

**THE EFFECTIVENESS OF USING CARTOON IN
EMPOWERING STUDENTS' INTEREST IN READING
AT THE EIGHTH YEAR OF SMP NEGERI 5 PALOPO**



IAIN PALOPO

A THESIS

**Submitted To The English Studies Program Of S1 Tarbiyah Department Of
IAIN College For Islamic Studies Of Palopo In Partial Fulfillment Of
Requirement For S.Pd Degree In English Teaching**

BY:

RIA ANDRIANI

13.16.3.0166

**ENGLISH STUDY PROGRAM OF TARBIYAH FACULTY OF
THE STATE INSTITUTE FOR ISLAMIC STUDIES**

(IAIN) PALOPO

2017

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ABSTRACT

Ria Andriani, 2017. *Empowering Students' Interest in Reading Skill by Utilizing Cartoon at the Eight Year of SMP Negeri 5 Palopo*. Thesis English Study Program of Teacher Training of State college for Islamic Studies (IAIN) Palopo Academic year 2017, consultant I Dr. Rustan S, M.Hum. and consultant II Wahibah, S.Ag.,M.Hum.

Keyword: Cartoon Media, Reading Skill, Experiment Method

This thesis focused on the used of cartoon media to improve students' reading skill at the Eight Year of SMPN 5 Palopo This thesis focused on research questions; is the used of cartoon media effective in empowering students interest in reading skill at the eight year of SMPN 5 Palopo?

This research applied experimental research with pre-test and post-test design. The population of this research is consisting at the eight (VIII) class students of SMPN 5 Palopo They are divided into four classes (VIII 1 - VIII 5) and each class consists of 20 students. So the total number was 130 students. Sample was part of population that could be representative for all of the population. In this case the sample teaching that researcher used was purposive sampling. It chose VIII-5 class it consisted of 20 students as sample.

The result of this research showed that there were significance improvement on students' reading skill especially at VIII-4 after conducting the treatments through cartoon media. In which the score is greater t_{count} (10.637), than the score of t_{table} (2,093) it indicated that H_0 was rejected and accepted H_1 . It means that educative comic is effective to develop the students' reading skill.

CHAPTER I

INTRODUCTION

A. Background

Reading is the heart and goal of reading, since the purpose of all reading is to gather meaning from the printed page, if the student says word in the passage without gathering their meaning, one would hesitate to call the reading. Reading is an exercise dominated by the eyes and brain. The eyes receive message and the brain has to work out the significance of the message. Unlike a listening text, reading text moves at the speed of the reader (except where the reader is trying to read an advertisement that flashes past a train window). In other words it is up to the reader to decide how fast she wants to (or can) read a text, whereas listeners often have to do their best with a text whose speed is chosen by speaker. The fact that reading texts are stationary is clearly a huge advantage.¹

In general, people intend to be able to read and understand English text because many scientific books are written in English. Until now, most of the students still encounter difficulties in reading comprehension. One of the difficulties encountered by the student is how to remember what they have read. Because most of the students still cannot read well and difficult to understand.

Reading is a key to get information from book, magazine, newspaper, and study science and technology. Development science demand people to read a lot.

¹*Jeremy harmer, the practice of english language teaching ,(new edition:logmen handbooks for language teachers,1991),p.190.*

In the theory, then all students should become efficient readers, which are required to reach level a reading competence. Reading also has the value of helping students to learn and express their own thought and making them familiar with language pattern and ways of using language effectively. Many students want to read in English books but they don't understand them. Therefore they become bored and lazy to study. In connect with the four skills, writing, speaking, listening and reading are very important, and all of them are connected one another. Reading skill is often needed by learners of English as foreign language.²

A cartoon is a visual medium with humor that can be in either the form of a single picture or a series of pictures, captioned or non-captioned, printed in magazines, newspapers, or books. Selected humor is not only healthy, friendly and attention grabbing but also increases students' interest and reduces tension and anxiety.³ Visualization, which combines picture and text together, helps build not only student understanding but also student interest, creativity and engagement in material thinking (Cunningham, 1991). suggest that the use of cartoons affects student learning when cartoons are used as a visual tool for learning. Apparently students are becoming more visual but many school shave not kept up with this changing trend among their students.⁴

After observation students' at SMPN 5 Palopo in fact, the students have difficulties in reading part. In editing they are difficult in comprehending English and low interest to English reading. In teaching reading teacher should more

²http://on.wikipedia.org/wiki/speed_reading accessed on may 25 2012

³Torok, McMorris, & Lin, (1999).

⁴Hoyun Cho, *'The Use Cartoons as Teaching a Tool in Middle School Mathematics'*(Columbia Univerity,2012), p. 14

selective, innovative for choosing suitable cartoon. Many students in SMPN 5 Palopo are not interested in English reading because it is difficult to understand. Besides, the language is different from them. If the problem is let, hence will be happened bad influence.

Based on explanation above, The researcher thought that students can improve their readig skill through Cartoon. Therefore, the researcher is interested in conducting the research entitled”The Effectiveness of Using Cartoon To Empowering Students’ Interest In Reading at The Eighth Year Students Of Smp Negeri 5 Palopo”

B. Problem Statements

Based on the explanation in the background above, the researcher formulates the research question:

1. Is the use of cartoon media effective in empowering students’ interest in reading skillat the eighth year of SMP Negeri 5 Palopo?
2. What is the students’ Interest towards the use of cartoon media in empowering the students’ reading skill at the eighth year of SMPN 5 Palopo?

C. Objective of Research

The objective of the research is to find out whether the Educational Cartoon Method is effective or not in empowering students’ interest in reading skill at the eighth year students of SMP Negeri 5 Palopo.

D. Significance of the Research

The result of this research is expected to be useful information for the teacher and the students in using Cartoon method in class as a medium in teaching reading skill.

E. Scope of the Research

This research is intended to find out the effectiveness by utilizing cartoon at the eight year of SMPN 5 Palopo. In addition, the researcher applied her study in an experimental research.

F. Operational Definition

Based on the title is” Empowering Students’ Interest in Reading skill By Utilizing Cartoon at The Eighth Year Of Smp Negeri 5 Palopo”, the researcher gives definition as follows :

1. Effectiveness is a measure that states how far targets (quantity, quality, and time) have been achieved. Where the greater the percentage of targets achieved the higher effectiveness.
2. Empowering is become or make something/somebody better, it can be said that improving is doing in anyway to make something better or becoming increase.
3. Interest is a feeling of wanting to learn more about something
4. Reading comprehension meant here is the students of SMPN 5 Palopo will use “Look Ahead” book by using “Educational cartoon ” in order to understand and get information.

5. Cartoon is a technique that uses an Educational Cartoon film as the media of instruction.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

There are few researchers who conducted previous research aimed at teaching students' reading,

1. Resni conducted research on *Teaching Reading Comprehension by Using Short Story at the tenth Year Student of SMAN 4 Palopo*. The thesis employed classroom action research (CAR) with two cycles. The result of the study revealed that the cycle 2 is better than cycle 1. Cycle 2 was 87, 94 the reading comprehension mastery of students is increase after the cycle 2. The appropriate ways of using short story in teaching reading comprehension are: use efficient silent reading technique gave the meaning of comic, analysis vocabulary and identify the purpose in reading.⁵ Research and this research are similar in researching reading skill. Resni's research and this research are different in using media. In risna's research she used short story whereas this research will use educative comic.

⁵Resni, *Teaching Reading Comprehension by Using Short Story at the Tenth Year Student of SMAN 4 Palopo*,(Unpublished Thesis, STAIN Palopo. 2013), p.75.

2. Suryani wrote “*Improving Reading Skills by Using Fable at the Eight Year Students of MTs Al- Muhajirin Margo Lembo Luwu Timur*”. She collected data by using test namely pre-test and post test. The test is aimed to determine the improvement of the students’ reading skill by using fable the result of the data analysis is accepted because t_{test} value is bigger than t_{table} where t_{test} value = 4,61 and t_{table} value with significant 5% 15 2,10 with $df= 18$ it meant that fable is effective in teaching reading ⁶

3. Hoyun Cho in this thesis entitled *The Use Cartoons as Teaching a Tool in Middle School Mathematics Of Columbia University* literature related to motivation, intrinsic motivation, interest and cartoons as a teaching tool is reviewed. The first section starts with an introduction to academic motivation, with a special focus on intrinsic motivation, students’ interest. This section sets forth definitions and important findings on motivation, Interest. The second section discusses studies of intrinsic motivation, teaching strategies and the use of cartoon as teaching tools.⁷

All the research above were to improve the students reading skill. They used different way in improving students reading skill. Make the point that the students reading skill is important to improve. In this research, the researcher used Cartoon in improving students’ reading skill.

⁶ Lilies suryani, *Improving Reading Skill by Using Fable at the Eight Year Student of MTs Al- Muhajirin Margo Lembo Luwu Timur*, (Unpublished Thesis, STAIN Palopo. 2014), p.50.

⁷ Hoyun Cho, *The Use Cartoons as Teaching a Tool in Middle School Mathematics*’(Columbia Univerity,2012), p. 8

B. Some Pertinent Ideas

a. Teaching Language

According to Martin H. Manser: “language is a system of sounds, words, etc used by humans to communicate, thoughts and feelings”⁸.whereas Douglas explain clearly: language is a system of arbitrary, vocal symbols which permit all people in a give culture, or other people who have learned the system of the culture, to communicate or interact⁹.

