**USING CARTOON PICTURES IN TEACHING ENGLISH VOCABULARY
TO THE SIXTH YEAR STUDENTS OF SDN 100 SINGGASARI**

A THESIS

*Submitted to the English Studies of S1 Tarbiyah Department of State
College Islamic Studies of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree in English Tarbiyah*

By,

NURLIA

NIM 08.16.3.0030

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

**USING CARTOON PICTURES IN TEACHING ENGLISH VOCABULARY
TO THE SIXTH YEAR STUDENTS OF SDN 100 SINGGASARI**

A THESIS

*Submitted to the English Studies of S1 Tarbiyah Department of State
College Islamic Studies of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree in English Tarbiyah*

By,

NURLIA

NIM 08.16.3.0030

Under Supervision:

1.   **Dr. Rustan S., M. Hum**

2.   **Jufriadi, S.S., M.Pd**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

THESIS APPROVAL

This thesis entitled *"Using Cartoon Pictures in Teaching English Vocabulary to the Sixth Year Students of SDN 100 Singgasari"* which is written by **NURLIA. REG. NUM. 08.16.3.0030**, English S1 study program of **Tarbiyah Department of State College for Islamic Studies Palopo**, and has been examined and defended in **MUNAQASYAH** session which is carried out on **Saturday, May 18th 2013 M** coincide with **Rajab 8th 1434 H**, and it is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

Palopo, <u>May 18th 2013 M</u>
8 Rajab 1434 H

COMMITTEE OF EXAMINATION

1. Prof. Dr. H. Nihaya M, M.Hum.   Chairman   (........………………)

2. Sukirman Nurdjan, S.S., M.Pd.   Secretary   (........………………)

3. Dr. Jumhariah Djamereng, M.Hum.   Examiner I   (................................)

4. Syamsudarni, S.Pd.I., M.Pd.   Examiner II   (................…............)

5. Dr. Rustan S, M.Hum.   Consultant I   (........………….…….....)

6. Jufriadi, S.S., M.Pd.   Consultant II   (...………….…........)

Approved By,

The Chief of STAIN Palopo   **The Chief of Tarbiyah Department**

Prof. Dr. H. Nihaya M, M.Hum.   **Drs. Hasri, M.A.**
NIP. 19511231 198003 1 017   NIP. 19521231 198003 1 036

NOTA DINAS PEMBIMBING

Palopo,   2013

Perihal   : Skripsi

Lampiran   : 6 eksampler

Kepada Yth.
Ketua Jurusan Tarbiyah STAIN Palopo
Di -
            Palopo

Assalamu 'Alaikum Wr. Wb

Setelah melakukan bimbingan skripsi terhadap mahasiswa tesebut di bawah ini:

Nama   : Nurlia

Nim   : 08.16.3.0030

Program study   : Bahasa Inggris

Jurusan   : Tarbiyah

Judul Skripsi   : *"Using Cartoon Pictures in Teaching English Vocabulary to the Sixth Year Students of SDN 100 Singgasari"*

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya.

Wassalamu 'Alaikum Wr. Wb.

Pembimbing I

Dr. Rustan S, M.Hum.
NIP. 19651231 199203 1 054

CONSULTANT APPROVAL

Thesis Entitled : "Using Cartoon Pictures in Teaching English Vocabulary to

the Sixth Year Students of SDN 100 Singgasari

Written By : Name : NURLIA

Reg. No : 08.16.3.0030

Study Program : Tadris English

Has been corrected and approved to be examined.
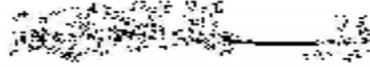
Palopo, 2013

Consultant I Consultant II

Dr. Rustan S, M.Hum. Jufriadi, S.S., M.Pd.

NIP. 19651231 199203 1 054 NIP. 19720727 2006 04 1 002

ACKNOWLEDGEMENT

Alhamdulillahi rabbil alamin, the researcher would like to express his deepest gratitute to the almighty Allah SWT. The only provider, the most merciful whose blessing give his guidance, inspiration, and good health all the time to conduct the this thesis. Also shalawat and salam are delivered to our great prophet Muhammad SAW who has brought us from darkness to the lightnes.

The researcher realizes this thesis will not be finished without helping from the others, that's why the researcher would like to express her deepest thanks to:

1. Prof. Dr. H. Nihaya M. M.Hum, as a chief of STAIN Palopo. The first, the second and the third deputed head, all of the lecture and their assistances and the employers of STAIN Palopo, who had tough, educated, helped, advised and guidance the researcher during her study in STAIN Palopo.

