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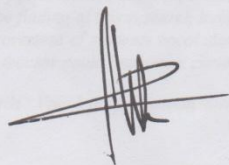
**Improving Students' Vocabulary Mastery Through Cartoon Movie at the  
Grade Fifth Students of SDN 016 Rambah Samo.**

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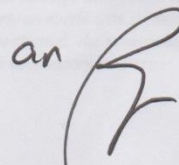
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# **Improving Students' Vocabulary Mastery Through Cartoon Movie at the Grade Fifth Students of SDN 016 Rambah Samo.**

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## **ABSTRAK**

*Penelitian ini bertujuan untuk meningkatkan penguasaan kosa kata pada siswa kelas lima SDN 016 Rambah Samo, dengan menggunakan media film kartun. Penelitian ini menggunakan metode penelitian tindakan kelas (PTK) dengan tujuan untuk memecahkan masalah pada kemampuan siswa dalam penguasaan kosakata. Penelitian ini dilakukan dalam 2 siklus, dalam setiap siklus terdiri dari tahap perencanaan, tindakan, observasi, dan refleksi. Dalam mendapatkan data, penulis menggunakan metode kualitatif dan kuantitatif. Hasil dari penelitian ini menunjukkan bahwa penerapan media film kartun telah sukses, sejak ada peningkatan pada penguasaan kosa kata. Berdasarkan dari penemuan tersebut menyebutkan bahwa peneliti menganjurkan kepada guru bahasa Inggris untuk menggunakan media film kartun dalam pengajaran kosakata bahasa Inggris.*

*Kata kunci: Kosa kata, Film kartun, Penelitian Tindakan Kelas.*

## **ABSTRACT**

*This research is conducted to improve students' vocabulary mastery at fifth grade of Elementary school 016 Rambah Samotrought Cartoon movie. This research used Classroom Action Research (CAR) which conducted to solve the students' problem in Vocabulary Mastery. This research conducted in two cycles, in every cycle consist of plan, action, observation and reflection. The data were gathered through qualitative and quantitative data. The finding of this research indicated that the implementation of cartoon movie was successful since there an improvement of students vocabulary mastery. Based on the finding mentioned, the researcher suggests that English teacher could implement cartoon movie media in teaching English vocabulary mastery.*

*Key words : Vocabulary, Cartoon movie, Classroom Action Research*

## **INTRODUCTION**

English comes to this country very fast. The people must be ready to prepare their human civilization to get English communication. This is necessary, so that, we will utilize information technology to our welfare. The use of communication media and information will not separated from the use of language. Teacher as a development information in the school will be faster to prepare their students for acceptable in the world, because we will preparing them for the future.

Teacher has an important role in shaping the quality of human and discipline. When the teaching learning process run well, it means there is motivation. So when Indonesia began to introduce English in elementary school the teacher will be improved vocabulary mastery by students because as we know vocabulary is one of the important factors in learning English specially in teaching students in elementary

school. Nation in Asgari and Ghazali (2011:84) states that learners differ greatly in the skill with which they use strategies, it is important to make training in strategy use a planned part of a vocabulary development program. It means if the teacher understand about vocabulary, the teachers know about strategy of learning vocabulary. Because with strategy the student can get some attention and can use English vocabulary in daily communication.

For this problem the researcher planned some strategy to teach. Important to the teacher to choose learning method. The researcher had an idea, how to attract students in learning a English by using cartoon movie. With the cartoon movie, the students become more interested in mastery vocabulary. Cartoon movie more interested because the students study without feel bored. Cartoon movie makes be the students interested in study English it will be a good experience, and a good experience can be

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unforgettable experience. In this moment students can be a good human in remembering vocabulary.

Because of the reason above, the researcher has an idea to choose the title of the research: "Improving Students' Vocabulary Mastery Through Cartoon Movie at The Fifth Grade Students of Sdn 016 Rambah Samo".

The formulation of this research can be formulated as follows:

1. To what extent cartoon movie can improve students' vocabulary mastery at the fifth grade of SDN 016 Rambah Samo?
2. What factors influence the change of students' vocabulary mastery by using cartoon movie at the fifth grade of SDN 016 Rambah Samo?

This research was conducted to find out:

1. To explain to what extent students' vocabulary mastery through cartoon movie at the Fifth grade of SDN 016 Rambah Samo.
2. To explain the factors that can influence the change of students' vocabulary mastery by using cartoon movie at the fifth grade of SDN 016 Rambah Samo.

