

**IMPROVING STUDENTS' VOCABULARY USING CARTOON FOR THE
FOURTH GRADE STUDENTS OF SDN NGEMPLAK 01 KARTASURA IN
2011/2012 ACADEMIC YEAR**



PUBLICATION ARTICLE

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by

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2012**

ACCEPTANCE

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**IMPROVING STUDENTS' VOCABULARY USING CARTOON FOR THE
FOURTH GRADE STUDENTS OF SDN NGEMPLAK 01 KARTASURA IN
2011/2012 ACADEMIC YEAR**

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ABSTRACT

The general objective of this research is to improve the students' vocabulary mastery using cartoon. While the specific objectives of this research are to know whether or not cartoon improve the students' vocabulary, to describe how the implementation of teaching vocabulary using cartoon, and to identify the strengths and weaknesses of teaching vocabulary using cartoon for the fourth grade students of SDN Ngemplak 01 Kartasura in 2011/2012 Academic Year. In achieving the objectives of this research, the writer uses Classroom Action Research (CAR). Each cycle of this action research consists of four steps: planning, acting, observing, and reflecting. The research was held SDN Ngemplak 01 Kartasura consisting of 32 students. In analyzing the data, the writer uses qualitative analysis taken from observation, test, interview, and document analysis. The result of research shows that cartoon can improve students' vocabulary. It can be seen from increasing mean score of pre-test and post-test. The pre-test is 61.6 and post-test is 86.9. Through cartoon, the students became more active and did not easily bore in English class. They could also more easily memorize the English words. Thus, it can be said that teaching English vocabulary using cartoon technique is successful to improve the students' vocabulary mastery in SDN Ngemplak 01 Kartasura.

Key Words: cartoon, students' vocabulary, and classroom action research.

A. INTRODUCTION

English competence becomes a necessity because it will be the basis for the higher level and prepare the students to face the globalization era as early as possible and vocabulary is very important to be mastered first since it is an essential means in conducting communication. Based on the reason above, the focus should be on the vocabulary in the elementary school. It can help them

understand the basis of studying English and prepare to study English in higher level.

There are still many English teachers of elementary school who are very reluctant in creating interesting technique for teaching English to the students. They are very reluctant to use impressive and interesting educational media. It is necessary to use media as teaching aids which can help the teachers in teaching and learning process. The use of media is aimed to enable the students to get lesson and give more enjoyable in classroom to encourage the students' motivation and students' interest to the lesson.

Based on the observation and interview in the teaching learning English lesson at the fourth grade of *SDN Ngemplak 01 Kartasura*, the teacher faced some sort of problems. The students feel that learning English is difficult, it is shown from 32 students there are only 12 students that get upper passing grade. The students are less motivated in studying English, it is shown from 32 students there are only 15 students that paid attention to the material and many of them are preoccupied with themselves, chatting with other friends, and didn't paying attention to the materials. When they were given a text without any illustration, they fell bored and usually stop to read the text. They are not too interesting because the teacher just teach them with monotonous. Automatically, it influences their vocabulary. They also get difficulty in understanding the text because they still have limited vocabulary. Consequently, they had difficulty to do the exercises. From that phenomenon, the researcher tried to solve this problem by using cartoon so that the class can be more interest in studying English.

There are three problem statements in this research, there are can teaching vocabulary using cartoon improve the students' vocabulary, how is the implementation of teaching vocabulary using cartoon, and what are the strengths and weaknesses of teaching vocabulary using cartoon for the fourth grade students of *SDN Ngemplak 01 Kartasura* in 2011/2012 Academic Year. Based on the problem statement, the general objective of study in this research are: to know whether or not cartoon improve the students' vocabulary, to

describe how the implementation of teaching vocabulary using cartoon, and to identify the strengths and weaknesses of teaching vocabulary using cartoon for the fourth grade students of *SDN Ngemplak 01 Kartasura* in 2011/2012 Academic Year.

