languages and in Bahasa Indonesia. Besides that the playgroup students like moving around in the classroom and they cannot focus on the lesson well.

It is the young children nature that they are difficult to concentrate. A teacher need to create activities that require them to stay and learn. They use short simple sentences and repeat them frequently. In their young age, teachers are hoped to be their model of learning of all activities and one of them is learning vocabularies. Teacher needs to use more media to introduce vocabularies. Gardner (1993) said that intelligence is the capacity to solve problems or to fashion products that are valued in one or more cultural setting. Gardner initially formulated a list of seven intelligences, namely; linguistic intelligence, logical-mathematical intelligence, musical intelligence, bodily-kinesthetic intelligence, visual-spatial intelligence, interpersonal intelligence and intrapersonal intelligence.

Based on the condition, the writer used visual aid namely cartoon film as the teaching media to attract the student’s attention in learning vocabulary. It also stimulates the learners to practice and respond their work enjoyable. It can attract more intently; it has sound, eye-catching colour, native pronunciation, and attractive picture so that the cartoon film could gather the students that have short term concentration and their lesson would be more interesting.

In short the writer found out that by using cartoon film, the student had imagination about the object thoroughly. Furthermore, learning through cartoon film assist the students to focus on or to concentrate on the lesson better as well as they are eager to learn the lesson so much. So, from this research the writer wants to improve the playgroup students’ interest in learning vocabulary by using cartoon film as the media. It can bring much joy and also give the playgroup
students' opportunity to memorize all the things taught by the teacher and even recognize the words that describe the things.

Based on the title and research background stated above, it is important to restrict the problem in the form of question for sake of clarity and easy running of this research. The problems of this research are as follow: 1) Is the use of cartoon film entitled “Pocoyo” effective in learning vocabulary to playgroup student of KB - TK Bina Mulia? 2) How significant is cartoon film entitled “Pocoyo” in learning vocabulary to the playgroup students of KB - TK Bina Mulia? The purpose of this research is to find out how effective is the using of cartoon film entitled “Pocoyo” on the teaching vocabulary to the playgroup students of KB – TK Bina Mulia in Pontianak Tenggara. In accordance with the research question, the purpose of this research is aimed at: 1) Finding out the effectiveness result of the use of cartoon film entitled “Pocoyo” in teaching vocabulary on the playgroup students of KB - TK Bina Mulia in Pontianak. 2) Finding out how significant is cartoon film entitle “Pocoyo” in teaching vocabulary on the playgroup students of KB - TK Bina Mulia in Pontianak.

To clarify the limitation of the research, it is necessary to ascertain the scopes of research so that ambiguity and misinterpretation can be avoid. Based on the form of this research, the scope of this research consists of as follows: A variable may be defined as an attribute of a person or of an object that varies from one person to another or from one object to another object (Hatch and Farhady, 1982:12). The research variable can be described as element and measurement in connection with the topic of the research. The topic is introducing vocabulary through cartoon film to the playgroup students of KB-TK Bina Mulia in Pontianak. There are two variables of this research: dependent variable and independent variable. a) Independent Variable, Marczyk, DeMatteo & Festinger (2005:42) state, “The independent variable is the factor that is manipulated or controlled by researcher”. The independent variable in this research is the use of cartoon film. b) Dependent Variable, Marczyk, DeMatteo & Festinger (2005:48) say, “The dependent variable is a measure of the effect (if any) of the independent variable”. The dependent variable of this research is the students’ achievement on vocabulary. The term used in this research should be clearly explained in order to avoid misunderstanding. The explanations are as follows: a) Vocabulary refers to part of language as a number of words, which make up a certain language. In this research, the writer restricts the vocabulary only into concrete nouns and verbs. b) Cartoon Film is kind of cartoon film which is manipulating to be alive and moving in attracting and amazing theme and colourful picture. c) Playgroup students are students who are in an educational program; serving child ages three. d) Bina Mulia School is one of private schools which is located on Jl. A.R. Saleh No. A1 Pontianak Tenggara. Hypothesis is often described as an attempt by researcher to explain the phenomenon of interest, Marczyk, DeMatteo & Festinger (2005:8). The hypothesis of the research is: 1) Null Hypothesis ( Ho ) The use of cartoon film entitled “Pocoyo” is not effective in teaching vocabulary on the playgroup students of KB-TK Bina Mulia in Pontianak Tenggara. 2) Alternative Hypothesis ( Ha ) The use of cartoon film entitled “Pocoyo” is effective in
teaching vocabulary on the playgroup students of KB - TK Bina Mulia in Pontianak Tenggara.