## **Review of the Related Literature**

According to Febrisma (2013) vocabulary is owned a whole word of one's own language or also one's own speaker. Vocabulary has a very important role in language teaching, because the vocabulary is very influential on language skills. Vocabulary is all of the components of speaking or idea from someone about all of what is the readers think. Vocabulary can be made some influences in the skills of someone have in foreign language. It means if the students understand more vocabulary from the other country specially English, it can make the students good in learning foreign language. In contrast if the students just have little vocabulary it can made the students confuse to learning the other language.

According to Asgari (2011) vocabulary has been recognized as crucial to language use in which insufficient vocabulary

knowledge of the learners led to difficulties in second language learning. Vocabulary will be understood before study the other language, because all of the meaning in the sentence will be understood by the meaning of vocabulary. Important to the students when they more knowledge in vocabulary to study in second language learning. Moreover Cameron (2001:78) stated that vocabulary skills included: pronunciation, spelling, grammar and meaning.

According to Pande in Pitriana and Jupri (2013) a cartoon movie is an exaggerated amusing illustration caricaturing in moving diagram way to criticize a person or event with thought. It means cartoon movie is an imaginary in real drawing. It more understood by students.

The relationship between vocabulary and cartoon movie is every cartoon movie has vocabulary. By using cartoon movie, the students are more easy to understand vocabulary and interested to learn English vocabulary. In teaching and learning process, vocabulary is very important because with vocabulary we know some information. If students understand the vocabularies they can get some information without misunderstanding with the other.

Salih Birisci (2010) states that "Concept cartoons can be prepared as posters or as work sheets that can be distributed to students in a classroom. It means that although it is generally accepted cartoon movie in supporting vocabulary learning.

## **B. RESEARCH METHODOLOGY**

### **Research Design**

This research was classroom action research (CAR). The researcher chose this type because she wanted to improve her quality in teaching English specially in improving students' vocabulary mastery for elementary school. Adapted by Hermida (2001) classroom action research is a method of finding out what works best in our own classroom so that we can improve student learning. There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching, others conduct formal empirical studies on teaching and learning. Classroom Action

Research is more systematic than personal reflection but it is more informal and personal than formal educational research.

Stage One: Develop a draft action plan and known, which explains the what, why, when, where, by whom, and how it was committed. The teachers themselves the action, while the observations of the process in action when a researcher, a teacher did by a collaborator.

Phase Two: Implementation of measures, namely the implementation or application of the contents of the draft in the arena wearing in the class action. In this stage the teacher must help by what has been formulated in the draft, but she should also apply reasonable and avoid stiffness.

Third stage: observation, namely the act of observation by the observer. When it becomes the observer teacher is concerned, it must do a "reverse observation" of what happens when the action takes place.

Stage Four: Reflection, in Reflection is activities to restate what is already happening. After the researcher succeeded in this cycle, the researcher must continue to cycle II.

If the activity was not reach yet, the researcher continued next cycle. That were cycle 2 and cycle 3. The steps and the activity were same as cycle 1, only difference on the emphasis because of some short revision.

Bellow the classification of students' score:

**Table1: The classification of the score**

Good to excellent	80-100
Average to good	60-79
Poor to average	50-59
Poor	0-49

Harries et al adopted by Donal (2012:89)

#### Techniques of Collecting the Data

To collect the data, the collaborator used observation sheet and field notes to observe the activity during teaching and learning process. This techniques used by the collaborator during the activities to describe the activities in the classroom. Interview presented by students using answer the question to collect the

information. The researcher prepared the structure interview to make it easy.

Then after doing the action to measure the presence or absence as well as the magnitude of the object under study the researcher used ability tests. Instrument in the form of this test will be used to calculate the basic skills and achievements or accomplishment, Arikunto (2010).

The data was analyzed based on following steps:

#### 1. Quantitative data

The formulation to analyze quantitative data is:

$$\text{STUDENT'S SCORE } S = F/N \times 100\%$$

Where :

P:percentage of students' vocabulary mastery

F: number of students who are able to reach vocabulary mastery

N: total number of students

In calculating the score from each indicator, the standard percentage of each indicator has been divided as 40% in pronunciation, 20% in spelling, 20% in meaning, and 20% in grammar.

The specific indicator formula are:

Pronunciation percentage = Score/total score x 40%

Spelling percentage = Score/total score x 20%

Meaning percentage = Score/total score x 20%

Grammar percentage = Score/total score x 20%

To analyzed the data, the researcher should test the students mastery vocabulary at pronunciation, spelling and meaning. Then the researcher took the result evaluation after applied teaching English vocabulary trough cartoon movie.

