

The Effect of Cartoon Pictures in Colored Envelopes on Seven Graders' Grammar Mastery at SMPN 1 Glagah

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ABSTRACT

Based on the preliminary survey at SMPN 1 Glagah at Banyuwangi, it was known that the seventh grade students faced grammar mastery difficulties mainly since the teacher uses conventional way of teaching. This experimental research with one-group pretest-posttest design aims to investigate the effect of using cartoon pictures in colored envelopes on the grammar mastery of those students by utilizing a grammar test as an instrument. The results indicated a significant improvement in students' grammar mastery after being taught using this media. Therefore, the researcher recommends English teachers to implement this media to support grammar learning, especially for teaching the simple present tense.

Keywords: *Cartoon Pictures; Colored Envelopes; Grammar Mastery; Simple Present Tense.*

A. Introduction

The Indonesian Minister of Education launched a policy transition from the K13 Curriculum to the Merdeka Curriculum. The change reflects the need to meet 21st-century educational standards emphasizing digital literacy, critical thinking, creativity, communication, and collaboration (Gumilar et al., 2023). According to Decree No. 033/H/KR/2022, junior high school English instruction is expected to engage students with spoken, written, and visual texts in both formal and informal contexts.

Despite this curriculum advancement, many students still demonstrate low motivation to learn grammar. Factors such as lack of confidence and limited classroom opportunities to practice contribute to this issue (Murni, 2018). Without a strong foundation in grammar, students face challenges in mastering language skills, particularly in formal writing and speaking.

Many teachers continue to apply traditional, lecture-based approaches with minimal use of interactive media. This often leads to a monotonous learning experience, making it harder for students to engage with grammar instruction (Lestari & Ningrum,

2022). Hence, integrating appropriate learning media becomes essential to increase student motivation and learning outcomes (Ramli et al., 2018).

One promising medium is the use of pictures. Visual aids can help clarify sentence structures and grammatical rules, leading to better comprehension. When learning becomes interactive, students become more engaged and curious, which fosters a more dynamic classroom environment (Audie, 2019).

An observation conducted at SMPN 1 Glagah at Banyuwangi revealed that students had low grammar proficiency. The traditional method of using whiteboards and written exercises was insufficient. Therefore, the researcher implemented cartoon pictures placed in colored envelopes as a learning medium for teaching the simple present tense.

Grammar serves as the framework for understanding linguistic structures. According to Richards and Schmidt (2010, as cited in Rachmawati, 2022), grammar describes the structure of a language and how components such as words and phrases are combined to form meaningful sentences.

Based on the reason above, the researcher uses appropriate learning media, namely pictures. Pictures used as learning media must attract attention and also be communicative. The media used in learning Simple Present Tense is hoped can make students more interactive. One learning medium is able to encourage students understand the use of Simple Present Tense is by using the picture. By using this medium the teacher only acts as a facilitator in helping students to learn Simple Present Tense. The picture that is used contains a picture of a person or object and the name of the picture. The pictures will be placed in colored envelopes.

Teaching grammar remains a challenge for many teachers due to its abstract nature and the complexity of rules involved. As Geoffrey Leech (1971) stated, teaching grammar is about helping students understand a language system that enables sentence production and comprehension. Using engaging media like cartoon pictures can address these challenges.

ELT media enhances the learning process by offering relevant and engaging content. According to Chen et al. (2011, as cited in Ghiffari, 2024), ELT media includes resources that support English teaching and learning.

Cartoon pictures, as described by Eisner (1985), are simple and effective tools for communication and learning. They have long been used in education due to their visual appeal and clarity. Colored envelopes add another layer of engagement. As Ackerman and McClelland (2020) noted, color can influence perception and interest. When paired with grammar activities, these materials can significantly enhance student motivation.

B. Research Method

The researcher utilized a one-group pretest-posttest design to compare the students' grammar mastery before and after using the cartoon pictures in colored envelopes. Purposive Sampling was used to select one class based on the teacher's recommendation due to their need for increased motivation and performance. in determining respondents because respondents were selected based on certain criteria or objectives that were relevant to the research. The participants were 31 students of class VIIC at SMPN 1 Glagah in the 2023/2024 academic year.

Treatment is an activity where the researcher implements teaching using predetermined learning media. The researcher gave the treatment after the pre-test was held. The researcher provided treatment in 3 meetings with the following steps.

Table 3.2 The Researcher's Activity During the Research

Meeting 1	The researcher will hold a pre-test to determine the ability of students before given the treatment.
Meeting 2	The researcher will give the treatment individually to students and each student will be given a picture in colored envelope containing verbal or nominal sentence based on the building (library, ceremonial field and canteen).
Meeting 3	The researcher will give the treatment individually to students and each student will be given a picture in colored envelope containing verbal or nominal sentence based on the building (school park area, uks, and class).
Meeting 4	The researcher will hold a post-test to determine students' abilities after given the treatment.

The research instrument used was a teacher-made multiple-choice test consisting of 20 items on the simple present tense: 10 affirmative, 5 negative, and 5 interrogative. The instrument underwent validity and reliability testing before being used. Based on

the validity test results, it was found that 8 of the 20 questions were invalid, while the remaining 12 were valid. These 12 questions were then tested using SPSS to calculate reliability. The output table showed that there is no empty data (respondents filled in all the answers) so the total is 100% valid. Data were analyzed using the Wilcoxon test in SPSS 23.00 as non-parametric test.