METHOD

In solving the problem it is important to decide the method of research. According to Singh (2006:79) “Research methodology involves such general activities as identifying problems, review of the literatures, formulating hypotheses, procedure for testing hypotheses, measurement, data collection, analysis of data, interpreting results and drawing conclusions. Thus, research methodology consists of all general and specific activities of research”. The method of research is decided depending on what the researcher intends to investigate that is effectiveness of using cartoon film in teaching vocabulary as the technique on the Playgroup students. Therefore, the appropriate form of the research that is applied in this research is Pre-experimental study.

As Tuckman (1978:128) states, “Pre-experimental design is the component pieces or element of experimental design”. The form of the pre-experimental study applied seen as follows:

\[ X_1 \xrightarrow{T} X_2 \]

Pre-test \((X_1)\) is administrated to know the students’ achievement before giving the treatment. The treatment \((T)\) is applied when the technique by using cartoon film given to the students. Post-test \((X_2)\) is given when the treatment had been conducted. The influence of the treatment can be seen by analyzing the result of the pre-test and post-test.

Cohen, Manion & Morrison (2000:92) define population as all members of any well-defined class of people, events, or objects. The population of this research is the students of two classes, they are Feng Li class and Ha Mi Kua class which are consist of 19 students in each class in Playgroup Bina Mulia Pontianak in academic year 2013/2014.

Cohen, Manion & Morrison (2000:93) state, “Sample is the small group that is observed”. The writer applied the purposive sampling which is Feng Li class which consists of 19 students whose age from 3 – 4 years old.

In this research, the writer uses worksheet to collect the data. It is intended to measure the students’ achievement in vocabulary before and after the treatment. The writer would do the measurement twice; the first test or pre-test is proposed to collect the data before treatment conducted. The purpose is to know the students’ pre condition before treatment and the second test or post-test is proposed to collect data after the treatment.

The writer collects the data by using oral and written test by showing the students the pictures of animal which is related to the cartoon film shown before and the students should mention them (10 pictures). Next the writer would give them a listening worksheet and ask them to spot the animal mentioned by the teacher (5 questions). The total items of the test were 10 items.

Validity refers to extend which the result of procedures serve the uses for which they were intended (Hatch and Farhady, 1987:250-251). Since the aims of research is to determine the significance of the interval score of pre-
test and post-test in teaching vocabulary through cartoon film. To know the
content validity of the test, the writer constructs the listening sheet. A test is
said to be valid, if it measures what it intends to measure or in other words, it
can interpret the result of the test appropriately.

A test is said to be reliability if the result of the test is consistent. As
Linse (2006:140) says that an assessment tool is reliable if the result are
consistent over a period of time. Its mean that for a test to have reliability, the
result should be consistent when different teacher administer the test and
score them.

Procedure of Analyzing Data

a. Analyzing on the Students’ Mean Score of Pre-test and Post-test

1) The students’ mean score of pre-test

\[ X_1 = \frac{\sum X_1}{N} \]  
Gronlund (1982)

Note :  
\[ X_1 \] = The students’ mean score of pre-test  
\[ \sum X_1 \] = The sum individual score of pre-test  
\[ N \] = The total number of individual

2) The students’ mean score of post-test

\[ X_2 = \frac{\sum X_2}{N} \]  
Gronlund (1982)

Note :  
\[ X_2 \] = The students’ mean score of post-test  
\[ \sum X_2 \] = The sum individual score of post-test  
\[ N \] = The total number of individual

b. Analysis on the Students’ Interval Score of Pre-test and Post-test

After knowing the mean score of pre-test and post-test, the
writer calculated the students’ interval score of pre-test and post-test
by subtraction formula:  
\[ D = X_1 - X_2 \]

Where :  
\[ D \] = the different score of the students’ mean score of
pre-test and post-test  
\[ X_1 \] = the students’ mean score of pre-test  
\[ X_2 \] = the students’ mean score of post-test


c. Analysis on the students’ significant the differences of pre-test and
post-test