#### Quantitative Data

The data from the observation checklist, interview, field notes and test were analyzed qualitatively at the end of each cycle. In order to analyze qualitative data the

No	Meeting	Date	Matherly
1.	Meeting I Cycle I	26 Novem ber 2014	Things in the classroo m
2.	Meeting II Cycle I	29 Novem ber 2014	A new member
3.	Meeting III Cycle I	01 Decem ber 2014	A new student
4.	Meeting I Cycle II	03 Decem ber 2014	Birthday party
5.	Meeting II Cycle II	17 Decem ber 2014	Seta's house
6.	Meeting III Cycle II	19 Decem ber 2014	Food and drink

researcher applied by Creswell in Kodish and Gittelsohn (2011) procedures as follows:

#### 1. Representing Visualizing

Following memoing and coding, the researcher presented what was found during analysis, often in the form of a table, matrix, or chart. A visual representation of findings could be helpful for summarizing and highlighting key findings. For example, a simple 2 x 2 table that compares individuals by gender or ethnic group in terms of one of the themes or categories in the study might be useful and informative.

#### 2. Describing, Classifying, Interpreting

After textual data have been collected, read, and reviewed, the researcher might begin coding the data in order to reduce them into meaningful segments for interpretation. Any kind of textual data can be coded, including memos, field notes, or direct observation notes.

#### 3. Reading Memoing

Which the collaborator of the researcher, the researcher made a conceptual bridge from raw textual data to abstractions used to explain the phenomena of interest. It is the process of writing down thoughts and questions in relation to the text in which the researcher is immersed. Writing memos are often an intermediate step between data collection and coding.

#### 4. Data Managing

The researcher collected the data that has been taken, and then organized and sequenced all field notes, transcript observer and memo. The work of the researcher was to manage and check the data during the learning process.

At least, all data, from observation sheet, field notes, checklist, attendance and interview were analyzed by using steps above.

### C. FINDING AND DISCUSSION

#### Finding

After applying cartoon movie in every meeting in cycle 1 and 2, the students got much improvement that showed by the increased percentage of each indicators of vocabulary mastery as had been described.

#### 1. To what extent cartoon movie can improve students' vocabulary mastery at the fifth grade of SDN 016 Rambah Samo?

As it was stated previously, this classroom action research was conducted in two cycles and each cycle had three meetings. In order to overcome the students' problem in vocabulary mastery, the researcher applied cartoon movie as to improve the students' vocabulary mastery. By analyzing the data qualitatively and quantitatively gained during two cycles, the researcher found that applying cartoon movie could improve the students' vocabulary mastery. It could be found from the result of the participant observation, test, interview, and field note done.

The improvement was started by preparing some plans related to the research, such as the schedule of the research. It was also analyzed quantitatively and qualitatively during the cycles, as in the following:

After applying the media in three meetings, the researcher found out the

improvement vocabulary mastery in cycle I, it could be more analyzed by comparing the class percentage score in each indicator.

Based on the observation done by the collaborator and the analysis of the data in the first cycle, some plans could be arranged as the reflection. Even though, a little progress was made in all indicators expected for pronunciation, spelling, meaning and grammar. But the researcher still found some problem in this research. After applying cartoon movie, the problem which needed some change or improvement. The strength and the problem are:

The strength are of first cycle are:

- A. The students active in memorize the vocabulary meaning that related with the lesson.
- B. The students try to practice the vocabulary with the other friends without feel shy.

The weakness of first cycle are:

- A. Because of rarely hear some vocabulary in English, it make the students difficult to practice the pronunciation and in spell.
- B. The students still confuse in memorize grammar.

From the problem found in cycle I, the researcher continue to improvement for better result followed by the improvement of the teaching and learning process.

The improvement focus in the following points:

1. Helping the students to improving their pronunciation and memorizing the alphabet to learning spelling more.
2. Giving more explanation about grammar, and order the students to more active in memorize the grammar.

## **b. Cycle II**

Based on the test result in cycle I, the researcher did some revised in cycle II. In this cycle the researcher expected the students to more active in memorize the pronunciation and memorizing spelling the alphabet.

In this cycle the researcher revised the lesson and choosed interesting cartoon movie to make the students more active in teaching learning process.

## **First meeting cycle 2**

### **a. Plan**

The researcher planned the teacher and students' activities like as in cycle I. she preparing the lesson plan, students attendance list, tv, and cartoon movie and the other. Then she made a good atmosphere in the class. She motivated the students to study more active.

