

THE EFFECT OF CARTOON PICTURES IN COLORED ENVELOPES ON THE GRAMMAR MASTERY OF THE 7TH GRADERS AT SMPN 1 GLAGAH IN THE ACADEMIC YEAR 2023-2024

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How to Cite: Yuli Sugianto. (2024). The Effect Of Cartoon Pictures In Colored Envelopes On The Grammar Mastery Of The 7th Graders At Smpn 1 Glagah In The Academic Year 2023-2024 [doi: 10.36526/js.v3i2.4870](https://doi.org/10.36526/js.v3i2.4870)

Received : 12-10-2024
Revised : 11-11-2024
Accepted : 30-11-2024

Abstract

The title of this research is "The Effect of Cartoon Pictures in Colored Envelopes on the Grammar Mastery of the 7th Graders at SMPN 1 Glagah in the Academic Year 2023-2024". It is written to be submitted to the English Educational Department of PGRI University of Banyuwangi. The respondents of the research are seventh grade students at SMPN 1 Glagah academic year 2023/2024. In this research, the researcher took one class as the sample. The subject research is class VIIC which consists of 31 students. The objective of this research is To determine whether or not there is any effect of Cartoon Pictures in Colored Envelopes on the Grammar Mastery of the 7th year graders at SMPN 1 GLAGAH. The researcher conducted this research for three times of meeting, first day for pre-test, second day for treatment and last day for post-test. The method used in this research is quantitative with a one group pretest-posttest research design. The researcher used test as the instrument. After the data was obtained, the researcher calculated the data using the Wilcoxon test. Based on the calculation results, the pretest average was 34.86 and the posttest average was 77.91. To determine the truth of the hypothesis, the result of Wilcoxon test is 0.000, which is a lower value when viewed from the significance level of 0.05 used ($0.000 < 0.05$). It can be concluded that the hypothesis "Use cartoon pictures in colored envelopes as a learning media is effective on students' grammar mastery of the 7th graders at SMPN 1 Glagah in the academic year 2023-2024 is accepted"

Keywords:

Colored Cartoon
Pictures,
Grammar Mastery

Introduction

In 2022, the Indonesian Minister of Education changed the national curriculum use policy, namely from the K13 Curriculum to the Merdeka Curriculum. The government is changing the curriculum because entering the 21st century, the education system requires the implementation of a curriculum designed to help prepare students to acquire 21st century skills. Several things designed in the Merdeka curriculum are that students gain digital literacy, students are able to think more critically, students can develop their creativity, and students are able to improve their communication and collaboration skills (Gumilar et al., 2023).

Based on the decree of the minister of education (SK) on the Merdeka Curriculum Number 033/H/KR/2022, the purpose of learning English at the junior high school level is that students can try spoken, written and Cartoon texts in English to interact and communicate in a more diverse context, and in the formal and informal situations.

In addition, the government expects that students at junior high school can use various types of texts such as narrative, descriptive, procedure, special texts (short messages, advertisements) and authentic texts to become the main reference in learning English in this phase. Students use English to discuss and convey wishes or feelings. Thus it is hoped that students of junior high school's understanding of written texts will develop and inference skills will begin to show when understanding implied information. In addition, students at junior high school are also expected to be able to produce written and Cartoon texts in structured English according to grammatical rules and also with a more

diverse vocabulary. They understand the purpose and audience when producing written and Cartoon texts in English.

Currently there are many students whose motivation to practice grammar mastery of them are still quite low and the low motivation to practice grammar mastery of students is usually influenced by several causes such as: the students dont have any confidence to express their opinion in grammar and the teacher dont give the students an opportunity to practice their grammar mastery because the teacher always spends the time on explaining the material (Murni, 2018). Without having an understanding of grammar, students cannot improve their language skills and students will find it difficult to understand subjects, especially in formal writing and speaking.

Teaching grammar is common for English teacher. It can be seen that there are still many teachers who use traditional teaching strategies and lack of using learning media. However, many teachers feel that it is a problem for them to teach in the classroom which is considered complicated and very boring (Lestari & Ningrum, 2022). As a result this can bring an impact on students. If the teacher is bored with the way they teach, students will also feel bored and not interested in the subject. Students will not be able to focus on the grammar learning process. For the risk, students maybe experience misunderstandings about grammatical formulas and they maybe confused and not confident in making complex sentences. It's even worse if students cannot remember grammar formulas at all. In fact, teachers often only give instructions to students to memorize grammar formulas in class without checking student grammar again (Annisah, 2019).

Based on the research observation at SMPN 1 GLAGAH, it is known that the students' mastery of grammar in English was still low. This problem can be seen from the students' score in the classroom. The teacher does not use the learning media in the classroom, it is because the teacher only explain the subject on the white board and give some exercises grouply to students. By this fact, it can make students lack of understanding in grammar especially in Simple Present Tense.