B. RESEARCH METHOD

Teaching English to children also needs specific skill and intuitions. So, it is important to know their characteristics. Several characteristics attached to children are that children like playing, talk about here and now, and understand retain the meaning better when they have seen some objects associated with them (Fauziati, 2008:165-166). Cartoons are very useful in teaching learning because its make students more amuse and enjoy in learning English. Teaching vocabularies using cartoons are fun, easy, and can attract students' attention. Sudjana and Rivai (1990:58) say that a cartoon is an illustration in the form of painting or caricature about people, ideas or a situation which is designed to influence public opinion. According to Wijana (2004:11), cartoons are divided into three type's namely editorial cartoon, gag cartoons, and comic cartoon. The first type is editorial cartoon. Cartoon is a strategy that can be used by teacher as an effective teaching strategy. Learning vocabulary by using cartoon is interesting and lessen the students' bored. They also become active and reactive in teaching learning process because they can brainstorm the idea surround them. When teacher give on cartoon to discuss, they are invited to brainstorm their ideas.

In this research, the writer uses Classroom Action Research (CAR). Action research is the application of fact-finding to practical problem solving in a social situation with a view to improving the quality of action within in. It is an action research because the purpose of this research to solve the problem faced by the students at the fourth grade in *SDN Ngemplak 01 Kartasura* in learning vocabulary. The model of classroom action research used in this study is based on the model developed by Kemmis and Mc Taggart (1988) in Burns (1995:6) who state that action research occurs through a dynamic and

complementary process which consists of four fundamental steps, planning is preparing the materials in teaching learning process, action is implementing the plan, observation is observing in teaching-learning process, reflection is reflecting of teaching-learning process.

This research takes place at *SDN Ngemplak 01 Kartasura*. It is located on Mahesa Boti street number 33 Ngemplak Kartasura. It is located in Ngemplak village, Kartasura subdistrict, Sukoharjo Regency. Everybody can come in this school using car, bicycle, or motorcycle. The subjects of the study are the fourth grade students of *SDN Ngemplak 01 Kartasura* in 2011/2012 academic year. The writer takes all the students of fourth year as the subject. They are 32 students, consisting of 16 males and 16 females. The object of the study is the implementation of teaching English vocabulary using cartoon. The data of this research are the interview script, field notes, and the score of pre-test and post-test. The data are taken from event, document, and informant. Events, the data are taken from teaching learning vocabulary process using cartoon picture to the fourth grade students. Document, the documents are taken from: syllabus, lesson plan and student's worksheet. Informant, the informant are the English teacher and the students at the fourth year of *SDN Ngemplak 01 Kartasura*. The writer asked 8 questions about English teaching process. The data from the teacher are the method, condition of the students and material.

In this classroom action research the writer used observation, test, interview, and document analysis to collect the data. Observation is an activity in a certain situation to get the data. Firstly, the researcher visited *SDN Ngemplak 01 Kartasura* and met the headmaster and asked her permission to do the action research. After getting permission from the headmaster, she met English teacher to discuss the action research that would be done. Then, she taught the fourth grade of *SDN Ngemplak 01 Kartasura* about the teaching-learning process. She did observation to the students' activity and teaching-learning process. Test is set of question or other instrument used to measure knowledge, intelligence, and ability of groups or individual. There are two

kinds of test, objectives and essay test. In this study the researcher conducts objectives and essay test. Interview enables the data obtained in deep and complete way. In this case, the writer interviewed the teacher and students. The goal is to get information about the teaching of English held in the classroom. She interviewed the English teacher and 3 students in order to get more information about the teaching. The document analysis is the written material or documents like program, planning, curriculum, syllabus, text book and other, where it can complete the data and answer the problem of the research. The writer gathers a variety of written data on documents such as report, materials, the handbook, a student's worksheet, lesson plan, syllabus, and *LKS* that used by the teacher in the process of teaching learning vocabulary using cartoon. The writer collected all the documents to enrich the data.