### **b. Action**

At the first meeting of this cycle, the topic was "*birthday party*". In the pre activities, the researcher asked the students to pray together. After that the teacher checked the students attendance list. The teacher asked the students about the last lesson to give motivation the students before learning. And then she gave some explanation before watching together the movie about birthday party. The students searched the vocabulary that related with the movie, by using dictionary and presented it in front of the class. The teacher gave some vocabularies that related with the birthday party. The teacher asked the students to do the test after finishing the work. The students submitted their task to the teacher.

### **c. Observation**

Teacher gave evaluation and correction. From the task given it was found that the students' percentage of each indicator of vocabulary mastery

**Table 17**

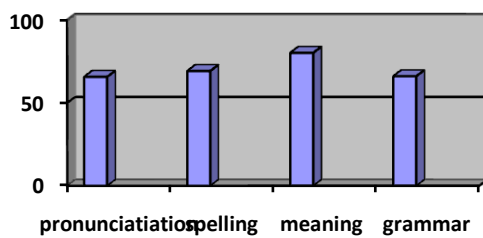
The class average score of students' vocabulary mastery in Cycle I

No	Vocabulary mastery indicators	Class average	Criteria
1	Pronunciation	65,69%	Average to good
2	Spelling	69,22%	Average to good
3	Meaning	80,19%	Good to excellent
4	Grammar	66,08%	Average to good

From the test given, it was found that the students' average score in pronunciation 65,69%, spelling 69,22%, meaning in 80,19% and grammar in 66,08%.

**Diagram 9**

The class average score of students' vocabulary mastery in cycle II



Based on the diagram of the students' average score in cycle II, it could be seen the percentage of students' vocabulary mastery were 65,69% in pronunciation, 69,22% in spelling, 80,19% in meaning, and 66,08% in grammar.

**d. Reflection**

From the data gained through the task given in every meeting. The improvement of students' vocabulary mastery in cycle II could be more analyzed by comparing the

class average score in each indicator. The comparison of students' average score in all the meetings in cycle II helped the researcher to find the improvement.

The researcher and the collaborator found that the students' vocabulary mastery had improved until the second cycle, because there was the improvement through each indicators, in vocabulary mastery from cycle I to cycle II, so it does not need to continue to the next cycle.

**The improvement of students' vocabulary mastery among the cycle I to cycle II.**

After analyzing the improvement gained by the students in vocabulary mastery test in cycle I and cycle II, it can be started that there was an improvement achieved by the students between the cycles:

**Table 18**

The percentage of students' vocabulary mastery in cycle I and cycle II

No	Indicators of vocabulary mastery	Class average score in cycle I	Class average score in cycle II
1	Pronunciation	51,18%	65,96%
2	Spelling	56,85%	69,22%
3	Meaning	72,94%	80,19%
4	Grammar	53,14%	66,08%

The percentage above showed that the improvement of students' vocabulary mastery in every cycle. It started from cycle I, 51,18% for pronunciation, 56,85% for spelling, 72,14 for meaning, 53,14 for grammar. And for cycle II 65,96% was for pronunciation, 69,22% was for spelling

80,19% was for meaning and 66,08% was grammar.

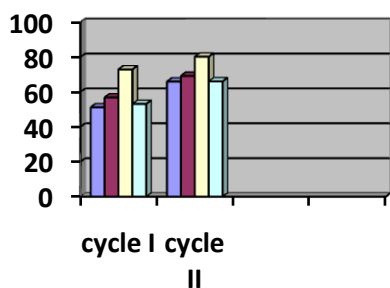
**Table 19**

The criteria of the students' vocabulary mastery in cycle I and cycle II

No	Vocabulary mastery indicators	Class average score in cycle I	Class average score in cycle II
1	Pronunciation	Poor to average	Average to good
2	Spelling	Poor to average	Average to good
3	Meaning	Average to good	Good to excellent
4	Grammar	Poor to average	Average to good

**Diagram 10**

Increasing of students vocabulary mastery using cartoon movie



The diagram above showed that, there were improvement of vocabulary mastery using cartoon movie in every cycle from the cycle I to cycle II based on the diagram.

## 2. Factors influence of students vocabulary mastery using cartoon movie

The activities of teaching vocabulary using cartoon movie have brought a lot of improvement toward students' vocabulary mastery. In relation with the observation checklist, field note, and interview from the first cycle to second cycle, it can be identified the factors that improv the students' vocabulary mastery in

pronunciation, spelling, meaning and grammar. They were as follows:

### 1. Selection of media

The selection of media was given to the students influenced in increasing of their vocabulary mastery. Because the students' were in elementary school level and still children, the selection of media should be appropriated and interested for them. In fact, cartoon movie as a way to improve students' vocabulary mastery that the researcher conducted really helped the students. The researcher tried to find out the selection of cartoon movie that the students' motivated to learn English vocabulary. Selected the cartoon movie that have more vocabulary, and more childish.