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 that can help students understand the use of Simple Present Tense is by using 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.

Based on the reason above the researcher found about the problem of students' grammar mastery. Therefore the researcher would like to conduct a research entitled "The Effect of Cartoon Pictures in Colored Envelopes on the Grammar Mastery of the 7th Graders at SMPN 1 Glagah in the Academic Year 2023-2024."

METHOD

The research design that used by the researcher is one group pretest-posttest design. One group Pretest – Posttest design is a research design that is given treatment and then the results of the treatment (posttest) will be compared with the results before given treatment (pretest) (Sugiyono, 2016). The researcher uses this design because the researcher wants to compare the students' grammar mastery before and after conducting the treatment through pre-test and post-test results. The researcher only takes one class as the sample because the researcher will conduct the pre-test (before given the treatment), and post-test (after given the treatment) to students.

Research area is a place where the researcher does the research and collecting the data. The location of the researcher in doing the research was at SMP Negeri 1 Glagah. The school was located in Jl. Melati No. 2 Kel. Banjarsari, Kec. Glagah, Kab. Banyuwangi Prov. Jawa Timur. This school has 18 classes, which are divided into 3 grades namely: grade VII, grade VIII, and grade IX. Each grade consists of 6 classes

Respondents in the research are individuals or groups who provide responses or information related to research questions. Respondents are the subjects who are the focus of the study, providing data or answers which are analyzed by the researcher to gain understanding or conclusions related

to the research objectives. The respondents of this research were grade VII at SMP Negeri 1 Glagah in academic year 2023/2024. The sample of this research is class VIIC which consist of 34 students. The researcher knows this based on the results of interviews that had been conducted by researcher to English teacher grade VII.

RESULTS AND DISCUSSION

In collecting data, the researcher needs an instrument as a tool to collect research data. The instrument used as a tool to measure the variables studied (Sugiyono, 2016). By this, the instrument is really appropriate needed. The instrument of this research that used by the researcher was a test. The test is used to measure the difference between pretest and posttest scores. This difference can be used to show whether there is an effect from the intervention provided. The test is in the form of multiple choice that is consisted of 20 questions about simple present tense where the questions are made by the researcher. The 20 items of the test are consisted of 10 questions about affirmative, 5 questions about negative, and the last is 5 questions about interrogative. In the test, the students are asked to choose one right answer of 4 multiple choices and The score per item is 5, students will get 100 if they can answer right all of the questions. The instrument will be tested by validity and reliability test :

Multiple Choice for Pretest and Posttest

No.	Indicators	Item Test	Total
1.	Affirmative Multiple Choice	3, 4, 6, 7, 10, 12, 13, 14, 16, 20	10
2.	Negative Multiple Choice	2, 5, 9, 17, 19	5
3.	Interrogative Multiple Choice	1, 8, 11, 15, 18	5
Total			20

There is a difference in the number of questions given in each question indicator because the researcher want to deepen students' understanding of affirmative sentences, so the number of questions given in this indicator is more than the others

The instrument used by the researcher is in the form of multiple choice tests. The instrument needs to be tested for validity with the aim of measuring or showing the levels of truth in each item of the instrument used by the researcher. If the results are valid then the instrument has high validity, and vice versa if the results obtained are less valid then the validity of the instrument is low. The researcher used the content validity type in this research, the aim to ensure that a measurement instrument covers all relevant aspects or content of the construct or concept you want to measure. To use the validity test, the researcher used a statistical software, namely Statistical Product and Service Solutions (SPSS) 23.00 version.

Question Indicator	R _{value}	R _{table}	Information
1	0,660	0,339	Valid
2	0,660	0,339	Valid
3	0,551	0,339	Valid
4	0,484	0,339	Valid
5	0,132	0,339	Not Valid
6	0,118	0,339	Not Valid
7	0,641	0,339	Valid
8	0,409	0,339	Valid
9	0,528	0,339	Valid
10	0,118	0,339	Not Valid
11	0,660	0,339	Valid
12	0,082	0,339	Not Valid
13	0,596	0,339	Valid

14	0,118	0,339	Not Valid
15	0,233	0,339	Not Valid
16	0,118	0,339	Not Valid
17	0,472	0,339	Valid
18	0,596	0,339	Valid
19	0,592	0,339	Valid
20	0,191	0,339	Not Valid

By this result, the researcher did not use invalid questions to give to respondents during the research. So, there are only 12 questions on the instrument that will be given to respondents, namely as follows.