The data in this research analyzes by using descriptive qualitative analysis, because in this research the writer uses the analysis without calculation with mathematic method. There are three steps in analyzing the data, they are reducing the data, presenting the data and verifying the data. First reducing the data, the reducing data can be interpreted as the process of selection, implications and transformation of the data to the field notes. This activity involves synthesizing the information obtained from source of data into coherence description. In this research, the data are obtained from observation. The writer made some notes about whatever that the researcher sees in the observation and interview and then the researcher makes coherent description from the notes. Second, presenting the data, by the presenting the data, the writer considers what the writer should do. The writer could make the analysis based on the researcher understanding. In the presentation the researcher presents the data from coherent description. The researcher also describes the answer of problem statement, such as describing the method implemented in teaching English vocabulary using cartoon in *SDN Ngemplak 01 Kartasura* and the problem that appear in teaching vocabulary. Third, verifying the data, by verifying the data, the researcher draws the conclusion

throughout the course. The researcher accumulates and formulates the interpretation as she has gone along. The researcher writes only what the researcher sees each day and interpretation of those observations. There are four criteria of scoring in the result of teaching English by using cartoon. There are excellent, good, fair, and poor. The score is excellent, when the score is in between 86 to 100. The score is good, when the score is in between 70 to 85. The score is fair, when the score is in between 51 to 69. The score is poor, when the score is less than 50.

C. RESULT AND FINDING

The implementation of students' vocabulary using cartoon is divided into two cycles. Each cycle consists of two meetings. In the end of the cycle, the writer arrange post-test to determine the improvement of the students' competence of vocabulary. Each cycle consists of four steps namely planning, implementing, observing, and reflecting.

On the first meeting, on Thursday, 15th March 2012 the writer entered the fourth grade class. The lesson began at 08.45 the writer accompanied by Mrs. Luluk (the English teacher of *SDN Ngemplak 01 Kartasura*) entered the class. The writer greeted the students, checked the students' attendance, introduced herself, and then gave pre-test for the students about "fruits & vegetables and animals". The results of pre-test containing the scores of students' vocabulary mastery explained in table as follows.

Table 4.1

The Result of Pre-Test

Score	Performance	Number of Students
86-100	Excellent	-
70-85	Good	14
51-69	Fair	9
0-50	Poor	9

The result of the pre-test shows that the students' vocabulary mastery is still low. It is proven by the average score of the test is only 61.6. There are only 43.7 % or only 14 students who fulfill the determined categories (good categories), 9 students are include in fair category, and the last 9 students are include in poor category.

The students' vocabulary pre-test scores were very low, the writer tried to make an improvement by choosing cartoon as the teaching aids in teaching vocabulary. Cycle I consisted of two meetings. Cycle I was conducted on Tuesday 20th March 2012 and Thursday 22nd March 2012, the writer taught the fourth grade students. For the first cycle the writer taught "Fruits and Vegetables". The writer creates and maintained a fun atmosphere in the classroom during the lesson in order to motivate the students in the classroom, so it can increase students' vocabulary mastery. In the opening session the students were very enthusiastic, they were exited to learn English. The students were enthusiastic to know what kinds of the material would be presented using cartoon. The result in cycle I was explained in Table 4.2 as follows.

Table 4.2
The Result of Cycle I

Score	Performance	Number of Students
86-100	Excellent	2
70-85	Good	19
51-69	Fair	9
0-50	Poor	2

The highest score is 90. The numbers of students who have excellent score are 2 students, the students who have good score are 19 students, the students who have fair score are 9 students, and 2 students fall into poor categories. There are any improvements in good and excellent score.

Based on the result of the cycle I and to solve the problem in cycle I, it is necessary for the writer to continue the next cycle. Cycle II consisted of two meetings. Cycle II was conducted on Tuesday 27th March 2012 and Thursday 29th March 2012, the writer taught the fourth grade students. For the second cycle the writer taught “Animals”. This cycle consists of a series of steps, namely planning, acting/implementing, observing, and reflecting.

To know the students achievement in teaching vocabulary using cartoon picture the writer arranged the post-test. The post-test covered the topic during the research given to the students. The post-test consisted of twenty items, there are 10 questions multiple choice, 5 jumbled word and 5 writing the vocabulary. Based on the result of the observation, the writer concluded that in this cycle there was an improvement score from the pre-test score and post-test. It could be seen from the result that the students’ achievement of the post-test were better than pre-test. The mean score on the pre-test was 61.6 and the post-test was 86.9. The result in cycle II was explained in Table 4.3 as follows.