### 2. Practicing

Practicing is one important part in students' vocabulary mastery using cartoon movie.

### 3. Teachers' motivated to students

In this case, teacher's motivated to students in writing the new vocabulary during watching cartoon movie it can be influence the students' improvement vocabulary mastery. The researcher only acts as a motivator and the learning directed as students-centered, give motivation in the pre activity and giving the example and motivated the students face the difficulty in learning.

## Discussion

In relation to the first purpose of the research in improving vocabulary mastery using cartoon movie strategies, there was improvement of students' vocabulary mastery that could be seen from the findings from every cycle, there are growing up in students vocabulary mastery indicators. It was shown by the improvement in percentage of the test result by applying cartoon movie in general. The score improvement from the meeting I in cycle I, until meeting three in cycle II.

In the first cycle the students always busy with their friend. After the researcher applied cartoon movie in teaching process, the students more quite and understand in improving their vocabulary mastery.

In second cycle, there was significant improvement of the result



students' vocabulary mastery. The students more interested in mastery English vocabulary mastery in teaching learning process. The observation showed that most of students to be active in memorizing the English vocabulary. They could apply this media in their life when she/he near with the younger brother or sister watching cartoon movie.

And about the factors that made the students are the researcher chose the interested media to the students teaching English as we know the child very interested with cartoon movie and it made the students always remember about the character says the word and it made the students hear new word that they not difficult to remember it.

After study English the students with friends practice in front of the class, to made students more confidence. Sometime the researcher meet the students that just silent in English class but the researcher also to motivate the students to more active in learning English.

There are score of the students that go down in meeting three cycle I, because there are many students sick and not fress to study and the students fell lazy because the time of this research in last time lesson students more spirit in learning English in first time in schedule of classmeeting.

There are some factors that influenced the improvements of studets vocabulary mastery:

#### 1. Selection of Media

The selection of media was given to students also influenced is increasing of students' vocabulary mastery. In this case, because the students' are in elementary school level and still children, the selection of media should be appropriated and interested for them. In fact, cartoon movie as a way to improve students' vocabulary mastery that the researcher conducted really helped the students.

#### 2. Practicing

Practicing is one important part in improving students vocabulary mastery in influence their vocabulary mastery. From interview, that researcher did to the students it can be seen that the students

always practicing their vocabulary not only in classroom but also in the canteen and sometime in their home.

#### 3. Teachers' motivated to students

In this case, teacher's motivated to students in writing the new vocabulary during watching cartoon movie it can be influence the students' improvement vocabulary mastery. The researcher only acts as a motivator and the learning directed as students-centered, give motivation in the pre activity and giving the example and motivated the students face the difficulty in learning.

#### Limitation of the Research

The classroom action research was conducted at grade fifth of students SDN 016 Rambah Samo. Aimed to improving students' vocabulary mastery. After applied cartoon movie in every meeting, the researcher finding the students vocabulary mastery was improved. However the researcher findings will be different from it if will be down by the other researchers. Actually, it still needs the improvement by the teacher in applying cartoon movie in teaching English, especially students' vocabulary mastery.

#### CONCLUSIONS

Based on the result of this action research, the researcher gained the data from test, observation, field note and interview. The researcher made conclusions in teaching English in general, and teaching vocabulary in particular. The cartoon movie is better to improved students' vocabulary mastery at the SDN 016 Rambahsamo, academic year 2014/2015. These are effectiveness of this media:

1. The cartoon movies are helpful in teaching and learning peocess andmade the students actively involved in improve students' vocabulary mastery.
2. The cartoon movie helped the students develop better in vocabulary mastery and made the students has high motivation to practicing the speel and pronunciation.
3. Cartoon movie also could minimized the students' passiveness in the process of teaching and learning English Vocabulary.

## IMPLICATIONS

In connection with the result of this action research, there are several implications for the next teaching-learning process:

- a. Cartoon movie is interested in teaching learning process.
- b. The cartoon movie can be used to make students be able to improv vocabulary mastery.
- c. The cartoon movie can be used in elementary school to learning more vocabulary and making English class fun and understandable .
- d. The cartoon movie make students more active involved in practice English.

## SUGGESTION

Based on the conclusion and implication above, there are some suggestion in teaching vocabulary in elementary school level. They are:

1. Better for the researcher to use cartoon movie in teaching and learning process.
2. Suggested to English teacher in elementary school to selectthe media appropriately.
3. Suggested the next researcher to study other aspects of cartoon movie to improve English teaching especially at elementary school.

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