In teaching language or English, firstly, we have to know the concept of teaching. According to Douglas teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition of learning.¹⁰ On the other hand, teaching is transference knowledge from the teacher to learners. According to Jack Richard, “Teaching is showing or helping someone to learn how to do something, giving information, guiding in the study of something, providing with knowledge, causing to know or understand”¹¹.

⁸Martin H. Manser, *Oxford Learning Dictionary Pocket Dictionary*,(oxford: Oxford University Press, 1991), P.233

⁹H. Douglas Brown, *Principle of Language Learning & Teaching* (2nd edition, New Jersey : Prentice Hall International Limited, 1987), p.4

¹⁰*Ibid*, H. Douglas Brown, p.7

¹¹Jack C. Richards, *Approaches and Methods in Language Teaching*, (Cet. VIII, New York: Cambridge University Press, 1995) p.44

Another expert said that the teaching learning process is device for the learner evaluation of objectives. In this process that has opportunity of experiencing the relationship between syllabus¹². Teaching is an art that delivered of science and skill to the students. Because of art the variation of method or teaching technique is depend on art skill in every teacher own, the quality of art skill can increase and develop. So the teaching target more effective and efficient.

b. Reading

1. Theories of Reading

Day stated that although out of class reading is a school assignment, it can resemble real world reading if student choose what they want to read and respond to it in their own way, without being tested on it. They are likely to be interested in and inspired by opinions and reading experiences of their peers but should be held individually accountable for what they read.¹³ Meanwhile, according to Harmer there are many reasons why to get students attention to read English texts becomes an important part of the teacher's job. In the first place, many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make it easier for them to do these things must be a good idea.¹⁴ Another explanation, Day explained that: "Students need to get used to reading large amount of material in preparation for later

¹²SyaifulBahri, *StrategiBelajarMengajar*.(Jakarta: PT.RinekaCipta, 2006), P.1

¹³ Richard R. Day, *New Ways in Teaching Reading*, (Illinois USA: Bloomington), p. 3.

¹⁴ Jeremy Harmer, *op.cit.*, p.99.

college assignments. They also need to make choices about what they and then have the opportunity to discuss their views on what they've read with others"¹⁵

Karimi asserted that reading is an integral part of academic affairs and it is equally important outside academic contexts. Apart from the essential linguistic requirements of the reading process (e.g. vocabulary and grammar), there are some so-called reading strategies that are attested to improve reading. Many articles indeed, whole books have been devoted to investigating reading. However, little research has been done to explore the nature of the reading strategies. The text attempts to provide a brief synthesis of the literature on the reading strategies¹⁶. Febriani stated that reading is a complicated process in understanding the meaning. However, comprehending and developing background knowledge initially are the significant strategy to get the Researcher's purpose¹⁷.

Alyousef stated that reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). Since reading is a complex process.¹⁸Grabe

¹⁵ Richard R. Day, *op., cit.*, p. 147.

¹⁶ Hossein Karami, *Reading Strategies: What Are They ?* <http://files.eric.ed.gov/fulltext/ED502937.pdf> (Accessed on 5th August 2015), p.2.

¹⁷ Nurulia Dwi Febriani, *Improving Reading Comprehension Through Reciprocal Teaching Technique* (Published Thesis, 2011), p.9.

¹⁸ Hesham Suleiman Alyousef, "Teaching Reading Comprehension To Esl/Efl Learners" *The Reading Matrix* Vol. 5, No. 2, (September 2005). P. 145. [www.readingmatrix.com>articles>article](http://www.readingmatrix.com/articles/article).

explained that reading can simply be defined as a complex ability to extract, or build, meaning from a text. However, this definition, by itself, is not very informative. The most commonly accepted way for researchers to explain the above definition is to identify the key component abilities and skills that allow reading comprehension to emerge. Reading comprehension involves abilities to recognize words rapidly and efficiently, develop and use a very large recognition vocabulary, process sentences in order to build comprehension, engage a range of strategic processes and underlying cognitive skills.¹⁹

Day explained that effective readers are aware of various reading strategies and use them appropriately. Students can learn to change strategies depending on the type of text they are reading and their reasons for reading it. This activity assumes that the students are already aware of and understand the reasons for reading and can use a variety of reading strategies²⁰. Another researcher Alderson explain that During the reading process, not only looking at print, deciphering in some sense the marks on the page deciding what they mean and how they relate to each other²¹. Richard and Plate asserted that reading is an exercise dominated by the eyes receives messages and the train. The eyes and the train, then have to work out the significance of messages. It means that people

(Accessed on 28 June, 2016).

19 William Grabe, *Key Issues in L2 Reading Development*, William Grabe pdf. william.grabe@nau.edu (Accessed on 5th August 2016), p.8.

20 Richard R. Day, *op. cit*, p. 157.

21 J. Charles Alderson and, *Assessing Reading* (Cambridge: 2000), p. 3.

receive the information from their eyes then understand the meaning by their brain²².

To sum up, reading is a process to comprehend a text read, even reading is something complicated, but reading is our necessary. In reading there are many purposes such as for pleasure and for information. By reading the students will learn many words, new ideas and enlarge knowledge, reading is a way for students to extend knowledge larger. In addition, while they read they have to try to comprehend the text.

2. Kinds of Reading

a. Extensive Reading

Harmer explained that the term of extensive reading refers to reading which students do often (but not exclusively) away from the classroom.²³ Extensive reading fits into the meaning-focused input and fluency development strands of a course, depending on the level of the books that the learners read. When the books contain only a few unknown vocabulary and grammar items, extensive reading provides the conditions for meaning focused input. Where the books are very easy ones with virtually no unknown items, extensive reading provides the conditions for fluency development.²⁴

b. Intensive Reading

²² Jack Richardat.all., *Longman Dictionary of Applied Linguistics* (UK: Longman Group, 1990), p.127

²³

²⁴ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Taylor and France Group, 2009), p. 50.

According Mikulecky and Jeffries the term of intensive reading on the other hand refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. Teachers may ask students to look at extracts from magazines, poems, internet websites, novels, newspapers, plays and a wide range of other text genres. The exact choice of genres and topics may be determined by the specific purposes that students are studying for (such as business, science or nursing). In such cases, we may well want to concentrate on texts within their specialties.²⁵ To sum up, when the readers try to read something intensively, they have to more focus to get the information. They also read deeply to understand the structure and the meaning of the text.

3. Reading For Pleasure

Reading for pleasure is the readers read a text whatever he/she wants either fiction or nonfiction. The activity brings the readers enjoy and fun.²⁶

4. Reading Comprehension Skill

Reading comprehension is an activity when the reader's brain and the reader's eyes can engage strongly to build a connection. Next, this condition makes the reader studies about what she/he reads and remembers about it. According to Mikulecky and Jeffries there are some reading comprehension skills, they are:

- a. Scanning is the high-speed reading.

²⁵Beatrice S.Mikulecky and Linda Jeffries,*Advanced Reading Power*,(United State of America: Pearson Longman, 1996), p.3.

²⁶ Team, *Reading for Meaning Material for Bahasa Inggris MKU Hasanuddin University* (Makassar),p.17.

The reader has information that she/he needs it earlier after that she/he skips the unimportant words. When you scan, you skip over many words you look for some information as quickly as you can. Scanning is especially important for improving your reading²⁷

b. Previewing means the reader looks and finds out information at book's cover.

In this condition, the reader will have a prediction and then make some "educated guess" about the book. Previewing is when you look for information then you can make guesses out what is in the letter. And when you make a guesses in like this, it means you are predicting. Before the students begin any reading passage, they need to preview it, to see what they already know in terms content and vocabulary. Previewing makes for smoother reading and smoother reading lessons.

c. Making Inferences some reading passages do not stated the topic.

Therefore, the reader has to make the inference by guessing and finding the clues.

d. Vocabulary Knowledge for Effective Reading.

The strategy if the reader does not know the meaning of vocabulary is trying to guess what it means. It can be connected by the sentence surrounding the word. Student motivation and interest are greatly enhanced when reading selections are made by students themselves, when discussion of a reading is students led, and when the student leader of a group is the source of vocabulary knowledge and the expert on the article.

²⁷Ibid. 19.

e. Finding the topic of the passage is the others strategy to read for meaning.

It gives advantage to use a question the topic the text is reading about.

f. The main idea of a paragraph gives the reader topic of author's idea.

The expresses always appears in a complete sentence include the main idea and the topic.

g. Skimming is getting the general sense of a passage or a book fast can save the reader's time.

Students use their skimming and scanning skills naturally as they reread passages to find information. This activity is the opposite of they try and true approach to determining the degree of student reading comprehension. Having the students generate questions increases motivation. In addition, they use their skimming and scanning skill as they reread the passages to create their questions.

h. Making Inferences is some reading passages are not stated the topic.

Therefore, the reader has to make the inference by guessing and finding the clues.

i. Summarizing from the important key points is to retell of a reading text and to make shorter form.²⁸

A paragraph is a group of sentences. In the unit, you will first learn how to find the topic of the paragraph, and then you will learn how to find the main idea of paragraph. The topic then, the main ideas are important. They help you to understand and they help you to remember what you read.²⁹

²⁸Beatrice S. Mikulecky and Linda Jeffries, *op. cit.*, p.21.