2. Prof. Dr. H. Said Mahmud, Lc., MA, as the chief of STAIN Palopo period 2006-2010, which in his period as principle of STAIN Palopo, the researcher begun his study in this lovely college.

3. Drs. Hasri, M.A, as chief of Tarbiyah Department of the stated college of Islamic studies Palopo.

4. Dr. Masruddin. S.S., M. Hum, as a chief of English studied program, and all of the lectures and staff of STAIN Palopo.

5. Dr. Rustan S., M.Hum as my firts consultant and Jufriadi, S.S., M.Pd as my second consultant, who have given the researcher guidence, assist, explanation, advises, suggestion, and correction to the improvement of this thesis until finish.

6. All of the staff of English department library STAIN Palopo who always provided good during writing this thesis.

7. Special thanks for my beloved parents; Dalin and Beda *(I'll always do the best for you)*. Who have always given the researcher help, support, blessing, provide countless material support and always pray for their daughter (researcher) to be successful so the researcher can finish her thesis and her study at STAIN Palopo.

8. For my beloved brother and sister (Sandi, Linda and her husband Adhy, and Riska) who have given the researcher help, pray, support, motivation, advice, and suggestion.

9. Researcher's uncles and aunts (Sirdan and his wife Hartati, Kisman, Aisyah, Yana, and Dana), for his support, pray and contribute in material and moral.

10. The head master SDN 100 Singgasari, the English teacher and sixth years students of SDN 100 Singgasari. So much thanks for their contribution and participation to finish the thesis.

11. Thanks to all my friends of English department in class A especially for Marwah, Bunga Sari, Minarti, Andi Irvasari Nyiwi, A. St Nurhijrah, Muhammad Saiful Anwar, Nurhajar, Karmila, Wahyuni, Serli Banneringgi, Sri Indri Yani, Mursalim and others that cannot mention their names one by one who have given advice and criticism and given motivation for finish this thesis.

The researcher thought that without these people, this thesis would never been finished, and as human being, the researcher also realize that this thesis is still far from perfection.

Finally the researcher dedicated this thesis may Allah SWT, Bless them. Amin

.

Palopo,   15th March 2013

The Researcher

LIST OF CONTENTS

LIST OF TABLE

Table   **Page**

ABSTRACT

Nurlia, 2013 " Using Cartoon Pictures in Teaching English Vocabulary at the Sixth   Year Students of SDN 100 Singgasari". Thesis of English Study Program of Education Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo, Consultant I Dr. Rustan S., M.Hum. and Consultant II Jufriadi, S.S., M.Pd".

Key Words   : Teaching, Vocabulary , Cartoon Pictures, Classroom Action Research.

This thesis focused out the appropriate way of using cartoon pictures in teaching english vocabulary at the sixth year students of SDN 100 Singgasri ?

This research employed Classroom Action Research (CAR) with two cycle namely the first cycle and the second cycle. Each cycle consist of four step, namely planning, action, observation, and reflection. There were four meetings during the research cycle. The sample of this study was class VI A consists of 25 students. In collecting the data, the researcher used the observation, interview, and vocabulary test in evaluation.

The result of this study revealed that the cycle II was better than cycle 1 scores. The students showed a great enthusiasm during the lesson. The mean score of the cycle I is 78.24 and percentage of observation of the students' activities is 88%. The vocabulary mastery of students increase after the cycle II. The appropriate way of using cartoon pictures are: a) Reviewing and more explained the material and gave opportunity to the students to say what they did not understand during learning process and the researcher made it clear. b) Giving worksheet which was contain some of cartoon pictures to students and giving 30 minutes to answer the question. c) Groupping the students into five groups. Each group consist of five students. d) Giving some games that had relation with the lesson to motivate the student. e) Giving awards to group had high score and most active students in teaching and learning process. f) Giving tests to the students to know the students' improvement in vocabulary after being taught by using cartoon pictures.

CHAPTER I

INTRODUCTION

A. Background

English is an international language which is used all over the world. In Indonesia, English is learned as a foreign language. It is a compulsory subject in the curriculum. It has been taught at school as one subject from elementary school until university. This effort is the way to improve English ability in order to develop English as a second language.