To analyze the significance of the interval of pre-test and post-
test, it is calculated by using t-test proposed by Ary, Donal et al
(1979:150) :

\[ T = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \]

Note :  
\[ T \] = The t-value for correlated means  
\[ D \] = Deviation of each subject  
\[ \sum D \] = The sum of the deviation score
\[ \sum D^2 = \text{The sum of the deviation score} \]
\[ N = \text{The member of the students} \]
\[ N - 1 = \text{The number of the students} - 1 \]

2. Analysis the effect size of the use cartoon film in teaching vocabulary on the Playgroup students of KB – TK Bina Mulia in Pontianak

\[ ES = t \sqrt{\frac{T}{N}} \]

Burns (2000:157)

Note : ES = Effect Size

T = The result of t-test

N = Number of student

The criteria : ES ≤ 0.2 is categorized as Low
ES > 0.2 ≤ 0.8 is categorized as Moderate
ES > 0.8 is categorized as High

RESULTS AND DISCUSSION

Result

This research was conducted to get accurate data about the effectiveness of a study on the teaching vocabulary through cartoon film entitled Pocoyo to the playgroup students of KB - TK Bina Mulia Pontianak in academic year 2013 - 2014. After conducting the research, the writer would like to show her findings as follows: 1) The effectiveness of the use of cartoon film in teaching vocabulary on the playgroup students of KB - TK Bina Mulia Pontianak: The teaching learning process through cartoon film is very interesting for playgroup students. It indicates that the use of cartoon film entitled Pocoyo can improve the students’ ability in mastering vocabulary. In this case, the used of cartoon film entitled Pocoyo can attract the students’ attention in learning vocabulary. They are confidence to say what they have watched and heard from the cartoon film. Still, learning by using cartoon film entitled Pocoyo also can fulfill the learner’s need in line with their characteristics namely they like moving objects and colorful pictures which is equipped with the sound that they can imitate. Furthermore, the writer would like to perform the analysis of the students’ score: a) Analysis the result of students’ score in pre-test: To analyze the students’ score on vocabulary, the writer had done some steps. Firstly, the writer conducted pre-test to the students to know the students individual score and students’ mean score of pre-test before giving the treatment. The pre-test was done by giving students test about animals. The writer showed 10 printed pictures of animals such as dog, cat, fish, bird, elephant, octopus, pig, horse, butterfly, and duck. The score would given by teacher for the student who can only appoint to the picture given by teacher is 5 and for the student who can mention the picture given by teacher is 10. After that, the writer analyzed the students answer to find the individual score and mean score of the students.

Table 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>1st pre-test (Animals)</th>
<th>Right Answer</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

6
### Table 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Appoint</th>
<th>Mention</th>
<th>Score</th>
</tr>
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<td>8</td>
<td>0</td>
<td>40</td>
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<tr>
<td>2</td>
<td>CB</td>
<td>6</td>
<td>4</td>
<td>70</td>
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<td>DP</td>
<td>5</td>
<td>4</td>
<td>65</td>
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<tr>
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<td>EA</td>
<td>8</td>
<td>2</td>
<td>60</td>
</tr>
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<td>EW</td>
<td>6</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>ER</td>
<td>4</td>
<td>4</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>FV</td>
<td>4</td>
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<td>GA</td>
<td>7</td>
<td>1</td>
<td>45</td>
</tr>
<tr>
<td>9</td>
<td>KA</td>
<td>6</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>KL</td>
<td>6</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>11</td>
<td>KM</td>
<td>6</td>
<td>4</td>
<td>70</td>
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<td>12</td>
<td>MC</td>
<td>6</td>
<td>2</td>
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<td>6</td>
<td>4</td>
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<td>5</td>
<td>75</td>
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<td>SO</td>
<td>6</td>
<td>2</td>
<td>50</td>
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<tr>
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<td>TO</td>
<td>7</td>
<td>1</td>
<td>45</td>
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<td>VL</td>
<td>3</td>
<td>6</td>
<td>75</td>
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<tr>
<td>18</td>
<td>VC</td>
<td>5</td>
<td>5</td>
<td>75</td>
</tr>
<tr>
<td>19</td>
<td>OW</td>
<td>7</td>
<td>1</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>111</td>
<td>61</td>
<td>$\Sigma X_1 = 1165$</td>
</tr>
</tbody>
</table>