C. Research Finding and Discussion

These are the results of the research finding and discussion that explained in tables based on the result of pretest and posttest. The following is the mean result of pre-test, post-test and each indicators about Simple Present Tense.

Table 1 The Result of Pre-test and Post-test

	Pre-test	Post-test
N	31	31
Σ	1080	2305
\bar{x}	34.83	74.35

The pre-test results showed a low mean score of 34.83, indicating that students had limited understanding of simple present tense sentences. After the intervention, the post-test mean increased significantly to 74.35, suggesting a substantial improvement in students' understanding of the simple present tense.

Table 2 The Result of Affirmative Indicator

	Affirmative Indicator Result of Pretest	Affirmative Indicator Result of Posttest
N	31	31
Σ	940	2370
\bar{x}	30.32	73.22

Based on the table above, the mean pre-test score for Indicator 1 (affirmative sentences) was 30.32, indicating a low level of understanding. After the intervention, the mean posttest score increased significantly to 73.22, suggesting that students gained a solid understanding of affirmative sentences in the simple present tense.

Table 3 The Mean Result of Negative Indicator

	Negative Indicator Result of Pretest	Negative Indicator Result of Posttest
N	31	31
Σ	700	2340
\bar{x}	22.58	75.48

The mean pretest score for Indicator 2 (negative sentences) was 22.58, indicating a low level of understanding. This average was calculated by dividing the total score by the number of data entries in the acquisition value table. After the intervention, the posttest mean rose significantly to 75.48, suggesting that students developed a strong understanding of negative sentences in the simple present tense.

Table 4 The Mean Result of Interrogative Indicator

	Interrogative Indicator Result of Pretest	Interrogative Indicator Result of Posttest
N	31	31
Σ	1680	2280
\bar{x}	54.19	73.54

The pre-test mean score for Indicator 3 (interrogative sentences) was 54.19, indicating a limited understanding. This average was calculated from the total score divided by the number of data entries in the acquisition value table. After the intervention, the posttest mean rose to 73.54, reflecting a significant improvement in students' understanding of interrogative sentences in the simple present tense.

This study aimed to answer the research question: "Is there any effect of Cartoon Pictures in Colored Envelopes on the grammar mastery of 7th-grade students at SMPN 1 Glagah in the 2023–2024 academic year?" To investigate this, the researcher taught the simple present tense using the media in question. A pre-test was administered before the treatment, and a post-test afterward. The results showed a significant improvement.

The pre-test mean score was 34.83, with the highest score on the interrogative indicator (54.19), followed by affirmative (30.32) and negative (22.58). After the treatment, the posttest mean increased to 74.35, with the highest score on the negative indicator (75.48), followed by interrogative (73.54) and affirmative (73.22). These

findings suggest that the use of Cartoon Pictures in Colored Envelopes effectively enhanced students' mastery of the simple present tense across all sentence types.

Table 5 Test Statistic Wilcoxon

	Posttest – pretest
Z	-4.714 ^b
Asymp. Sig. (2-tailed)	0.000

The test results showed that using Cartoon Pictures in Colored Envelopes significantly improved students' grammar mastery. The posttest mean score was higher than the pretest score. Data analysis using the Wilcoxon test revealed an Asymp. Sig. (2-tailed) value of 0.000, which is less than 0.05, indicating that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. Thus, the use of Cartoon Pictures in Colored Envelopes had a significant positive effect on students' grammar mastery.

The findings showed that Cartoon Pictures in Colored Envelopes is effective for teaching grammar. This aligns with Mayer's (2001) theory that learning improves when information is presented both verbally and visually, enhancing students' understanding and retention. The findings are also supported by previous studies: Sari (2018) and Putri (2018) found that using pictures improved students' grammar in the Present Continuous Tense, as shown by significant gains in pre-test and post-test scores. Similarly, Candra (2015) reported that picture series effectively enhanced students' use of the Simple Past Tense in speaking classes, based on both quantitative and qualitative data. Tahir (2008) also concluded that using picture series helped students actively engage and improve their mastery of the Simple Present Continuous Tense.

D. Conclusion

This study investigated the effectiveness of using cartoon pictures in colored envelopes as a learning medium to enhance grammar mastery among 7th-grade students at SMPN 1 Glagah at Banyuwangi. The findings showed a significant improvement in students' grammar performance, as evidenced by the increase in mean scores from the pretest (34.86) to the posttest (77.91). The Wilcoxon test result (Asymp. Sig. = 0.000 < 0.05) confirmed that the improvement was statistically

significant. These results support the hypothesis that the use of visual and interactive media, such as cartoon pictures in colored envelopes, can effectively enhance students' understanding of grammar—especially the simple present tense—by making learning more engaging and accessible.

Based on the conclusion, teachers are encouraged to incorporate visual aids like cartoon pictures in colored envelopes to improve student engagement and understanding in grammar instruction. This method not only makes abstract grammar concepts more concrete but also fosters a more interactive and enjoyable classroom environment. Additionally, teachers may experiment with applying this method to other grammar topics or language skills.

The study highlights the importance of innovative, student-centered learning media in grammar instruction. Educational institutions should support teachers in designing and implementing creative materials to meet the needs of diverse learners.

This study was limited to one grammar topic (simple present tense) and one class in a specific school. Future research could explore the effectiveness of this method across different grammar topics, larger and more diverse samples, and extended periods of instruction. Further investigation into the long-term retention effects and integration with digital learning platforms is also recommended.

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