Table 4.3
The Result of Cycle II

Score	Performance	Number of Students
86-100	Excellent	17
70-85	Good	14
51-69	Fair	1
0-50	Poor	-

The highest score is 100. The numbers of students who have excellent score are 17 students, the students who have good score are 14 students, the students who have fair score are 1 student, and no one students fall into poor categories. There are any improvements in good and excellent score.

Based on the results of the observation, the writer concluded that in this cycle II there was an improvement score from the pre-test and cycles I and cycle II. The result of improvement score was explained in Table 4.4 as follows.

Table 4.4
Students' Improvement
(The result of pre-test, Cycle I and Cycle II)

Score	Pre-test	Cycle I	Cycle II
86-100	-	2	17
70-85	14	19	14
51-69	9	9	1
0-50	9	2	-
Mean	61.6	70.5	86.9

It can be seen from the result that the students' achievement of the cycle II were better than pre-test and cycle I. The mean score in pre-test is 61.6 and in the cycle I is 70.5, and cycle II the mean score is 86.9.

From the result of post-test, we could know that 96.9% students involved good and excellent category. It could be said that this research was successful. Because, it had reached the performance indicator of this research; 75% students involved very good category.

The process of teaching vocabulary using cartoon has been conducted by using Classroom Action Research (CAR). It involved four steps namely; planning, implementing, observing, and reflecting. This research implemented 2 cycles, and each cycle consist 2 meeting. The writer used six procedures in implementing cartoons; the procedures are opening the teaching learning process, Building Knowledge of Field, Modeling of Text, Joint Construction of Text, Independent Construction of Text, and closing the teaching learning process.

The writer finds that all of students look very enthusiastic in doing the exercise with cartoon. They have great motivation to finish the exercise. The cartoon used by the writer is based on words that the writer introduced to the students. The writer combines the cartoon with action and that is more effective to attract the students. Based on this activity the writer finds that the variety of activities in the classroom helps the writer in handling the students and eliminates the students' boredom.

In applying cartoon as media the writer faced some problems. For example, there were students who very active and noisy but they understand the materials slowly. Then the writer solved it by more attention with that students and give question related the material to get their attention with the material and they want to listen the writer explanation. And there were students who still passive in the class, they ashamed and afraid to answer the writer's questions. Then the writer solved it by motivating the students in order to more active and creative in the classroom. Besides that, the writer solved it by activating each student in the classroom and made them not to be shy and afraid in answering the writer's question.

D. CONCLUSION AND SUGGESTION

The result of the study shows that the use of cartoon as a media in teaching English vocabulary can overcome the students' problem effectively. The process of teaching learning using cartoon technique has improved the students' vocabulary mastery. The students were more enthusiastic and interesting to learn English. It can be seen from the students who pay attention and more active in the classroom when the writer teaching them used cartoon.

The students become more active, more enthusiastic, more interested, and more motivated in learning new vocabulary using cartoon, so the teaching and learning process become alive. The tests indicate that the mean score of pre-test is 61.6, mean score of post-test is 86.9, and the interval between pre-test and post-test is 25.3. So, teaching vocabulary by using cartoon able to improve the vocabulary mastery for elementary students.

There are strengths and weaknesses faced by the writer in teaching vocabulary using cartoon of *SDN Ngemplak 01 Kartasura*. The strengths are: the students have high interest in following the teaching learning process using cartoon, the students are motivated to be active in the class, and using cartoon is easy to be understood, memorized, and also remembered for the students. The weaknesses are: the writer must spend her spare time at home to prepare material and design the classroom activity, there is no LCD projector in *SDN Ngemplak 01 kartasura*, so the writer must print the cartoon one by one, the writer should use both of native language (Indonesia language) and English.

The writer proposes the suggestion for the teacher, students and researcher. To the teacher: 1) the teacher should not only teach vocabulary based on one textbook and monotonous technique and strategy. 2) Teacher should be creative to find the way to teach vocabulary using effective method. 3) The teacher should create all alternatives in teaching language. They must create conducting atmosphere in classroom. To the students: 1) The students must pay attention during the lesson. 2) The students should be active and creative in learning English. 3) The students must have good self-confidence. 4) It is better for the students to learn the materials before it is taught by the teacher. It will be easy for them to understand the materials. To another researcher: the result of the study can be used as an additional reference for further research with the different sample and occasion.

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