- j. Predicting: efficient reading entails making accurate predictions and understanding transition they will probably find.

Because this activity is recursive, students can try it with increasingly sophisticated text. When the reader have some idea of what the overall rhetorical structure of what text is, they have already made context for interpreting hierarchies of ideas as well as vocabulary. This activity asks students to skim titles and subtitles for clues to how the text is organized.

- k. Webbing, or clustering, is often used as an aid in preparing to write a paper, but it can also help students bring to bear their knowledge of the topic of reading to improve reading comprehension. Webbing generates key vocabulary, taps into students prior knowledge of the topic, may bring up a few things some students don't know, generates predictions about what may be covered in the reading, and can prepare students for the type of discourse they will encounter.³⁰

5. Kind of Questions in Reading Comprehension

According to Loughed and TOEFL Information Bulletin in Djiwandono, quoted by shamilah usually the questions in reading comprehension tests are about:

1. Main idea is Chief point an author is making about a topic. To sums up the author's primary message.³¹ The main idea is always referred to the Researchers' goal in write a text. It is topic of sentence.

³⁰Richard R. Day. *op. cit.*, p. 39.

³¹Main ideas and supporting details manoa.hawaii.Learning Assistance Center University of Hawaii, *Manoedu /undergrad/.../Main Ideas and Supporting.pdf* (Accessed on 15th November 2015).

2. Supporting details a paragraph contains facts, statements, examples specifics which guide us to a full understanding of the main idea.³² Supporting details always refers to clarify, illuminate, explain, describe, expand and illustrate the main idea.

3. Inferring is defined as the process of figuring something out through reason³³.An example of inferring is figuring out who stole the cookies based on who is in the room at the time.

4. Passage structure is the structure of the text. For example the structure of narrative text such as: Orientation, Complication and Re-orientation

5. Author's aim the mean of author's like the topic of the sentences, topic of the paragraph.

6. Knowledge about certain vocabulary is to measures of vocabulary knowledge are potent predictors of a variety of indices of linguistic competence.³⁴ It is provided in reading text to know the students' vocabulary building.

7. Defining vocabulary based on the context it is similar with vocabulary knowledge.

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33 *Your dictionary*.<http://www.yourdictionary.com/inferring#SBTTg4kpQZ1uWF5.99>. (Accessed on November 15th 2015).

34 *Richard C. Anderson and Peter Freebody Reading Education Report No. 11 Vocabulary Knowledge and Reading, (University of Illinois: The Nation Institut of Education), p.1*

In addition according to Syamsudin, there are some questions usually provided in reading comprehension test.

- a. Main idea: in reading comprehension test for TOEFL, main idea or topic often tested. Main ideas not only ask about topic but also the Researcher's opinion. For example: *what is the topic of the passage?*
- b. Understanding the detail: understanding the detail get you to choose a question like fact, paraphrase, or the idea in the passage, the meaning from the context/ reference. For example: *according to the passage...?*
- c. Identified the reference: to identify the reference the reader should understand about personal pronoun. For example: *the words it in line 3 refers to...?*
- d. Understanding the inference: inference question can use for asking the implicit information in the passage. For example: *It can infer from the passage...?*
- e. Making prediction: the reader should able to predict the information of the plot form the passage. It is like making conclusion. We can make prediction accurately by interpreted the clues given by the Researcher accurately³⁵

C. Media

- a. Definition of Media

35 A. MaimunSyamsudin. *Reading Comprehension TOEFL* (Jogjakarta: Diva Press Group. 2007), p.229.

Media is the all something which of the sense the function as medium or instrument of communication process or English teacher process.³⁶ AECT (Association for Education & Communication Technology) define media is all the form of utilized to process of information channeling, media as source. Definition of media as the component of learning source that can stimulate students in learning.³⁷ Media is a set of helping tool or object which can be used by the teacher or education to communicate with the students.³⁸

Educational cartoon as tool or instruction media that can give opportunities to the students in practice their speaking in the class. The cartoon as tool or instruction media means that the cartoon as an instrument or mediator to give opportunities for the students to speak. The cartoon could stimulate the students to practice their speaking in the class. It was useful to train individual speaking ability. Make the point that the students would speak when they follow the cartoon say³⁹.

b. Kinds of media

The classified media into four kinds namely:

a) Visual aids

³⁶Rohani Ahmad, *Media Instructional Education*. (Jakarta; PT. Rineka Cipta, 1997). p.3.

³⁷Azhar Arsyad, *Media Pembelajaran*, (Jakarta; Raja Grafindo, 2004). p.4

³⁸Danin Sudarman, *Media Komunikasi Pendidikan*, (Jakarta: Bumi Aksara, 1995). p.7

³⁹Filiz Kabapinar, *Effectiveness of Teaching via Concept Cartoons from the Point of View of Constructivist Approach*, 2005.(EDAM) p. 2

Visual aids are things that can be seen. For example film strip, transparencies, micro projecting, blackboard, picture and globe.

b) Audio-visual

Audio-visual aids can be listened and signed, example: film and television.

a. Dramatize, example: role play, socio-drama and so on.

b. Audio.

Seals a Glasgow in Arsyad divided media into two categories, namely: traditional media and modern media.

c) Modern Media

1. Charts

A chart is a combination of pictorial, graphic, numerical or vertical material which presents a clear visual summary.

2. Posters

A poster is a pictorial device designed to attract attention and communicate a story, a fact, an idea, or an image rapidly and clearly.

3. Flashcard

Flashcards are small cards with a picture or symbol on them used both in teaching and in development work. In the classroom, flashcards are commonly used to teach reading.

4. Graphs

Graph is defined as a visual representation of numerical data. Graph is fundamentally a tool for expressing number relationships, which is much easier to visualize than can be done if the statement were made only in words figures.

5. Map

A map is a flat drawing or representation of an area, such as a village, which shows the location of natural and man-made features and resources.

d) Traditional media

1. Slides

Among the various types of materials available still projection, slides and film strips are the foremost visual aids. They are of great value in teaching.

2. Film strips

It is an improvement upon slide projector (magic lantern). The device may be used as a slide projector or as a film strip projector.

3. Overhead projector

The overhead projector has opened a new dimension in communication. It represents a lot of improvement over magic, lantern slide and film projectors

4. White board

A whiteboard has a smooth shiny white surface, which can be written: on with special pens and wiped clean with a dry cloth.

5. Flipchart

A flipchart is a series of sheets of paper, fastened together at the top. When a sheet has been used, it can be 'flipped' over the top so that the next sheet can be used.

6. Cartoon

A cartoon is a simple picture of an amusing situation; sometimes it is a satirical comment on a serious or topical issue. A strip cartoon is a sequence of framed drawings, which tell a story.⁴⁰

e) Function of Media

The functions of media are:

- a) Media can be implementation the right basic concept, real and realistic.
- b) Media can increase new desire and interest.
- c) Media can increase motivation and stimulate students to study. Media can give integral experience from the concrete to te abstract thing.⁴¹
- f) The function of media learning

The effectiveness of teaching and learning process is highly influenced the factors of learning method and media that used. Both are intertwined, where the selection of a particular method will affect the type of media that will be used. In the sense that there must be conformity between them to achieve learning goals while there are others thing that also ned to be considered in the selection of

⁴⁰<http://devia86.blogspot.co.id/2009/08/kinds-of-intructional-media-for-html?m=1>

⁴¹H. Asnawir & M. Basyiruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Press, 2002), p. 29

media, such as; learning context, learner characteristics, and task or response is expected from learners.⁴²

D. Cartoon

a. Cartoon Technique

A cartoon is a type of two-dimensional illustration. While the specific definition has changed over time, modern usage refers to (a) a typically non-realistic or semi-realistic artistic style of drawing or painting, (b) an image or series of images intended for satire, caricature, or humor, or (c) a motion picture that relies on a sequence of illustrations for its animation. An artist who creates cartoons is called a cartoonist.⁴³

Cartoon is an image with the appearance of cute presenting an event. People who make cartoons is called a cartoonist.⁴⁴

Cartoon is a media which using pictures, video and film cartoon modern as media of learning. This method can make students interest to learn speaking skill and easy to understand the material because by using this method the teacher gives the students more opportunity to follow what the cartoon say⁴⁵.

⁴² Anita, *Improving Students' Speaking Skill through Realia at the eleventh year of SMA PMDS Putri Palopo*, (Palopo: Unplubished Thesis of STAIN Palopo, 2013), p. 13.

⁴³Your dictionary. <https://en.wikipedia.org/wiki/Cartoon> (Accessed on January 19th 2017).

⁴⁴ <https://translate.google.com/translate?hl=en&sl=id&u=http://azmi648.blogspot.com/2012/09/artun.html&prev=search> (Accessed on January 19th 2017).