Mastery vocabulary is one of the most important aspects in teaching and learning a foreign language. In addition, vocabulary is the key of enriching the knowledge of a foreign/target language.[1] Without vocabulary people can not speak, write, and understand what they are reading and listening. Mastering vocabulary is a basic matter in learning a foreign language especially to the beginner, so that teacher should be creative to find out the best method or media to make learners are easy in memorizing vocabulary.

Using appropriate method and media in which the method is used to see problems that faced by teachers and students. Especially in classroom action research,

---

[1] Majlinda Miftari, *Eight Effective Techniques in Teaching Vocabulary to EFL*, Can be Access at http://ezinearticles.com/?Eight-Effective-Techniques-in-Teaching-Vocabulary-to-EFL-Students&id=6598428. Accessed on Mei 29th 2012.

the teacher carries out teaching directly and attempts to improve students vocabulary. One of method that can be used in learning English especially vocabulary is question-answer method or dialogue method where teacher uses or gives question to students and the students answer it or students give question to teacher and the teacher answers the question from students. Using this method can stimulate the students to think and have creativity in learning process. While media in learning English can help students to improve their vocabulary. One of media that can be used in teaching English which may increase students' vocabulary mastery is cartoon pictures. Cartoon is a film consisting of a series of drawings in which the people and animals give the impression of movement a Walt Disney Cartoon.[2] Cartoon picture can improve students' interest and motivation because students can see funny pictures and decrease student's boredom in learning vocabulary. In addition, cartoon pictures could be an essential part of English teaching. It makes students be easier in learning English vocabulary. Generally it can be said that by using this method, the class atmosphere become more interesting.

Furthermore, in SDN 100 Singgasari has curriculum which based on unit level curriculum education (KTSP) . This curriculum used by the teachers in the school as a guide to make lesson plan in teaching English include in teaching vocabulary. In the elementary school, there is a subject about vocabulary. Here , the student will learn more vocabularies. For example, vocabulary about animals,

---

[2] Http://www.thefreedictionary.com/cartoon. Accessed on October 24th 2012.

colours, fruits, days, months, greetings, numbers, transportations, alphabets, parts of human body, public places, classroom and the others.

In this study, cartoon picture is chosen as a media for teaching vocabulary. This media enables the students to explore ideas when they are learning in an enjoyable atmosphere. It helps the students to memorize English vocabulary easier. In addition, by using cartoon as media, it is hoped that the students memorize English vocabulary easily.

Furthermore, the researcher chose the students in SDN 100 Singgasari as the research subject to improve their mastery of English vocabulary. The main reason for choosing this school because based on the observation, the students at SDN 100 Singgasari were still lazy in memorizing vocabulary, lack of interest and motivation in learning, and the teacher still rarely use media in teaching English.

Therefore, the researcher decided to conduct the research which was entitled *" Using Cartoon Pictures in Teaching English Vocabulary to the Sixth Year Students of SDN 100 Singgasari "*.

B. Problem statements

Based on the explanation on background the researcher formulates the problem statement, namely: What are the appropriate ways in teaching vocabulary by using cartoon pictures to the sixth year students of SDN 100 Singgasari?

C. Objective of the research

Based on problem statements above, the objective of the research is to find out the appropriate ways in teaching vocabulary by using cartoon pictures to the sixth year students of SDN 100 Singgasari.

D. Significance of the research

The result of this research can be useful:

1. For all teachers : they can used cartoon pictures to teach vocabulary.

2. For students : it can be a motivation and enjoyable way in learning English, then can make them are easier in memorizing vocabulary.

3. Other researcher : it can be used as reference for those who want to conduct a research especially in media cartoon pictures.

E. Scope of the research

The scope of the research is restricted to vocabulary teaching by using cartoon pictures to the sixth year students of SDN 100 Singgasari. It was known that there are some media that used in teaching vocabulary, but in this case the researcher just choose cartoon picture especially noun, such as animals and tools/equipments.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Study

There are few researchers who has conducted previous research aimed at improving students' vocabulary skills.