Students' Mean scores 61.3

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### Table 2

The students’ individual score of pre-test

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>2nd pre-test (Animals)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Right Answer</td>
</tr>
</tbody>
</table>

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7
The writer conducted the treatment as tools to know the effect size of introducing vocabulary through cartoon film. The treatment was done three times as follows: 1) The first treatment was done on 23rd of September 2013. In the first treatments’ vocabularies are about the names of animal. The writer taught the students about: dog, cat, fish, bird, and elephant through cartoon film. In pre-activity, the students were invited to sing together. The students were also given some questions related to the topic to build their background knowledge. In this phase the students watched the cartoon film on the screen shown by the writer. In
fact, they were very enthusiastic when they watched cartoon film. The students showed their interest by directly follow the sound from the speaker. The teacher showed the cartoon film on the screen twice. After that the students mentioned the names of animals by the teacher’s guidance. The writer also gave them the sounds of the animals. After that, the writer asked for the students to play the game “Guessing the sound”. The writer asked one student to look at the pictures captured from the film on the screen then he or she stood in front of other students and produced the sound of the animal which was shown on screen. Next writer asked the others student to guess the name of the animal. For example the writer produced the sound of the duck (kwak..kwak..kwak) and the other students guess the sound and said that was duck. Each student had one chance in playing game. Furthermore the writer asked the students to sit on the chair and trace the word of the dog. 2) The second treatment was done on September 24th, 2013. In the second treatment, the vocabularies are octopus, pig, horse, butterfly, and duck were given to the students. The writer taught the students about animals: octopus, pig, horse, butterfly, and duck through cartoon film. In pre-activity, the teacher gave brainstorming for the students by asking their favourite animal and then the students were invited to recite the rhyme. In this phase the students watched the cartoon film on the screen which is shown by the writer. The students mentioned the name of animals with the teacher’s guidance. After that, the writer asked for the students to play the game “Look and Whisper”. The writer divided the students into three groups. Two groups consist of five students and one group consists of six students. The member of the group stood in a line. Teacher asked the first student to come forward and look at the picture shown by teacher that captured from the cartoon film. Then he or she whispered the name of the animal that they looked before to the second person. The second person whispered it to the third person and so on till the fifth person told to the writer the name of the animal. The writer gave rewards to the group which can answer the question correctly. After that, the writer gave them a worksheet to circle the animal which can fly by using red crayon and can swim by using blue crayon. 3) The third treatment was done on September 25th, 2013. In the third treatment vocabulary about animals: dog, cat, fish, bird, elephant, octopus, pig, horse, butterfly, and duck were given to the students. In the pre-activity, the writer showed the picture of all animals taught before and asked the student to mention it. Next the writer asked the student to imitate the animal’s sound guidance by the writer. Then the writer gave the listening test from vocabularies taught by the writer.

The post-test was administrated after the treatment. Its purpose was to know about the students’ achievement after the treatment. The post-test had been done on 10th of October 2013. The vocabularies were dog, cat, fish, bird, elephant, octopus, pig, horse, butterfly, and duck. The students have to mention the names of animals which were showed on the screen. After that the writer had analyzed the students’ answer to find the individual score and mean score of the students’ post-test.

The students’ post-test score ranged from 70 to 100. The lowest score was 70 which were categorized as “fair” and the highest score was 100 in the category “excellent”. 3 students who were in the category of “excellent” and 14 students
who were in category of “good”, and 2 students were in category of “fair”. The total score of the students’ post-test was 1620. The writer puts the individual score and means score in form of table. See table 2.1 and 2.2 on page 52 and 53. The students’ total score of pre-test and post-test would show in the following computation. The pre-test mean score was 61.3 and the mean score of post-test was 85.3. The students’ mean score in pre-test and post-test are:

\[ X_1 = \frac{\sum X_1}{N} = \frac{1165}{19} = 61.3 \]
\[ X_2 = \frac{\sum X_2}{N} = \frac{1620}{19} = 85.3 \]