⁴⁵Filiz Kabapinar, *Effectiveness of Teaching via Concept Cartoons from the Point of View of Constructivist Approach*, 2005.(EDAM) p. 2

Cartoon is a style of teaching used cartoon picture in teaching. This It method can make students focus with their materials. Based on behaviorism theory, which professes that certain trait of living things, and in this case human could be trained through a system of reinforcement correct use of a trait would receive positive feedback while the incorrect use of that trait would receive negative feedback. Effectiveness of Teaching via concept cartoon approach is introduced as a teaching and learning approach, which took account of teacher views on learning in science. Also, a number of concept cartoons were created and used in the class to make students' interest to learn speaking skill via concept cartoons.⁴⁶

Hoyun Cho in this thesis entitled: literature related to motivation, intrinsic motivation, interest and cartoons as a teaching tool is reviewed. The first section starts with an introduction to academic motivation, with a special focus on intrinsic motivation, students' interest. This section sets forth definitions and important findings on motivation, Interest. The second section discusses studies of intrinsic motivation, teaching strategies and the use of cartoon as teaching tools.⁴⁷

b. Advantage of the use cartoons in the learning process

Taking advantages of cartoons in education has not been sufficiently preferred today. However, not tool can make teaching as interesting as a cartoon.

⁴⁶Micheal M. van Wyk, *The Use of Cartoons as a Teaching Tool to Enhance Student*

⁴⁵*Learning in Economics Education*(Department of Curriculum Studies, Faculty of Education, University of the Free State,Bloemfontein, South Africa). P2

⁴⁷ Hoyun Cho, *'The Use Cartoons as Teaching a Tool in Middle School Mathematics'*(Columbia Univerity,2012), p. 8

So, cartoon visual aids, it motivates the students and creates the opportunity to discussion. Communicating with cartoon is an easy communication which isn't complicated. It is noteworthy and surprising, it will be a part which is memorable. The warmth and the charm of the cartoon, and the comfort, which laughing and smiling, have given make the desired message by utilizing relaxation easier to facilitate insertion into the memory (Özer, 2005). When the students are given lesson by taking advantage of cartoon, those ones will better understand the fact and especially the knowledge about that subject. (Grünwald, 1979). Cartoons are examined observing the fine details and then they contain crucial messages which are generated with the way that events are defined by being simplified the details. Therefore, the function of the cartoons which press firmly on the ground of getting the students to instruct and to think, increases the effect of cartoon in education (Özer, 1998).

In this sense, the cartoon has great importance in terms of education.

The importance of the benefitting from cartoons in the process of education and instruction benefit from cartoons, can be summarized as follows:

(Holliday ve Grskovic, 2002; Brummett, 2003; Kleeman, 2006; Uslu, 2007).

1. Students want entertainment during lesson.

Cartoon has the power to achieve it through the language of humor. This language of humor learning leads the student to learn. This enables the students to participate more in class without getting bored and will provide the lessons with a fun dimension. Because a positive classroom environment created in

the course by smiling is more beneficial than the lesson taught by being used the method of narration.

2. It is effective in terms of learning the skills and abilities of the students. The teachers attract the student's attention and help them to learn the subject by asking question about cartoon drawn in the lesson. In addition, the students develop oral and written skills by examining the cartoon which they draw.

3. Cartoons are important in terms of that the students establish a relationship between the subjects and they contribute learners to develop problem solving skills. Students' perspective for cartoon will be different and it will bring a wealth of ideas. Thus, it will be easier to capture the details from information.

4. Children's attention span is very limited. The student's attention is quickly distracted in the class and they quickly get bored. Teaching the subjects with cartoons will prevent them from getting bored and will provide the focus on lesson for a long time. At the same time, it will be a significant contribution to like the course.

5. Cartoon has an important role on motivating the student to the lesson for a long time. When introduction knowledge is being given and their interests decline during lesson, it is effective for focusing on lesson again. This situation will get them to retention.

6. Cartoon makes a positive contribution to the development of the students' thinking and comprehension skills. Therefore, they have a role in the formation of a ready audience as the objectives set are effective in teaching them well.

7. Cartoon is effective to communicate with the students. It makes the students it easier to memorize the messages related with the goals. It can be mentioned that humour approach is attractive while communicating with the students.

Communicating with the cartoon is an easy way that is not complex, there is a side kept in mind. *International Journal of Humanities and Social Science* Vol. 4, No. 14; December 2014

8. Education with cartoon has not memorizing. Since cartoons are composed of different, interesting, images and symbols, they remain in the minds of individuals for along time. As a result, it is easy to remember the knowledge learned.

9. Cartoons improve the students' abilities to comment. Students perspectives for cartoons will be different and interpretations will be emerge on the same subject. In addition to this case show the richness and diversity of ideas among students, group discussion and finding the most accurate results together brings.

10. Drawing cartoon in the classroom will help the students who are interested in cartoon and have the capable for cartoon to emerge.⁴⁸

C. The Application Cartoon in Learning Process

⁴⁸ The Effects of Educational Practice with Cartoons on Learning Outcomes (Vol. 4, No. 14; December 2014)p 224

- a. Give one topic to students that can make the students to try or practice their reading skill.
- b. After the researcher give topic ,the researcher give picture
- c. Then the researcher explain the picture
- d. Give 5-7 minutes to practice and answer questions.
- e. Then, together the students discuss the answer of the questions provided.

Concept of cartoons can be viewed as teaching/learning materials. However, this would not be a complete definition. Byprobing students' ideas and providing a purpose for discussion and investigation of ideas, concept cartoons will work as teaching/learning strategies as far as constructivist approach is adopted. AsGunstone (1988) underlines that the methods used to probe students' ideas are also excellent teaching/learning strategies in the constructivist view. In this sense, the term "concept cartoon" will be used to mean a teaching method where students are invited to air, debate, and test their ideas. According to Keogh, Naylor and Wilson (1998, p. 219), concept cartoons need to have the following features as teaching materials;

- a. A minimal amount of text is used.
- b. Scientific phenomena are presented in relation to the everyday situations.
- c. Alternative ideas are selected on the basis of research on students' understanding so that all ideas can be seen as credible by learners.
- d. Alternative ideas include the scientifically correct idea.

- e. Alternative ideas appear to be of equal status so that learners cannot work out which alternative is correct from the context.⁴⁹

c. Cartoon As A Teaching Tool

Learning is often a stressful process. Good humor, either in pictorial or verbal form, promotes positive learning. According to medical research, having a good sense of humor will also reduce stress and anxiety. Tamblyn (2002) suggested that humor helps students learn better by recommending ways to use of humor for more effective teaching and learning, and the use of cartoons is one of them. A cartoon is a visual medium with humor that can be in either the form of a single picture or a series of pictures, captioned or non-captioned, that appear in magazines, newspapers, or books. Uğurel and Morali (2006) suggest that cartoons affect student learning when used as a visual tool. Visualization, which combines both picture and text, helps build not only student understanding of mathematics but can also inspire student creativity and engagement in mathematical thinking (Cunningham, 1999). Very often, a picture speaks louder than words and has more impact than just reading the text. The use of cartoons has been shown to increase interest and intrinsic motivation and reduce boredom, academic stress, and anxiety (Tamblyn, 2002).⁵⁰

⁴⁹FilizKabapinar, *Effectiveness of Teaching via Concept Cartoons from the Point of View of Constructivist Approach*, 2005.(EDAM) p. 3

⁵⁰ Hoyun Cho, *The Use Cartoons as Teaching a Tool in Middle School Mathematics* (Columbia Univerity,2012), p. 32-33

There are eight kinds of activities learners that include physical activeness and liveliness of spirit as follows:

- a. Visual activities such as reading, watching images, demonstrations, experiments, the work of others and so on.
- b. Oral activities such as: states, formulate, ask, member suggestions, opinions, conduct interviews, discussions, interruptions and so on.
- c. Listening activities such as listening to the commentary, conversation, discussion, music, speech and so on.
- d. Writing activities such as writing stories, essays, reports, tests, questionnaires, copying, and so on.
- e. Drawing activities such as drawing create graphs, maps diagrams, patterns, and so on.
- f. Motor activities such as conducting experiments, making construction, models, refit, playing, gardening, keep animals, and so on.
- g. Mental activities such as perceiving, remembering, problem solving, analyzing, seeing relationships, decision-making, and so on.
- h. Emotional activities such as interested bored, happy, brave, calm, nervous, and so on.⁵¹

More than 2400 years ago Confucius stated: What I hear, forget, what I see, I remember and what I do, I understand. Three simple statements are talking about the weight of importance of active learning⁵². There are several reasons that

⁵¹Ahmad R. HM. *Pengelolaan Pengajaran*.(Jakarta: Rineka Cipta:2004), p.9.

⁵²Melvin L. Siberman, *Active Learning, 101 Strategi Belajar Aktif*. translate. Sarjuli, et.all (Yogyakarta: Pustaka Insan Madani, 2007), P. 1.

most people tend to forget what they hear. One of the most compelling reasons is the difference in the level of teaching speaking rate with the rate the ability of learners to listen. Through these three points, it is known that the learning will be more memorable and beneficial if the students can use all the tools owned by the maximum senses. By using the senses, ears, eyes, as well as using the brain to think and process information obtained coupled with the task. So in the process of teaching and learning will be fun without the burden in the minds of learners and learners will be eager to follow the lessons.

f. Interest

1. Definition Interest

Interest is defined as a condition that occurs when a person looking at the characteristics or meaning while the situation connected with the desires or her own needs.⁵³

Interests associated with feelings of love or pleasure of a person against an object. It is as stated by Slemeto (2003: 180) states that interest as a flavor more like and taste of interest in a matter or activity, without being told, interest is basically the reception will be a relationship between themselves with something beyond ourselves. The stronger or close the relationship, the greater the KartiniKartono (1996: 12) interests moments and trends in the direction intensively to an object that is considered important. Meanwhile, according to Saiful Bahri Djamarah (2008: 132) interest is the tendency to settle to pay

attention and remember some of the activities of a person who is interested in the activity would it be consistent with delight to something it is learned and can affect learning further and affect the acceptance of new interests.⁵⁴

According to Crow and Crow (in Abror, 1993: 112) interest is something related to the momentum that drives us inclined or feel attracted to people, objects, activities, or can be an effective experience that is stimulated by kegiatnitself. Meanwhile, according to RastHarmin and Simon (in Mulyati, 2004: 46) states that in the interest of the subject matter of this there are:

- 1) the feeling of pleasure in ourselves that focuses on specific objects,
- 2) their interest in the particular object,
- 3) the activity of specific objects,
- 4) the tendency of trying to be more active,
- 5) object or activity is viewed functionally in life,
- 6) the tendency is to direct and influence the behavior of individuals.