1. Sulistiani in her thesis in title : *" Teaching Vocabulary through Realia at Sixth Year Students of SDN 047 Baebunta "*. States that teaching vocabulary trough Realia is effective to improve students' vocabulary at the sixth year students of SDN 047 Baebunta.[1]

2. Rachmah Bulan in her thesis in title:" *the effectiveness of using picture in teaching vocabulary at SDN 91 Walenrang*". Indicated that using pictures in teaching English vocabulary to the students especially the students of SDN 91 Walenrang is effective.[2]

3. Fadliyah Ramah Muin in her thesis in title: "*The Effective color in Improving Vocabulary at the Fifth Year Students of SDN 486 Salutete*", concluded that there was significance score of students before and after giving treatment through

---

[1] Sulistiani, *Teaching Vocabulary Trough Realia at Sixth Year Students of SDN 047 Baebunta*, A Thesis SI (Palopo : 2008).p.65.

[2] Rachmah Bulan, *The Effectiveness of Using Picture in Teaching Vocabulary at SDN 91 Walenrang*. A thesis, (Palopo : STAIN Palopo, 2009), p.63.

color picture, it means that color has effect in improving students' vocabulary at fifth class of SDN 486 Salutete.[3]

Based on previous studies above, all of them are focused also on vocabulary. This research will be different from them since my research will use cartoon pictures as a way in teaching vocabulary and research method will use classroom action research.

B. Some pertinent ideas

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is an essential component in learning language because it would be impossible to learn a language without vocabulary or words.[4] Vocabulary is a list or collection of word arranged in alphabetical or explained; a dictionary or lexicon, of a whole lard single work or author, a branch of science, or the like.[5]

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for

---

[3] Fadliyah Ramah Muin, *The Effectiveness of Color in Improving Vocabulary at the Fifth Year Students of SDN 486 Salutete*. A thesis, (Palopo : STAIN Palopo, 2009),p.65.

[4] Wilga, *Teaching Foreign Language Skill*, (Cet.II; London : University Chicago Press, 1981), p.462.

[5] Brany Quote, *Definition of vocabulary*, (hhtp://www.brainyquote.com/words/vo/ vocabulary237882.html. accessed on August 15th 2012.

example, post office, and mother-in law, which are made up two or three words but express a single idea.[6]

According to Nunan, it is true that vocabulary is the word itself but in terms, their meanings are different.[7] John, M, Echols and Hasan Shadily stated that vocabulary means that all of the words in the word which registered.[8]

Vocabulary was seen an incidental to the main purpose of language teaching namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on to when learning structures, but was frequently not a main focus for learning itself.[9]

Vocabulary is one of language elements that need to be acquired by English learners. This opinion indicates that vocabulary has the same level as phonology and grammatical in supporting the English learners to master a language skill. To mastery of the vocabulary (productive) is usually related to speaking and writing, because

---

[6] Penny Ur, *A Course in Language Teaching*, (Cambridge University Press, 1996),p.60.

[7] David Nunan, *Language Teaching Methodology, A Test Book for Teacher,* (New York: Percentile Hall Internasional, 1991).

[8] Jhon M. Echols & Hasan Shadili, *Kamus Inggris- Indonesia,* (Jakarta : PT. Gramedia Pustaka, 1995), p.631.

[9] Jeremy Harmer, *The practice of English Language Teaching*, (New York : Longman Publishing, 1991), p.154.

when someone speaks or writes her or she produces vocabulary. While, the mastery of receptive vocabulary is usually related to reading and listening.[10]

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening native speakers, using the language in different contexts, reading, or watching television.[11]

Definition of vocabulary namely :

1) All the words that a person knows or uses

2) All the words in a language

3) List of words with their meanings, esp in a book for learning a foreign language.[12]

---
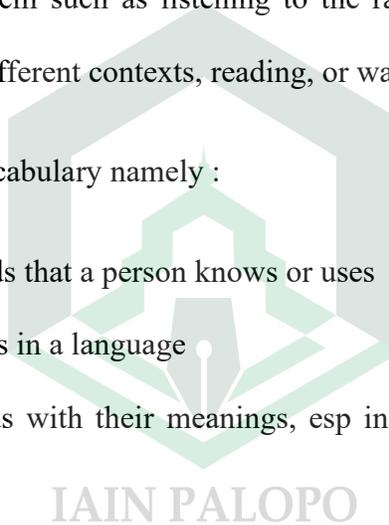
[10] Munakib, " *Productive Vocabulary Mastery and Speaking Ability of the Third Year Students of SLTPN 1 Pringgabaya in the School Year 2002/2003* ", Thesis S.I (pancor : STKIP Hamzanwadi, 2003), h.2.t.d.

