

**THE USE OF CARTOON TO IMPROVE STUDENTS'  
VOCABULARY AT MIM SREBEGAN  
IN 2007/2008 ACADEMIC YEAR**



RESEARCH PAPER

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by

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

One of the elements in language that can not be separated from learning English is vocabulary. It is hard to master the four language skills without mastering or understanding a number of vocabulary because it is fundamental in language learning. Thus, teaching vocabulary earlier is better than teaching it later. Moreover, the general objective of English teaching in elementary school is to prepare children to have competitive value in this global era and introduce English at early ages.

Coady and Huckin (1997:5) state that in recent year second language vocabulary acquisition has become an increasingly interesting topic of discussion for researchers, teachers, curriculum designer, theorists and other involved in second language learning.

Vocabulary is one of three components of language together with grammar and phonology which play an important part in listening, speaking, reading, and writing. For example, sometimes the students want to say something but they do not know how to say it appropriately. Developing student's vocabulary is one of the most important tasks for English teacher. Because of them, vocabulary must be taught from elementary level to give more times to learn English.

If is a fact that there are still many English teacher 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. They still focus only on the text book. They teach their students in a passive way. The students only sit and listen well to the teacher and then they follow the teacher's instruction. The technique is very monotonous.

Teaching vocabulary for elementary school needs an appropriate method. The students must know not only the words but also the spelling and the pronunciation. To teach them teacher should create various teaching techniques will help young learners feel amusing in learning situation. Picture, song, cartoon films, outside activities realia and cartoon picture can be new technique in teaching vocabulary for children. In learning vocabulary the students may face various problems. Various problem can appear because in fact, learning is remembering as learning vocabulary. Learning vocabulary is collecting the individual items so the students need to good memorization to master vocabulary. For instance the student's problems in MIM Srebegan are: they are difficulties in memorizing new vocabulary, difficulty to pronounce the word correctly, and difficulty to write those words in correct spelling. While, dealing the problem found in MIM Serbegan, the researcher do reflection and effort to apply other technique that is cartoon pictures.

Cartoons are included in visual media which can be used in a teaching – learning activity. Cartoons as educational media have benefit in the

instructional process, especially, in providing illustration to explain/inform messages or lesson materials. Sudirjo (1988:23) says that it is easy and fast for children and adults to recognize and read cartoons.

As educational medium cartoons can attract students' attention, so make the students motivation in learning English increase. Beside that cartoon medium is exploited in accordance with the lesson materials which are being taught , so that cartoons will be able to be understood quickly when they are used.

Based on the reason above, the researcher would like to conduct a research entitled "The Use of Cartoon to Improve Students' Vocabulary at MIM Srebegan in 2007/2008 Academic Year.

## **B. Previous Study**

In this case the writer discusses three previous researches about teaching vocabulary at elementary school. They are conducted by Wasana Candra Tri Sunu (2006), Ifa Khusniah (2002) and Siti Ernawati (2002).

The first research conducted by Wasano Candra Tri Sunu with the title "The Effectiveness of Teaching Vocabulary by Using Puppet Toys at Elementary Class in SD N Jenggrik I Ngawi". He focused his study on the effectiveness of puppet toys as media in teaching vocabulary. His finding showed that teaching vocabulary using puppet toys at the elementary class is more effective.

The second research is by Ifa Khusniah (2002), she conducted a research entitled “Teaching Vocabulary Using Flash Card”. She presented the pupils achievement in vocabulary mastery by using teaching method which emphasized on flash card as media. The result is that by using flash cards the students of elementary school could achieve the target vocabulary well.

The third researcher, Siti Ernawati (2002), conducted a study entitled “Teaching Vocabulary Using Picture at The First Year Students of MTS N Walen Simo Boyolali”. She focused her study on the effectiveness of pictures as a means teaching vocabulary. Her finding showed that teaching vocabulary using picture at the first year students is more effective than the other method. The students could enrich their vocabulary more. Besides, they are relaxed in learning process and their English achievement was good.

This research is different from the previous researcher in the media used and in the student’s grade. The media used is cartoon and the students’ grade is the fourth grade student of MIM Srebegan.

### **C. Research Problem**

The writer formulates the problem as follow:

1. How is teaching vocabulary using cartoon at the MIM SREBEGAN?
2. Does the teaching vocabulary by using cartoon picture improve the students vocabulary mastery?

**D. Limitation of the Study**

The writer realized that it is impossible for her to cope with all of the problems of English teaching and learning because of the limited time and capability. Consequently the writer would like to limit the study as follows:

1. The subject is limited to the fourth year students of MIM SREBEGAN.
2. The study is only focused on teaching vocabulary using cartoon.

**E. Objective of the Study**

The study aims at:

1. Describe the teaching vocabulary using cartoon
2. Improving the students' vocabulary mastery using cartoons picture

**F. Benefit of the Study**

This study has two major benefits; theoretical and practical.

1. Theoretical Benefit
  - a. The finding of this research can enrich the theory of teaching English vocabulary to the elementary students.
  - b. The result of the research can be used as the reference for those who what to conduct a research in English teaching learning process
2. Practical Benefit
  - a. The result of the research can be used as input in English teaching learning process in elementary school especially teaching vocabulary using cartoon.

- b. The teaching technique of the study can be adopted by other teacher who teach vocabulary.

## **G. Research Paper Organization**

The organization of this research paper is given in order to make the reader understand the content of the paper as follows:

Chapter I is introduction. This chapter deals with the background of the study, previous study, research problem, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory. This chapter is concerned with theories of vocabulary and cartoon.

Chapter III is research method. This is related to research type applied by the writer. The writer takes data from fourth year students of MIM Srebegan.

Chapter IV is concerned with research result. This chapter discusses the findings and discussion of the finding.

Chapter V consists of conclusion and suggestion. Conclusion deals with the answer of the problem statements. This chapter also proposes some suggestions to other researchers and reader.