According to Saleh Abdul Rahman (2009: 262) is a tendency to pay attention and act against the person, activity or situation which is the object of the interest is accompanied by feelings of pleasure, interest is the tendency or direction of a desire for something to satisfy an impulse, interest is a boost within

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<https://translate.google.com/translate?hl=en&sl=id&u=http://kebugarandanjasmani.blogspot.com/2015/12/pengertian-minat-definisi-jenis-ciri.html&prev=search> (Accessed on January 19th 2017).

that affects the motion and the will to something, a strong impetus for someone to do everything in realizing the achievement of the goals and ideals of the wishes. Meanwhile, according to Witherington,

HC (1999: 135) interest is a person's consciousness into something someone objects, a problem or a situation contains nothing to do with him.

Interest is a function of the soul to be able to achieve something that is a force inside and looked outside as movements in interest in carrying out the functions closely associated with thoughts and feelings. Humans give patterns and determine after the vote and take decisions, changes in interest to choose and make decisions is called conscience (Heri P, 1998: 3).

Opinions of experts on researchers to conclude that a person who is interested in an activity will take notice of the activity consistently dengan rasa pleased that because it comes from within oneself that is based sense of love and absence of coercion from outsiders, the emergence of a person's interest was caused by several important factors namely internal factors and internal factors eksternal. Adapun consists of attention, interest and activity, while external factors consist of family, school and neighborhood.

2. Types of Interests

Many experts have argued about the kinds of interests. Among Carl Safran (in Sukardi, 2003) classifies interest into four types:

1. Expressed interest, interest is expressed through verbal indicate whether a person is liked and disliked an object or activity.
2. Manifest interest, an interest which is inferred from the participation of individuals in a particular activity.
3. Tested interest, interests inferred from tests of knowledge or skill in an activity.
4. Inventoried interest, the interest expressed through an interest inventory or list of events and activities together with a statement.⁵⁵

G. Reading Assessments

According to Wellow there are some of skills are going to test in reading skills are the students' ability:

1. To guess meaning of word or expression from context.
2. To predict what the text messages about, based on initial input.
3. Identify the main idea.
4. To identify specific detail.
5. To make inference.
6. To indentify sequence of event ideas , etc.
7. To differentiate fact and opinion.
8. To differentiate between reality and fantasy.⁵⁶

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<https://translate.google.com/translate?hl=en&sl=id&u=http://kebugarandanjasmani.blogspot.com/2015/12/pengertian-minat-definisi-jenis-ciri.html&prev=search> (Accessed on January 19th 2017).

⁵⁶ M Basri Wello and Syarifuddin dollah, *English for Specific purposes*, (Makassar: UNM Publisher 2008), p.111.

In addition Alderson stated that there are several reasons for assessing reading and the skills and knowledge that are involved in reading. They include assessing to encourage learning, and assessing to monitor progress and provide feedback, assessing to diagnose problems , and assessing to measure proficiency. The same form of assessment may be used for a variety of goals.⁵⁷

C. Conceptual Framework

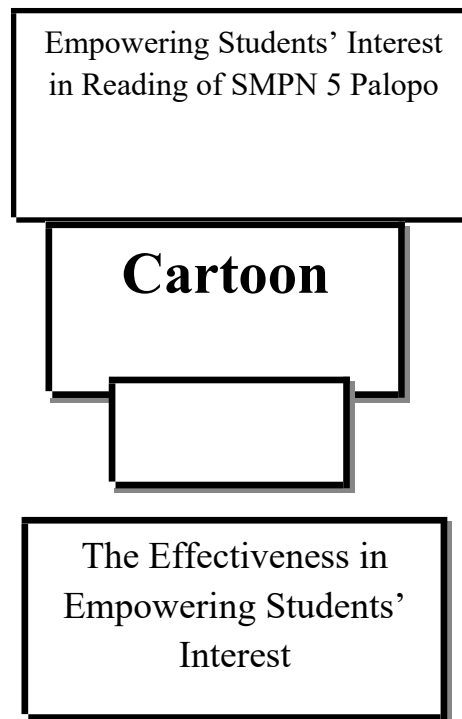
Reading is one of integrative skills taught at university. However, most of the students were not able to use English as a means of communication. In this case, a lecturer of English had better use the Cartoon, and interesting media to the students.

Based on the statement above the researcher focused on the Cartoon. In this research giving pre-test to know their skill in reading before give treatment. After that they will receive some treatments as a process of learning reading by modeling Educational cartoon. After conducting both items, the researcher came to the last items namely post-test to know whether any significance development of students' achievement in reading skill.

g.

⁵⁷ J. Charles Alderson and, *Assessing Reading* (Cambridge: 2000), p. 75.

The conceptual framework underlay in this research was gave in the following diagram



a

h. Hypothesis

Null Hypothesis (H_0) = Educational Cartoon is not effective in improving students' reading Ability at the eighthyear of SMP Negeri 5 Palopo.

Alternative Hypothesis (H_1) = Educational Cartoon is effective in improving students' reading Ability at the eighthyear of SMP Negeri 5 Palopo.

CHAPTER III

THE RESEARCH METHOD

A. Research Method

In This study the researcher used experimental method. This method was used to know the effectiveness of Cartoon in teaching reading at the eighth class of SMPN 5 Palopo.

B. Research Design

This study used pre-experimental research. The formula of research design was illustrated on the table below: This research employed experimental method which applied one group.

Pattern $O_1 X O_2$

Where pattern experiment

O = Pre-test

X = Treatment

O = Post Test⁵⁸

C. Variable

There are two variables in this research, namely:

⁵⁸ Sugiono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif and R&D)*, (Bandung: Alfabeta; 2008), p. 112.

1. Students of SMPN 5 Palopo as independent variable.
2. Cartoon as dependent variable.

D. Population and Sample

1. Population

In This case, the population was all of the students at the eighth year of SMPN 5 Palopo who comprised of 130 students each class.

2. Sample

The researcher used purposive sampling. The researcher took VIII to be samples. It was consists of 20 students. This, if the survey data indicated an increase in capacity, the researcher concluded that result of the implementation of the technique mentioned in this study.

E. Instrument of the Research

The instrument of the study was reading test

1. Reading test

Reading test was an instrument used in this research which comprise of two tests; pre test and post test. The pre test was intended to see the student's ability in reading before giving treatment while the post test was administered to know the effectiveness of cartoon in learning reading.

2. Questionnaire to find out the students' Interest in reading skill.

The questionnaire is means to finding out whether the students were perception in learning reading with cartoon or not. The questionnaire consists

of 10 items. The questionnaire was provided in Likert scale which was modified in five alternative answered that consists of strongly agree, agree, neutral, disagree, and strongly disagree.

- a. Strongly agree : 5 points
- b. Agree : 4 points
- c. Neutral : 3 points
- d. Disagree : 2 points
- e. Strongly disagree: 1 point⁵⁹

F. Procedure of Collecting Data

In collecting data, the researcher needs six meetings or days with the students in the class. The procedure of collecting data is described as follow:

1. Pre-test

This part namely pre-test was given before the researcher gave the treatment. In This part the researcher was going to give the test which was consisting of reading test/ reading assessment. This test was to measure the students' reading comprehension before applying the technique.

2. Treatment

After pre-test, the researcher gave treatment to the students. It is expected to improve the reading skill. In this treatment the researcher explain about the educational cartoon . After that the researcher gave some materials to the students,

⁵⁹ Judith Bell, *Doing Your Research Project*, (fifth edition; New York; Open University Press, 2010), p.224.

the material about Descriptive text then the students opportunities to more understand the material, it is about seven minutes. Then the researcher gave picture cartoon and the researcher explain about the text and students focus in the reading text. And finally the researcher gave five minutes to students to read the text and answer the question. The researcher conducted treatment during six meetings. These steps are follows:

a. First treatment

The first meeting, the researcher taught reading skill about descriptive



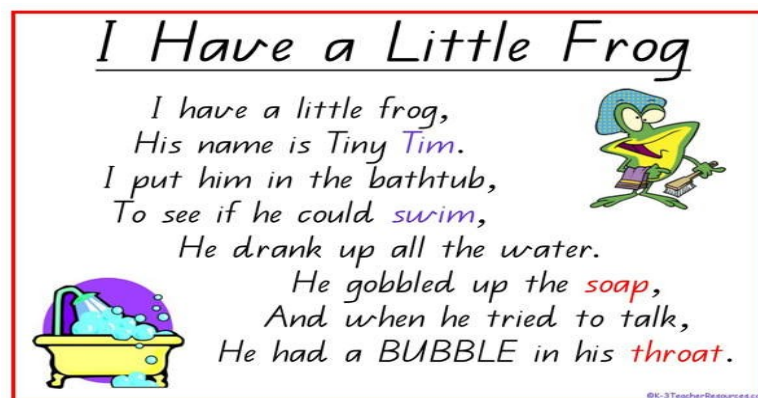
text with the topic “ My Blewuk”

I have some pets. However my favorite pet is Blewuk. Blewuk is a male cat I call it Blewuk because his fur is grey. He is adorable with his soft stripes. He has innocent round eyes and feeble sweet voice. He always meow when he feels hungry. Actually his voice is not suitable with his giant body. When I come home, he usually gives me a kiss.