[11] Richards Jack and Renandya Willy A, *Methodology in Language Teaching an Anthology of Current Practice.* (New York: Cambridge University Press 2002).p.255.

[12] *Oxford Learner's pocket Dictionary New Edition*, 2003.p.482.

b. Types of Vocabulary

There are four types of vocabulary, those are :

1) Active speaking of vocabulary is words that the speakers are to use in speaking.

2) Passive listening vocabulary, words that the listener recognizes but cannot necessary produce when speaking.

3) Passive reading vocabulary refers to words that a reader recognizes would not necessarily be able to produce.

4) Active writing vocabulary, words that a writer is able to use in writing.[13]

c. How to learn vocabulary

Learning vocabulary is a very important part of learning a language. The teacher should know which words are important to learn because many words will not be useful to the students.

1) Which words to Learn?

Every day you hear or read many new English words. You also find them in your dictionary when you are translating from your own language. You cannot possibly learn all these new words, so you first problem is to decide which ones to concentrate on. Here some suggestion which words to learn namely:

---

[13] Kenji Kitao and S. Kathlen Kitao, *Testing Vocabulary*. Can be Access at http://www.mifi.gof/parnershipforreading/publishings/readingfirstvocab.html.2000. accessed on September 10th

a) Learn the words that are important to the subjects they are studying.

b) Learn words that they read or hear again and again.

c) Learn the words that they know will often want to use yourself.

d) Do not learn words that rare or not useful (your teacher can help you with this)

2) How to Learn Words

Once you have which words to learn, you next have to decide how you are going to learn them. Here are a few ideas :

a) Write the words in a notebook (with their translation or definitions).

b) Write the words and definition on small cards.

c) Say the words many times.

d) Put the words into different groups.

e) Use the words in their own speaking or writing.[14]

d. The Teaching of Vocabulary

There are several aspects that need to be taught in teaching and learning English:

1) Form: pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation). These are fairly obvious characteristics, and one or the other will be perceived by the learner

---

[14] Http://esl.fis.edu/learners/advice/vocab.htm.accssed on August 15th 2011

when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.

2) Grammar

The grammar of a new item will need to be taught if is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as we teach the bas form.

3) Collocation

The collocations typical of particular items are another factor that makes a particular combination sound 'right' or 'wrong' in a given context.

4) Aspects of meaning (1): denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. A less obvious component of the meaning of an item is its connotation: the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not.

5) Aspects of meaning (2): meaning relationships

There are various such relationships: here are some of the main ones.

- Synonym: items that mean the same, or nearly the same.

- Antonyms: items that mean the opposite.

- Hyponyms: items that serve as specific examples of a general concept.

- Co-hyponyms or co-ordinates: other items that are the same kind of thing.

- Superordinates: general concepts that 'cover' specific items.

- Translation: words or expressions in the learners' mother tongue that are (more or less) equivalent in meaning to the item being taught.

6)   Word Formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their component 'bits'. Exactly how these bits are put together is another piece of useful information – perhaps mainly for more advanced learners.[15]

e.   Vocabulary Selection

Before teaching vocabulary, teacher should select words to teach in accordance with the students vocabulary read. The selection of vocabulary test words is relatively easy in achievement tests, inasmuch as these can be drawn directly from the particular textbooks that have been used in class. In general proficiency testing, however, the problem of selecting appropriate lexical items is considerably more complicated, and it is with this problem that the following remarks will be concerned.

The first decision that must be made is whether to test the students' *active or passive* vocabulary-that is, the words they should be using in their speech and writing or those they will need merely to comprehend, especially in their reading.

---

[15] Penny Ur, *A Course in Language Teaching*, (New York;Cambridge University Press 1996). p.60-62.

Generally speaking, vocabulary tests on an intermediate level will concentrate on the words needed in speaking or in comprehending the oral language, while tests on advanced level will deal mostly with the lexicon of written English-the words needed by students if they are to understand newspaper, periodicals, literature, and textbooks.

Although the dictionary may be used in the selection of test words, it is generally more convenient to use word lists based on frequency counts of lexical items occurring in actual samples of the language.

One of the problems of vocabulary teaching is how to select what words to teach. Dictionaries for upper intermediate students frequently have 55,000 words or more – and there may be many meanings for a word – and they represent a small fraction of all the possible words in a language. Somehow we have to make sense of this huge list and reduce it to manageable proportions for our learners.[16]

f. Some Technique of Teaching Vocabulary

There are some technique in teaching vocabulary, according to Harmer said that there are three techniques or activities which are designed to teach and practice words or vocabulary, they are:[17]

1) Presentation

Not all vocabulary can be learned through interaction and discovery techniques, even if such techniques are possible: However, they are not always the

---

[16] Jeremy Harmer. *op.cit*.,p.154.