Question Indicator	R _{value}	R _{table}	Information
1	0,660	0,339	Valid
2	0,660	0,339	Valid
3	0,551	0,339	Valid
4	0,484	0,339	Valid
7	0,641	0,339	Valid
8	0,409	0,339	Valid
9	0,528	0,339	Valid
11	0,660	0,339	Valid
13	0,596	0,339	Valid
17	0,472	0,339	Valid
18	0,596	0,339	Valid
19	0,592	0,339	Valid

Test Result

In this chapter, the researcher presents the result of the research which has been conducted. The researcher used tests to measure students' grammar mastery. The research was conducted on Thursday, 21st March 2024 until 28th March 2024. The grammar tests were given to the students at seventh grade (VIIB class) of SMPN 1 GLAGAH in experimental class. The researcher conducted field research. The researcher held this research by teaching learning process that was done at one class, it was VIIC as an experimental class. The respondents of the research consisted of 31 students. The following is the result of pretest and posttest, and the result of normality test.

The Result of Pre-test of the Experimental Class

The researcher analyzed the results of the pre-test by giving the respondents a test that included verbal and nominal sentence of Simple Present Tense. It included in affirmative, negative and interrogative sentence. There are 20 questions consisted of 10 affirmative questions, 5 negative questions, and 5 interrogative questions. The following table showed the frequency and percentage of pretest scores in students' grammar mastery in class VIIC at SMPN 1 GLAGAH.

The frequency and percentage of pretest scores in students' grammar mastery.

No.	Value	Level of Category	Frequency	Percentage
1	91,3 – 99,6	Excellent	0	0%
2	74,7 - 83	Good	1	3,22%
3	49,8 – 66,4	Sufficient	4	12,90%
4	24,9 – 41,5	Fairly Sufficient	24	77,42%
5	8,3 – 16,6	Very Poor	2	6,46%
Total			31	100%

Data of pre-test table show that from 31 students, there are 2 students in the value (8,3 – 16,6) 6,46% are in Very Poor level, 24 students in the value (24,9 – 41,5) 77,42% are in Fairly Sufficient level, 4 students in the value (49,8 – 66,4) 12,90% are in Sufficient level, 1 student in the value (74,7 - 83) 3,2% is in Good level, and none of students get Excellent. Among 31 students, many of the students get scores under 39. The highest score is 83 and the lowest score is 8,3. The mean score of the pretest is 34,86

The Result of Post Test of the Experimental Class

After students were given the treatment, there was a significant change score in students' grammar mastery. The researcher also analyzed the result of the post-test. In the same as the pre-test is a multiple choice question. The following table shows the frequency and percentage of post-test scores in students grammar mastery in class VIIC at SMPN 1 GLAGAH.

The frequency and percentage of post-test scores in students grammar mastery.

No.	Value	Level of Category	Frequency	Percentage
1	91,3 – 99,6	Excellent	18	58,06%
2	74,7 - 83	Good	2	6,46%
3	49,8 – 66,4	Sufficient	7	22,58%
4	24,9 – 41,5	Fairly Sufficient	4	12,90%
5	8,3 – 16,6	Very Poor	0	0%
Total			31	100%

The researcher used Normality test to know whether the distribution of data is normal or not. By the result of the Normality test, the researcher can decide to use parametric test or non-parametric test. The researcher used SPSS 23.00 version to find the result of the normality test. To calculate the Normality test, the researcher used the score of pretest and posttest. Then analyze the score of pretest and posttest. The result of the normality can be seen below.

NPar Tests

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		31
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	23.41056494
Most Extreme Differences	Absolute	.178
	Positive	.140
	Negative	-.178
Test Statistic		.178
Asymp. Sig. (2-tailed)		.014 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the result of Normality test is known the Asymp. Sig (2-tailed) is 0,014 < 0,05. By this, it can be interpreted that the residual distribution value is not normal. By this result, the researcher used non-parametric test namely Wilcoxon test.

The Wilcoxon test aims to determine whether there is a difference in the averages of two paired samples. The result of Wilcoxon test can be seen below.

NPar Tests

[DataSet0]

Wilcoxon Signed Ranks Test

		Ranks		
		N	Mean Rank	Sum of Ranks
posttest - pretest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	29 ^b	15.00	435.00
	Ties	2 ^c		
	Total	31		

a. posttest < pretest

b. posttest > pretest

c. posttest = pretest

Based on the result of Wilcoxon test is known the scores of negative ranks, positive ranks, and ties.