Blewuk is a nice playmate. I'm happy to spend my time with him. Most of the time, he's a good boy. It's almost impossible for me to be angry with him. In the morning he always wakes me up early. When he wakes up early, he waits quietly by me beside until I wake up.

b. Second treatment

In the second treatment, the researcher taught reading skill about descriptive text about:

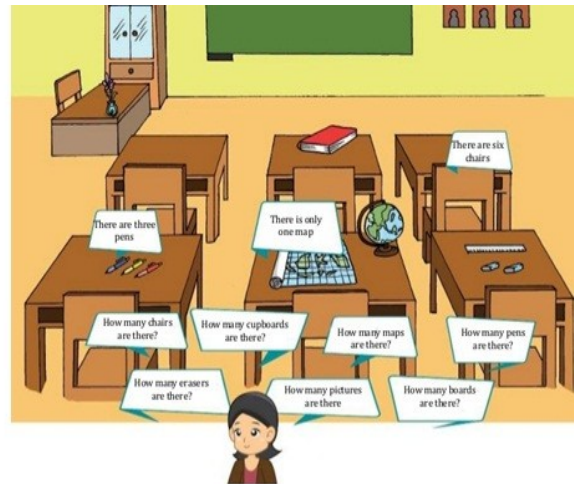


c. Third treatment

In the third treatment, the researcher taught reading skill about descriptive text about:

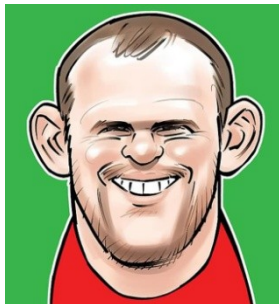
My classroom

This is my classroom. **There are** (1) many things in my classroom. Miss Jessica is a teacher. She is very nice. Miss Jessica writes on the **WhiteBoard** (2). She is in front of the class. **There are** (3) twenty students in my class. I sit in front of the Miss Jessica's desk. Krystal is beside Me. Krystal **sits** (4) between Amber and Victoria. **There is** (5) a beautiful picture beside the whiteboard. We put broom behind the door and the napkin near Miss Jessica's desk. Our class is clean and tidy. I love my classroom and my friends.



d. Fourth treatment

In the fourth treatment, the researcher taught reading skill about descriptive text about:



The wonder boy, **Wayne Rooney** is a very popular footballer in the world. At the age of 16, Rooney was a top goal scorer for Everton. His first team.

Wayne Rooney was born on October 24th, 1985 I Liverpool. He is the son of a working class family. He grew up in Croxteth. He was brought up in a three

bedroom house with his parents, Jeanette and Wayne had a dream. He wanted to be the best footballer. His family were Everton lovers and Rooney's old bedroom window was filled with Everton Flags.

His debut in Everton Football Club was in August 2002. His first league goal came in October 2002 when he became the youngest goal scorer in the story of the Premier League at the age of 16 years. In 2004, he joined Manchester United. Now days he becomes the world's most expensive teenager football player.

e. Fifth treatment

In the fifth treatment, the researcher taught reading skill about descriptive text

<p style="text-align: center;">Describing my Father</p> <ul style="list-style-type: none"> • This is my father, his name is Pedro, he has thirty-eight years old, he is tall and slim, he has blue eyes, red hair and white skin. 	<p style="text-align: center;">Describing my Mother</p> <ul style="list-style-type: none"> • This is my Mother, her name is Alejandra, she is very beautiful, she has green eyes and her hair is blond, she is tall and thin, her skin color is white.
<p style="text-align: center;">Describing my Brother</p> <ul style="list-style-type: none"> • This is my brother, his name is Carlos, he is small and fat, he has black eyes, large ears and brown hair. 	<p style="text-align: center;">Describing my grandfather</p> <ul style="list-style-type: none"> ❖ This is my grandfather his name is Pablo , he has sixty-four years old, he is tall and slim, he has Brown eyes, his skin color is white and his hair is white.

f. Sixth treatment

In the fifth treatment, the researcher taught reading skill about descriptive text about:



Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and

parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the City of Light.

Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. The Louvre, one of the world's largest art museums, draws many visitors. The Cathedral of Notre Dame, a famous church, is another favorite place to visit.

3. Post-test

After giving treatment for the students in six meetings, the researcher would give post test. In the post test the researcher gave the same way in pre-test to the students.

4. Giving Questionnaire

The questionnaire is a means to finding out whether the students are interested in learning speaking through modeling the way or not. Questionnaire is an instrument which contains some questions. The questionnaire is an instrument to see the students' interest in reading skill by using cartoon in teaching.

G. Technique of Data Analysis

In this research, the Researcher analyzed the data that was collected from the sample by using following techniques:

1. Scoring the students' correct answer from the reading test that was given

$$\text{Score} = \frac{\text{value of students correct answer}}{\text{total number of value}} \times 100$$

2. Classifying the students' score into the following criteria:

- a) The score 96 – 100 classified as excellent
- b) The score 86 – 95 classified as very good
- c) The score 76 - 85 classified as good
- d) The score 66 – 75 classified as fairly good
- e) The score 56 – 65 classified as fairly
- f) The score 36 - 55 classified as poor
- g) The score 0 – 35 classified as very poor⁶⁰

3. Calculating the rate percentage of students' score:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage

F = the cumulative frequency of subjects

N = total number of subjects⁶¹

⁶⁰ Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktis*, (Jakarta: Rineka Cipta, 1998), p. 185.

⁶¹ L.R.Gay, *Educational Research*, (USA, 1981), p. 225

4. In determining the mean score, standard deviation, test f significance and standard significance. The Researcher calculated it by using SPSS 21 and used table distribution to choose the score of $t_{\text{count}} (t_0)$.

H. Hypothesis Acceptability

In addition, to know whether the pre-test and post-test were significantly difference and also to know acceptability of hypothesis, the Researcher used the criteria of hypothesis acceptability, which is:

If: $t_0 \geq t_t =$ Reject null hypothesis

If: $t_0 < t_t =$ Received null hypothesis.⁶²

62 M. Subana, et.al., *Statistik pendidikan*. (Cet. 1; Bandung: CV PustakaSetia, 2000), p. 172

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the description of findings and of the research. The findings of the research deals with the result of the data analysis from the field and the discussion section deals with argument and further explanation of the findings.

A. Findings

The findings of this research deals with the rate percentage of students score in pre-test and post-test, the mean score and standard deviation of students' pre-test and post-test,

1. The analysis students' reading test score in pre-test and post test

a. Students score in pre-test

In this section, the researcher showed the complete score of the students' reading comprehension in pre-test. The researcher would present them in the tables and calculate the score by using SPSS20. It tabulated by following table:

Table 4.1

The Score of Students' Reading Skill in Pre-test

Responden t	Correct Answer	Total
R1	2	70
R2	3	75
R3	2	70
R4	3	75
R5	2	70
R6	2	75

R7	3	80
R8	3	85
R9	2	75
R10	3	85
R11	3	80
R12	3	85
R13	3	80
R14	2	70
R15	3	80
R16	3	80
R17	3	85
R18	3	85
R19	3	80
R20	2	75

The table 4.1 can be seen that there were 20 students observed in this research before gave the treatment .The highest score was 85 and the lowest score was 70. There were 4 students got 70, there were 5 students got 75, there were 6 students got 80, and only 5 student got 85.

Table 4.2

The Mean Score of Students' Reading Skill in Pre-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001 Valid N (list wise)	20 20	70.00	85.00	78.0000	5.47723

Table 4.2 showed that the highest score of students was 70.00 and the lowest score of students was 85.00. Besides, it also indicated that the mean score

of students' reading comprehension in pre-test was 78.000 and the standard deviation 547723.