**The students, Interval Score of Pre-test and Post-test**

\[ D = X_2 - X_1 = 85.3 - 61.3 = 2 \]

**The significance of the difference of Post-test and Pre-test**

To find out the difference of post-test, the students’ interval score is calculated as the significance change of post-test score. The score is calculated by using t-test formula.

\[ t = \frac{D}{\sqrt{\frac{\sum D^2}{N (N-1)}}} \]
\[ t = \frac{1467.5 - 1558.5}{\sqrt{\frac{19 (19-1)}}} \]
\[ t = 3.32 \]
\[ t = 7.199 \]

From the calculation above, the writer sure that the cartoon film Pocoyo is effective as the media in teaching learning vocabulary to the playgroup students.

The effect size of using cartoon films in teaching vocabulary on the playgroup students of KB - TK Bina Mulia in PontianakTeaching English vocabularies is not easy the sound especially for the playgroup students because their ability is limited. English vocabularies in the eyes of the playgroup students are something new and they never find the words in their native language. They have difficulties to remember the meaning of the words and not confidence to speak up. They just pointed the picture when the teacher mentioned the word. Besides that the playgroup students like to move around in the classroom and they cannot focus on the lesson.
During the all treatments the students were more focus and more curious on the lesson. This is because using cartoon film attracts more their attention in teaching learning process. Even the students who were less focus on the lesson, they can concentrate on the subject. According to Pailliotet and Mosenthal (2000) stated that cartoon films is powerful tool for multimedia designer and can be used effectively to promote learner understanding.

Then, the cartoon films are very helpful for the students in learning. They not only learn about different words but also recognise voice, colour, verbs such as walk, sleep, eat, fly and run. The learners also like to imitate the motion of the animals they seen related to their characteristic always like moving. From the findings, the cartoon films media had effectively improved the students’ vocabulary.

The teaching learning process through cartoon films is very interesting for playgroup students. It indicates that the use of cartoon films can improve the students’ ability in mastering vocabulary. In this case, the use of cartoon films can attract the students’ attention in learning vocabulary. They are confidence to say what they have watched and heard from the cartoon films. Still, learning by using cartoon films also can fulfill the learner’s need in line with their characteristics namely they like moving objects and colourful pictures which is equipped with the sound that they can imitate.

The obtain the degree (value) of the effect of the cartoon films as teaching media in teaching vocabulary on the playgroup students of KB - TK Bina Mulia in Pontianak in academic year 2013/2014, the writer applied the formula of effect size (ES) as follows:

\[
ES = \frac{t}{\sqrt{\frac{1}{N}}}
\]

\[
ES = 7.199 \sqrt{\frac{1}{15}}
\]

\[
ES = 7.199 \sqrt{0.053}
\]

\[
ES = 7.199 \times 0.229
\]

\[
ES = 1.649
\]

The result of the effect size (ES) computation is 1.649; it means that the use of cartoon films in teaching vocabulary gave a significant effect to increase the students’ achievement in vocabulary whereas the t-observation is 7.199 > 1.649.

Discussion

In this research the writer taught vocabulary through cartoon film entitled Pocoyo to the playgroup students of KB - TK Bina Mulia in Pontianak in academic year 2013/2014. Cartoon film is one of media in teaching learning English especially for teaching vocabulary. The students watched the cartoon film entitled Pocoyo then they pronounced the word and done some activities related to the material given by teacher. Teaching English is not sounding easy especially for the playgroup students because their ability is limited. English vocabularies in the eyes of the playgroup students are something new and they never find the words
in their native language. They have difficulties to remember the meaning of the words and they are not confidence enough to speak up. They just pointed the picture when the teacher mentioned the name of the object. Besides that the playgroup students like to move around in the classroom and they cannot focus on the lesson.

Seeing the condition, the writer had used the visual aid namely cartoon films as a teaching media to attract the students’ attention in learning vocabulary. It is also stimulates the learners to practice and respond their work enjoyable, therefore their lesson would be more interesting. Learning involves adding information to one’s memory. It means that adding pictures such as animation in verbal presentation would be effective in delivering information. This theory is in line with the concept of playgroup students such as auditory concept, visual concept and memory concept. Cartoon film is a potentially powerful tool for multimedia designer and can be used effectively to promote understanding.