[17] *Ibid*.p.161.

most cost effective. There are many occasions when some form of presentation and / or explanation is the best way to bring new words into the classroom, we will look at some example: Realia, pictures, mimic, action, and gesture, contrast, etc.

2)   Discovery

Students will be using their bilingual dictionaries; though some of them may know these words through do simple matching task to more complex understanding of connotation and context.

3) Practice

Using new words which are known in real communication so it will not be forgotten easily

2. Noun

a.   Definition of Noun

Oxford learners pocket dictionary new edition states that nouns is word that refers to a person, a place or thing, a quality or an activity.[18] According to Marcella Frank, noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or "head" word in many structures of modification.[19]

---

[18] Oxford Learners Pocket Dictionary, New Edition, 2000 p. 291

[19] Marcella Frank, *Modern English A Practical Reference Guide* (Prentice-Hall, Inc. Englewood Cliffs, New Jersey, 1972), p. 6

Hariyanto and Hariyono state that noun is words that are used to show the name of people, place, animals or name of things.[20] While Fuad Mas'ud as quoted by Masruddin states that noun is word which represents people, thing, place, plan, animal, idea and etcetera.[21]

b.   Kinds and function

1) Common nouns is a name give to any individual, animal, thing or place, lifeless thing, count noun, on count noun, collective noun, and concrete or abstract nouns, but is always given without any reference to somebody in particular and common noun divided into:

a) living beings is name given to any individual, for example : grace, fish, dog, girl, mother etc.

b) living beings is name given to UN living for example : stone, pen, and chair, etc.

c) count noun is a name to given to counted of divided in to plural and singular, for example : horse, motorcycle, students and books.

d) noncountable nouns is a name to given to thing than cannot be counted, for example : water, sugar, salt, oil and milk.

e) collective noun is a name to given to a group of people, animals, or objects considered in a single unit. For example audience, class, enemy, family, and group.

---

[20] Hariyanto and Hariyono, *English Grammar for General Application,* (Surabaya : Gitamedia Press,2003),p.28.

[21] Masruddin. *Error Analysis* (Stain Palopo, 2010), p.23.

f) abstract noun is a name given to quality, vice or state being there are thing that we cannot touch, but can feel. For example : beauty, justice, mankind, ability.

g) concrete noun is a name given to physical object that can be perceived by the senses, we can see, touch, smell the object. For example : flower, girl, bird, car etc.

2) Proper noun is name given to any person, thing or place, or name of days, months, and country in the particular, with a purpose of pointing it them. For example spayol, singapore, indonesia, john smith, martina.[22]

Example noun:

a) The name of noun animals

Example :
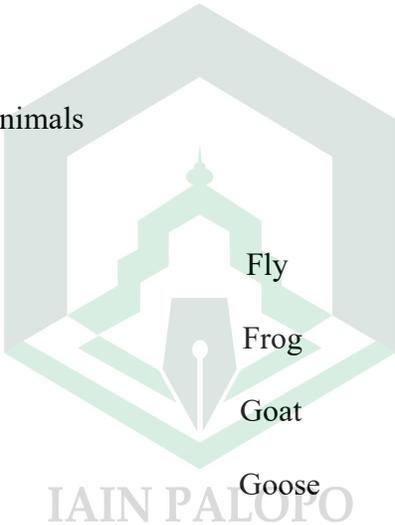
Ant	Fly
Bat	Frog
Bee	Goat
Bird	Goose
Butterfly	Horse
Cat	House lizard
Cockroach	Worm
Cow	Monkey
Rabbit	Crocodile
Duck	Pig

---

[22] Jhon S. Hartanto, S. Koentjoro dan Manaf Asmoro Seputro, *English Grammar,* (Edisi revisi I; Surabaya: Indah Surabaya, 1996), p. 9.