The researcher also had written the students scoring classification of the frequency and percentage of the result students' score in pre-test can be seen in the table below:

Table 4.3
The percentage of students' score in pre-test

N	Classification	Score	Frequenc	Percentage
O			y	
1	Excellent	96-100	-	-
2	Very Good	86-95	-	-
3	Good	76-85	11	55%
4	Fair Good	66-75	9	45 %
5	Fair	56-65	-	-
6	Poor	36-55	-	-
7	Very Poor	0-35	-	-
	Total		-	100%

Based on the table 4.3 above showed that the students was answering reading test, there were no students having excellent and very good. There were 11 students (55%) had good categories and 9 students (45%) had fair good.

b. Students score in Post-test

The score of student were observed based on their test result. The data can be seen in the following table:

Table 4.4

The Score of Students' Reading Skill in Post-test

Responden t	Correct Answer	Total
R1	3	95
R2	4	98
R3	2	75
R4	3	95
R5	4	98
R6	3	95
R7	4	98
R8	4	98
R9	3	95
R10	4	98
R11	3	95
R12	4	98
R13	3	85
R14	3	85
R15	3	95
R16	3	85
R17	4	95
R18	4	95
R19	4	98
R20	3	90

Table 4.5

The Mean Score of Students' Reading Skill in Post-Test

Descriptive Statistics

	N	Minimu m	Maximu m	Mean	Std. Deviation
VAR00002 Valid N (list wise)	20 20	75.00	98.00	93.3000	6.19932

Table 4.5 showed that the highest score of students was 75.00 and the lowest score of students was 98.00. Besides, it also indicated that the mean score

of students' reading comprehension in post-test was 93.3000 and the standard deviation 619932.

The researcher also had written the students scoring classification of the frequency and percentage of the result students' score in post-test can be seen in the table below:

Table 4.6
The percentage of students' score in pre-test

N	Classification	Score	Frequenc	Percentage
O			y	
1	Excellent	96-100	7	35%
2	Very Good	86-95	9	45%
3	Good	76-85	3	15%
4	Fair Good	66-75	1	5%
5	Fair	56-65	-	-
6	Poor	36-55	-	-
7	Very Poor	0-35		-
	Total		20	100%

Based on the table 4.4 above showed that the class of VIII was answering reading test, there were no students having fair, poor, very poor, There were 7 students (35%) had excellent category and 9 students (45%) had very good category, there were 3 students got good category and 1 student got fair good category. It meant that the students score in post-test was upgrade.

Table 4.7**The Score of Students' Reading Skill in Pre-test and Post-test**

Respondent	Variable X (Pre-test)	Variable Y (Pos-test)	D=(X-Y)	D²= (X-Y)²
R1	70	95	25	625
R2	75	98	23	529
R3	70	75	5	25
R4	75	95	20	400
R5	70	98	28	784
R6	75	95	20	400
R7	80	98	18	324
R8	85	98	13	169
R9	75	95	20	400
R10	85	98	13	169
R11	80	95	15	225
R12	85	98	13	169
R13	80	85	5	25
R14	70	85	15	225
R15	80	95	15	225
R16	80	85	5	25
R17	85	95	10	100
R18	85	95	10	100
R19	80	98	18	324
R20	75	90	15	225
N=30	$\sum X_1=1560$	$\sum Y_1=1866$	$\sum D = 306$	$\sum D^2 =5468$

From the table, the researcher calculated the score by using SPSS 20. It tabulated by the following table below:

Table 4.8**The Paired Samples Statistic of Pre-Test and Post-Test**

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean

Pair 1	VAR0000 2	93.3000	20	6.19932	1.38621
	VAR0000 1	78.0000	20	5.47723	1.22474

Paired Samples Correlations

	N	Correlatio n	Sig.
Pair 1 VAR00002 & VAR00001	20	.398	.082

The table paired samples statistics of pre-test and post-test indicated that value of standard deviation in pre-test was 5.47723 and 6.19932 in post-test. Besides, the standard deviation error in pre-test was 1.22474 and in post-test was 1.38621. The table above also showed that mean score in pre-test was 78.0000 and in post-test was 93.3000. It could be concluded that students' score increase from 78.0000 to 93.3000.

The table paired samples correlations of pre-test present that correlation of the students' ability before and after treatment was 0.3. It means that there was a significant correlation of students' ability in teaching reading comprehension through cartoon media before and after treatment.

**Table 4.9
Paired Samples Test**

	Paired Differences	t	df	
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	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2- tailed)
				Lower	Upper			
Pair 1 VAR0000 2 - VAR0000 1	15.3000 0	6.43265	1.43838	12.2894 3	18.3105 7	10.637	19	.000

The Paired Samples of Pre-Test and Post-Test

From the table samples test 4.9, the researcher got the data that t_0 (t_{count}) = 10.637 and df (degree of freedom) = 19. Value of t_t = 2.093. It was the standard of signification 0.05 with degree of freedom (df) = 19. Based on the result, the researcher concluded that t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$.

$$10.637 > 2,093$$

Related to the result that ($t_0 > t_t$) the t_{count} was greater than t_{table} , it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It can be concluded that there was a significant difference in reading comprehension before and after using cartoon media. Therefore, the researcher believed that cartoon media was effective in teaching reading skill at the eight class students of SMPN 5 Palopo.

c. Analysis of questionnaires

To get data of students' perception In Reading Skill by Utilizing Cartoon at The Eighth Year Students of SMP Negeri 5 Palopo the researcher made questionnaire assessment by using formula below:

$$P = \frac{F}{N} \times 100\%$$

Where: P = the percentage from students' response

F = the frequency

N = number of students

The result and percentage of students' score could be seen by following tables:

Table 4.10

Learning Reading Trough Cartoon Media is Very Fun

Option	Frequency	Percentage
Strongly agree	12	60%
Agree	7	35%
Neutral	1	5%
Disagree	-	0%
Strongly disagree	-	0%
Total	20	100%

The table 4.6 can be seen that there were 12 students (60%) chose strongly agree, there were 7 students (35%) chose agree, there were 1 students (5%) chose neutral, there was none of the student chose disagree, and there was

none of the student chose strongly disagree. It means that the students were fun in learning to read by using cartoon media.

Table 4.11

I Like Learning to Read Trough Cartoon Media

Option	Frequency	Percentage
Strongly agree	8	40%
Agree	11	55%
Neutral	-	%
Disagree	1	5%
Strongly disagree	-	0%
Total	20	100%

The table 4.7 can be seen that there were 8 students (40%) chose strongly agree, there were 11 students (55%) chose agree, there were 1 students (5%) chose disagree, there was none of the student chose neutral, and there was none of the student chose strongly disagree. It means that the students had high spirit in learning reading trough cartoon media.

Table 4.12

Learning Reading Trough Cartoon Media Make Students Enjoy To Practice

Option	Frequency	Percentage
Strongly agree	6	30%
Agree	8	40%
Neutral	3	11%
Disagree	2	10%
Strongly disagree	1	5%

Total	20	100%
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The table 4.8 can be seen that there were students (30%) chose strongly agree, there were 8 students (40%) chose agree, there were 3 students (11%) chose neutral, there was 2 students (10%) chose disagree, and there was 1 student (5%) chose strongly disagree. It means that the students had enjoyed to Learn Reading by using cartoon media.

Table 4.13

Cartoon Media Can Help the Students to Practice Reading Skill in the Class

Option	Frequency	Percentage
Strongly agree	3	15%
Agree	5	25%
Neutral	10	50%
Disagree	1	5%
Strongly disagree	-	0%
Total	20	100%

The table 4.9 can be seen that there were 3 students (15%) chose strongly agree, there were 5 students (25%) chose agree, there were 10 students (50%) chose neutral, there was 1 student (5%) chose disagree, and there was none of the student chose strongly disagree. Cartoon media can help the students to learn reading skill.

Table 4.14

Cartoon Media is Very Effective in Upgrading the Student's Reading Skill

Option	Frequency	Percentage
Strongly agree	4	20%
Agree	13	65%
Neutral	3	15%
Disagree	-	0%
Strongly disagree	-	0%
Total	20	100%

The table 4.10 can be seen that there were 4 students (20%) chose strongly agree, there were 13 students (65%) chose agree, there were 3 students (15%) chose neutral, there was none of the student chose disagree, and there was none of the student chose strongly disagree. It means that cartoon media were effective in upgrading the students reading skill.

Table 4.15

The Students Motivation is Increase after Learning by Using Cartoon Media

Option	Frequency	Percentage
Strongly agree	3	15%
Agree	14	70%
Neutral	3	15%
Disagree	-	0%
Strongly disagree	-	0%
Total	20	100%

The table 4.11 can be 3 students (15%) chose strongly agree, there were 13 students (70%) chose agree, there were 3 students (15%) chose neutral, there

was none of the student chose disagree, and there was none of the student chose strongly disagree. It means that cartoon media were effective in upgrading the students reading skill.

Table 4.16

Learning to Read Trough Cartoon Media Make the Students Easy to Read

Option	Frequency	Percentage
Strongly agree	5	25%
Agree	12	60%
Neutral	3	15%
Disagree	-	0%
Strongly disagree	-	0%
Total	20	100%

The table 4.12 can be seen that there were 5 students (25%) chose strongly agree, there were 12 students (60%) chose agree, there were 3 students (15%) chose neutral, there was none of the student chose disagree, and there was none of the student chose strongly disagree. It means that cartoon media were effective in to make students easy to read.

Table 4.17

Educational Cartoon Technique Could Encourage the Reading Fluency

Option	Frequency	Percentage
Strongly agree	4	20%
Agree	16	80%
Neutral	-	0%
Disagree	-	0%
Strongly disagree	-	0%

Total	20	100%
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The table 4.13 can be seen that there were 4 students (20%) chose strongly agree, there were 16 students (80%) chose agree, there was no students chose neutral, there was none of the student chose disagree, and there was none of the student chose strongly disagree. It means that cartoon media were effective to encourage the students' reading fluency.