After conducting this research, the writer discovered some data that deals with the effectiveness of using cartoon films in teaching vocabulary. Thus the researcher had discussed more about the finding facts of teaching and learning process. From the findings, the cartoon films media had effectively improved the students’ vocabulary. The teaching learning process through cartoon films is very interesting for playgroup students. It indicates that the use of cartoon films can improve the students’ ability in mastering vocabulary. In this case, the use of cartoon films can attract the students’ attention in learning vocabulary. They are confidence to say what they have watched and heard from the cartoon films. Still, learning by using cartoon films also can fulfill the learner’s need in line with their characteristics namely they like moving objects and colorful pictures which is equipped with the sound that they can imitate.

On the other side, in teaching learning process of either the playgroup or kindergarten the teacher keeps paying attention to the class activities as well as it had some type of intelligences as suggested. Based on the data analysis, the students’ achievement on vocabulary could be influenced by teaching learning process. We can see it from the result of the tests. Before the treatment was given, the students’ score of the research class was 61.3 which were categorized fair. Then after they have been given the treatment, the mean score of the class improved to be 85.3 which were categorized as good. The interval score was 24. Further, computation t-test is 24 higher than 0.8. Moreover, from the individual result every student got a better score.

In using teaching media particularly the usage of cartoon films had strengths as follows: a. Cartoon film is more interesting and more live than ordinary pictures., b. It can attract the student’s attention especially for young learners., c. The young learners are more enthusiastic and more curious to recognise the object., d. It is easier for the teacher in helping and guiding the students in teaching learning activity in the classroom. e. Cartoon films can make students enjoy the teaching learning process and help the students improve the material of learning. f. The cartoon films can be used at all levels of students from young learners up to advance level.
CONCLUSIONS AND SUGGESTIONS

Conclusion

Referring to the writer and the analysis of the students’ test result, the writer concludes some points. The writer used oral test and written test to gather the data. From the data the writer discovered a good result that was shown by the mean score of the students which is increasing from 61.3 (fair) to 85.3 (good), it showed an interval 24 points from the pre-test and post-test. The t-value of the research is 7.199, it means t observation is higher than the t-table (7.199 > 2.028). From the data the writer discovered that the null hypothesis (Ho) is rejected and the alternative hypothesis is accepted. Thus the use of cartoon film entitled Pocoyo is effective to be applied in teaching vocabulary to the playgroup students of KB – TK Bina Mulia Pontianak. The students enjoyed to learn new vocabularies by watching cartoon film entitled Pocoyo. The students have more attention and interest in the teaching learning process as well as it is very effective for the students’ achievements in learning vocabularies.

Suggestions

Based on the result of the data analysis the writer conveys the following suggestions: 1. The use of cartoon film entitled Pocoyo in teaching vocabulary is able to make the students more active in teaching learning process. It enables to attract the student’s motivation and improve their performance because the cartoon film entitled Pocoyo is equipped with sound and moving objects. Moreover, the teaching learning process is more interesting. Therefore, the writer would like to suggest that the use of cartoon film entitled Pocoyo as one of teaching media which can be utilized in teaching vocabulary for young learners. 2. The use of cartoon film entitled Pocoyo in teaching vocabulary to the students at playgroup is recommended to attract the students’ attention. Cartoon film entitled Pocoyo is not the same as ordinary ca so it is better for English teacher to use as a teaching aid in teaching, especially for teaching vocabulary. 3. The use of cartoon film entitled Pocoyo can stimulate the eagerness of the students in study. For the English teacher is recommended to apply them as one of the alternatives in teaching English vocabularies especially teaching for young learners. 4. Even if the usage of cartoon film entitled Pocoyo is good for teaching learning process, the teacher ability in teaching learning process is also influence the goal of the teaching. 5. The teacher should be creative to choose the appropriate topic that is familiar and interesting for the students. 6. In teaching the young learners the teacher can provide the reward for the students who can answer the question. The form of the reward can be praise, funny sticker, cute stamp put on their hand, etc. In this case the students are appreciated by the teacher so that they are very enthusiastic in learning. 7. Play and pause the cartoon film, let them curious by the next happening.8. Prepare at least one song in your “pause time” so they would not get bored and don’t forget to ask them to guess what would happen next.
REFERENCES