Tortoise   Mosquito

Dog   Fish [23]

b) The name of noun tools

Example :

Hammer   Nail

Scissors   Saw

Screwdriver   Nut

Pliers   Shovel

Flash light   Ring Spanner

Crowbar   Sand paper

Knife   Needle,

Gear   Cutter

Drill   file, etc. [24]

3. Media

a. Definition of Media

Media is the all something which can be sense that have function as medium or instrument for communication process (teaching and learning process).[25] According to brigg as quoted by Ahmad Rohani state that media is physical

---

[23] Azhar Arsyad, *Dasar-Dasar penguasaan Bahasa Inggris*, (Ujung Pandang:Pustaka Pelajar, 1997) p.80

[24] Ajie Bahleuwi, *Instant Vocabulary Categorized and Pictured Dictionary,* (Kediri : Kaysamedia, 2009),p.27.

[25] Ahmad Rohani, *Media Instruksional Edukatif, (*Jakarta: PT. Rineka Cipta, 1997), p.3

instrument which can show message to stimulate based on learning, for example :
bulletin, film, and video.[26]

Micros as quoted by Hernawan state that learning media is anything that can
be used to thought stimulate, feeling, concern, and the willingness of students so that
can encourage the students' in learning process. NEA state that learning media as a
medium of communication, well in printing form although audiovisual, including its
hardware. [27] While Gagne puts of media as a source. Definition of media is the
component of learning source that can stimulate students in learning.[28]

Association for education and communication technology (AECT) defines
media that is all the form of utilized to process of information channeling . While
education association (NEA) defines, media is an art of things which is use
appropriately in teaching learning process, so it can influence the effectiveness of
instructional program.[29]

From some terms above, we can conclude that media something that gives
message and it can stimulate thinking, feeling, wellness of students, so that, it can
motivate learning process to their selves. Using media with creative will enable to the

---

[26] *Ibid*. P.2.

[27] Asep Herry Hernawan, *Pengembangan Kurikulum Dan Pengajaran,* (cet:ke 9. Jakarta, Universitas Terbuka, 2010), p. 11.18

[28] Azhar Arsyad, *Media Pembelajaran,* (Cet.V; Jakarta : PT Raja Grafindo Persada, 2004),p.4.

[29] Asnawir dan Basyiruddin Usman, *Media Pembelajaran*, (cet I; Jakarta :Ciputat Pers , juny 2002),.p.11

students for studying to better and also improve their performance appropriate the purpose that they want.[30]

b. Kinds of Media

According to Hamalik Asnawir that media classified into four kinds namely:

1) Visual, for example; Film, strip, micro projection, blackboard, and picture.

2) Audio Visual, for example: Film and TV.

3) Dramatize,for example: role-play, socio drama , pantomime, and soon.

4) Audio, for example: photograph, recorder, electronic, and radio.[31]

Seels and Glasgow in Arsyad divided media into two categories, namely: traditional madia and modern media as follow:

a. Traditional media

1. Silent visualwhich is projected

a) Opaque proyeksi

b) Overhead proyeksi

c) Slinder

d) Films strips

---

[30] *Ibid*.p.11

[31] Asnawir dan Basyiruddin Usman, *Op.Cit*.p.29.

2. Visual non projected

a) Picture, poster

b) Picture

c) Charts, graphic, diagram

d) Show

3. Audio

a) Record

b) Cassette, reel, cartridge

4. Multimedia show

a) Slide + voice (tape)

b) Multi-image

5. Dynamics visual is projected

a) Film

b) TV

c) Video

6. Printed

a) Text books

b) Module, program text

c) Workbook

d) Scientific newspaper

e) Hand out
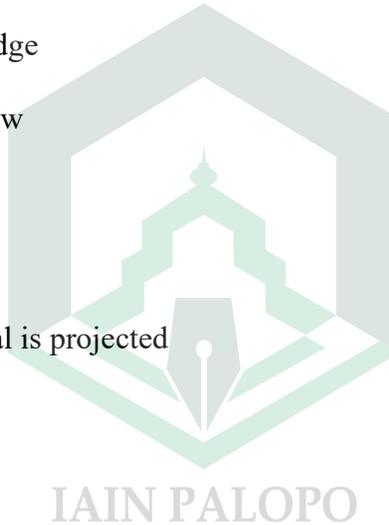
7. Player

a) Puzzle

b) Simulation

c) Board player

8. Realia

a) Model

b) Specimen (sample)

c) Manipu

b. Modern media

1. Media based of telecommunication

a) Teleconference

b) Study of far distance

2. Media based of microprocessor

a) computer-assisted instruction

b)   compoter tutor system

c)   intelligent tutor system

d) Interactive

e) hypermadia

f) compact (video) disc[32]

---

[32]   Azhar Arsyad, *Media Pembelajaran*, (Cet. XV; Jakarta: Raja Grapindo Persada, 2011).p.33-35.

c. **Function of Media**

Sadiman, convey the media function (medium of education) in general, are as follows :

1) Clarify the presentation of the message not to be so is visual.