Table 4.18

I Agree To Learn Reading by Using Cartoon Media

Option	Frequency	Percentage
Strongly agree	4	20%
Agree	15	75%
Neutral	1	5%
Disagree	-	0%
Strongly disagree	-	0%
Total	20	100%

The table 4.14 can be seen that there were 4 students (20%) chose strongly agree, there were 15 students (75%) chose agree, there were students (5%) chose neutral, there was none of the student chose disagree, and there was none of the student chose strongly disagree. It means that most of students agree to learn reading by using cartoon media.

Table 4.19

The Students Motivation is Increase after Learning by Using Cartoon Media

Option	Frequency	Percentage
Strongly agree	3	15%
Agree	15	75%

Neutral	1	5%
Disagree	-	0%
Strongly disagree	-	0%
Total	20	100%

The table 4.15 can be seen that there were 3 students (15%) chose strongly agree, there were 15 students (75%) chose agree, there were 1 students (5%) chose neutral, there was none of the student chose disagree, and there was none of the student chose strongly disagree. It means that cartoon media can increase the students' motivation in learning reading

Table 4.20

The List of the Students' Interest Score in Questionnaire

Respondents	Number of Items										Score
	1	2	3	4	5	6	7	8	9	10	
R1	4	4	4	4	4	4	4	4	4	4	40
R2	4	4	4	4	4	4	4	4	4	4	40
R3	5	5	4	5	4	3	5	4	4	5	44
R4	5	5	5	5	5	5	5	5	5	5	50
R5	4	4	3	2	5	4	4	4	4	4	38
R6	5	4	2	5	5	2	3	4	4	3	37
R7	5	5	5	3	2	2	5	5	5	5	42
R8	5	4	5	4	4	4	4	4	4	4	42
R9	5	4	2	3	4	4	4	4	4	4	38
R10	5	4	3	4	3	5	4	5	3	4	40
R11	5	4	5	3	4	5	4	4	4	4	42
R12	4	5	3	3	4	3	3	3	5	5	38
R13	3	2	5	3	3	4	3	4	3	1	31
R14	5	5	3	3	4	4	4	4	4	4	40
R15	5	5	4	3	4	4	4	4	4	4	41
R16	4	5	4	3	4	4	4	4	4	4	40
R17	4	4	4	5	4	4	4	4	4	4	41
R18	4	4	4	4	5	4	4	4	4	4	41
R19	5	4	5	3	3	4	5	5	4	4	42

R20	5	5	4	3	4	4	4	4	4	4	41
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By totaling the score of the students' answered toward the statements in questionnaire that was given to the students, it could be concluded that the lowest score was (31) and the highest was (50).

To make the table distribution frequency, the researcher used the single data of table distribution frequency that was most of the score frequent more than one. The way was needed to do, that was:

1. Looking for the highest score (H) and the lowest score (L) and from the data that was got, it could be showed that H=50 and L=31. After knowing the score of H and L, the researcher arranged the score of students' interest from up to down, it started from the highest score successively until the lowest in the first column of table distribution frequency.

2. Counting the frequency in each score that had been got, then its result was come into the second language that had been prepared, next the score was added so that it was got the total of frequency ($\sum N$) or (N).

For more knowing about the students' spreading perception data, it could be seen in the following table

Table 4.21

Distribution Frequency of the Students' Interest

Score	Frequency	Percentage
50	1	5%
31	1	5%
40	5	25%

44	1	5%
38	3	15%
37	1	5%
42	4	20%
41	4	20%
$\Sigma=323$	N=20	100%

Based on the table 4.21 can be seen that the students at the VIII class of SMPN 5 Palopo, the students who got the highest score 40 there were 5 students (25%), and there was 1 student got the lowest score 31 (5%). There were 1 students (5%) got score 50,44 and 37. There were 3 students (15%) got score 38, there were 4 students (20%) got score 42, and there were 4 students (20%) got score 41.

B. Discussion

In this section, the researcher discussed the result of findings in accordance with the scope of the research. The discussion is about the use of cartoon media in empowering students' interest in reading skill at the eighth year of SMP Negeri 5 Palopo After analyzing the data of students' test, it showed that $t_{\text{count}}(t_0)$ with the value (10,6) was higher than $t_{\text{table}}(t_t)$ with the value (2.093) with degree of freedom (df) = 19 on the level significance 0.05. It means that there was a significance difference between the result of pre-test and the result of post-test.

Table 4.22

Table of the pre-test of the student

Variable	$t_{\text{count}}(t_0)$	$t_{\text{table}}(t_t)$
$O_1 - O_2$	10.637	2.093

Table 4.22 showed that the value of t_0 was higher than t_i , it can be interpreted that the research hypothesis was confirmed. After giving pre-test, the researcher gave the treatment during six meetings. In this case, the students were expected to understand the descriptive text and have a good willingness to read a text and answer the questions. In process of reading skill, firstly, the students must know the meaning of vocabularies that used in descriptive text. All of these activities were applied by using cartoon media.

There were some factors caused the improvement of students' reading skill of SMPN 5 Palopo, such as:

1. Students got easy to analyzed the new vocabularies in descriptive text by using cartoon media.
2. Students become easy to understand the meaning of the text because they can see the picture provided behind the text.
3. Students were entertained and not boring because the text were provided some picture.
4. Because they were enjoyed to read the text they also easy to answer the question provided after reading the text.

Based on analysis of the table of classification and percentage rate of the students in post-test and the students' mean score, it was found that the students' reading skill was higher than before they got the treatment. Related to the students' mean score in pre-test and post-test, it showed that students' reading skill was improve through cartoon media.

According to Munir stated that cartoon media was effective in mastering vocabularies, it can be seen from the pretest where the students got unexpected score and also the students lack of vocabularies, the cartoon media was effective it can be seen in post test table that the students score were upgrade after they taught by using cartoon media⁶³

Another expert also prove that cartoon media was effective in their research. According to Uslu Quoted by Eker stated that cartoon are improving the students critical thinking and problem solving skills and they also allow them to express themselves, to think freely and imagine to tell their thought and feelings orally in writing.⁶⁴

Beside that according to Sujdana and Rivai Quoted by Amrizal that characteristics of cartoon might help attract attention and increase the students' interest. Indeed, some researcher have shown that cartoon materials can be used a motivation tool in the classroom.⁶⁵

From those explanation the researcher concluded that cartoon media is very effective used in teaching especially in reading part. It can more easy to make the students interested to read when the book is provided some picture to illustrated the story.

63 Fathul Munir "The Effectiveness of Teaching Vocabulary by Using Cartoon Film Toward Vocabulary Mastery of EFL Students" Journal of The Language Teaching and Linguistics vol. 1. No.1 (April 2003), p.1 JELTI, 2016 www.jelti.org (Accessed on September 26th, 2017).

64 Cevat Eker et., all, "The Effect of Educational Practice on Learning Outcomes" International Journal of Humanities and Social Science vol.4. No.41 (December 20014.), p.2, 2014 www.ijhssnet.com>journal>vol4n (Accessed on September 26th, 2017).

65 Amrizal, "Cartoon as Instructional Method in Teaching Descriptive Text Writing" Ahmad Dahlan Journal of English Studies (ADJES) vol.2. Issues 2 (September 2015), chc.sitecore.Journaluad.ac.id>article>download (Accessed on September 26th, 2017).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions based on the findings and discussions from the data analysis in previous chapter.

A. Conclusions

Based on the findings, data analysis, and discussions in the previous chapter, the researcher gave conclusions as follows:

The use of cartoon media was effective to empowering students' reading skill at the eighth year of SMPN 5 Palopo, it can be seen from the data which having implemented the treatments by using cartoon media, it was found that the mean score of students in post-test was higher than the mean score of students in pre-test.

Having implemented the treatments by using cartoon media, it was found that the mean score of students in post-test was higher than the mean score of students in pre-test. The data had been analyzed by using standard of signification 5% (0.05) with degree of freedom (df) = 19, got t_t (t_{table}) 2.093, and the result of t_0 (t_{count}) were 10.637. From this result, the researcher gave interpretation that teaching through cartoon media is effective to increase students' reading skill at SMPN 5 Palopo. It was proved by t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$, $10.637 >$

2.093. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. In other word, there was a significant difference between students' improvement in reading comprehension before and after giving treatments.

B. Suggestions

According to the researcher's experiences as long as teaching in SMPN 5 Palopo the researcher would like to give some suggestion as follow:

1. The cartoon media is one of media that can be used in making students interested in reading, they were not bored in reading a text because they also entertained by the picture.
2. Cartoon is one that can used by the teacher in teaching reading, because by using Cartoon they feel interested to read. Beside they read they also see the expression from the picture. Cartoon also can stimulate the students to read more.
3. The Cartoon is help tool media to teach, also as an inspiration between students and the environment, students and teacher.
4. The Cartoon is one of authentic media that can the teacher and students more interactive and active in a class.



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2006-2009	Mts Al-Falah
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2013.2018	IAIN Palopo

C. *Organization Involvement*

Year	Description
2016	Kader of BSMI Palopo
2017	Kader of BEM FTIK

D. *Voluntary Activities*

Year	Description
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2015

Panitia Champlish

F. Research, thesis, Essay, Article, Publications.

The Effectiveness Of Using Cartoon In Empowering Students' Interest In Reading At The Eighth Year Of Smp Negeri 5 Palopo.