- -) Negative rank is the part that shows the difference in decreasing scores from the pretest to the posttest scores. The output results show the number 0 for the N value, Mean Rank, and also the Sum of Ranks.
- -) Positive ranks are the part that shows the difference in improvement from pretest to posttest scores. The output results show the number 29 positive data, which means that 29 students experienced an increase in their mathematics learning outcomes from pretest scores to posttest scores. The mean rank or average value of the increase is 15.00. while the sum of ranks value is 435.00
- -) Ties are the part that shows the similarity of pretest and posttest scores. The Ties values are, so the data shows that there are 2 similar values between the pretest and posttest.

The hypothesis verification aimed at providing whether there is significant effect of using cartoon pictures in colored envelopes on students' grammar mastery of seventh grade students of SMPN 1 GLAGAH in 2023/2024 Academic year.

To get the answer, the researcher should propose alternative hypothesis (Ha) and null hypothesis (Ho) as below:

Ha = there is a significant influence of using cartoon pictures in colored envelopes on students' grammar mastery of seventh grade students of SMPN 1 GLAGAH in 2023/2024 Academic year.

Ho = there is no influence of using cartoon pictures in colored envelopes on students' grammar mastery of seventh grade students of SMPN 1 GLAGAH in 2023/2024 Academic year.

Based on the analysis of the data, the researcher would like to discuss there is one research question in this study. The research question is "Is the seventh graders taught grammar by using Cartoon Pictures in Colored Envelopes achieve better grammar mastery?" To answer the research question, the researcher conducted tests to the students. The researcher taught Simple Present Tense by using Cartoon Pictures in Colored Envelopes. The pre-test was given to the students before the treatment, while the post-test was given after the students finished the treatment. The result of pre-test and post-test showed a significant difference as explained in the data analysis part. Based on the calculation, the mean score of pre-test was 34,86 and the post-test was 77,91. The result of test showed that there was an effect of Cartoon Pictures in Colored Envelopes at Grammar Mastery. The students' grammar mastery improved after using Cartoon Pictures in Colored Envelopes. It was proved by mean score post-test was higher than pre-test. Furthermore, the result of data analysis showed that Asymp. Sig. (2-tailed) of Wilcoxon Test is 0.000, while the Ha is accepted if the score < 0,05. It was indicated that the score of Wilcoxon test was less than 0,05 (0,000 < 0,05). The data indicated that alternative hypothesis (Ha) was accepted and null hypothesis (H0) was rejected. In

consequence, the hypothesis accepted was the use of Cartoon Pictures in Colored Envelopes improves students' grammar mastery.

In using statistical analysis, the Wilcoxon test has limitations in this study, including that the Wilcoxon test provides information about the median difference, but does not provide a direct effect size. In the Wilcoxon test, pairs of data with a zero difference are ignored, this can be a weakness if there are many zero difference values in the data, as this reduces the effective sample size and might affect the test results.

Based on the data analysis, using cartoon pictures in colored envelopes is appropriate to be applied in teaching students' grammar. This finding is in line with the theory put forward by Richard E. Mayer (2001) that learning is more effective when information is presented in both verbal and visual form. Mayer also explained that the combination of text and images can improve students' understanding and retention of grammar concepts. In addition, this research supported by the previous research by Mezia Kemala Sari (2018) of Muhammadiyah University of West Sumatra, Indonesia and Yulyana Putri (2018) of Pascasarjana Universitas Andalas, Indonesia. They said that using picture as the media in teaching Present Continuous Tense can improve the ability of students' grammar and it can be seen by the significant increasing of the students' pretest and posttest score. This research also supported by the previous research by Komang Dian Puspita Candra (2015) of STIBA Saraswati Denpasar. She said that the application of the picture series as an alternative media was effective in improving students' skill to use simple past tense for speaking classes. It can be seen from the result of data gained from the quantitative (questionnaire, pretest result and posttest result) and qualitative study (observation result). Last, this research also supported by Saidna Zulfiqar Bin Tahir (2008) of Universitas Iqra Buru, Ambon. He said that the usage of series of pictures in mastering simple present continuous tense was valuable experiences for the students, they could also involve actively in studying process. This helps them in increasing the simple present continuous tense.

CONCLUSION

it was obtained the mean scores of the respondents' pretest was 34,86 and the mean scores of posttest was 77,91. The mean scores of posttest was higher than 31 in experimental group that had gotten on pretest. Beside that, there are some results of SPSS analysis, the first is the Asymp. Sig of Normality test is $0,014 < 0,05$ which the residual distribution value is not normal. By this, the researcher used non-parametric test namely Wilcoxon test. The result of Wilcoxon test is 0,000 which is less than 0,05. By the result of the Wilcoxon test, it is proved that H_a is accepted and H_o is rejected. The conclusion that is obtained is use cartoon pictures in colored envelopes as a learning media is effective on students' grammar mastery of the 7th graders at SMPN 1 Glagah in the academic year 2023-2024.

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