2) Overcome the limitation of space, time, and the senses, namely object that are too large to be brought to class can be replaced with images, slides, etc.

3) Enhance the excitement of learning, allowing students to learn on their own based on interests, abilities, and overcome the passive attitude of students.

4) Provide the same stimuli, can equate the experiences and perceptions of students towards the content.[33]

According to H. Asnawir and M. Basyiruddin Usman, there are some the function of media, namely :[34]

1) Media can be implementation as basic concept, realistic. The usage media like picture, films, modeling, graph, etc.

2) Media can increase new desire and interest.

---

[33] Sadiman, *The Function of Media*. Online:http://www.fuok.org/13/function-learning-media. Accessed on January 25th 2012

[34] H. Asnawir and M . Basyiruddin Usman, *Media Pembelajaran*, (1st print; Jakarta : Ciputat pres, 2002), p. 29.

3) Media can increase the motivation and stimulate students to study. And using picture important of bulletin, films, and listening in which audio program can increase certain stimulation to the desire of learning.

4) Media can give integral experience from the concrete and the abstract thing. Film about something or event which cannot be seen by the students directly. And will give concrete about the meaning of believing culture, etc.

d. Teaching Media

According to Heinich and Rusello as quoted by Wirman, The sense of media comes from "Latin" that is medium. The meaning in general is as a means of communication that is whatever can bring information between sources and receiver the things itself. We can call instructional media, if it uses for delivering the message in educational environment.[35]

From the statement above we can catch how important the media in learning foreign language, next Romiszowki as quoted by Wirman said, the media is carriers of message that is as a means to deliver message to students.[36]

Furthermore, Miarson as quoted by Wirman give the information about media that is a means that can be used to stimulate thought, desire of the students so

---

[35] Wirman, *The Use of The Picture as Media in Teaching English Vocabulary: An Experimental Study at the Seven Grade Students Of SMP Al-Amin Mataram in Academic Year 2010-2011*. Online : http:// wirmanvalkinz. blogspot. com/2012/12/contoh-kumpulan-skripsi-bahasa-inggris.html. Accessed on Mei 3th 2013.

[36] Wirman, *The Use of The Picture as Media in Teaching English Vocabulary: An Experimental Study at the Seven Grade Students Of SMP Al-Amin Mataram in Academic Year 2010-2011*. Online : http:// wirmanvalkinz. blogspot. com/2012/12/contoh-kumpulan-skripsi-bahasa-inggris.html. Accessed on Mei 3th 2013.

that they can be motivated in teaching and learning process objectively and it will support the affective learning achievement, in other words instructional media as part of the educational system at the school which support the learning achievement.

There are some media of the picture that can be used in teaching vocabulary such as:

1. Picture flashcard

This classification applies to picture flashcard as well. The writer haves simplified Hill's classification and divided them into two groups only. The first group covers "Big flash cards" (about 15x20cm or large), is typically used by the teacher for whole-class activities such as presenting new language, controlled practice or as prompts for speaking activities. The second group then covers "small picture flash card" (smaller then about 15x20cm), is usually used by the students for working individually or for games and activities in pairs or groups.

2. Word flashcard

Word flashcard is perhaps worth mentioning at this point, even though they are not pictures. However, being used in a similar way as picture flashcard, they can often enrich the lesson. On the top of that, those two can be indeed combined and applied together, e.g. in a matching or labeling activity. As Wright pointed out, word flashcard is most typically used in teaching reading and writing.

3. Small picture flashcard

A plenty of variations of these cards are typically applied in communicative activities in pairs or small groups of the student, those finding a meaningful role in

reviewing and practicing vocabulary. In a closer look, we will find one side only cards, both side ones and sets of pairs (antonym or synonym, a picture and the corresponding word or phrase) or sets of cards connected e.g. by their meaning.[37]

Furthermore, according to Rialdy Putra, Media is one thing that is offered by many experts as a tool to increase the interest and motivations to study. Therefore, the ability to use teaching media is competence skill that every teacher must have. Picture is one of media which is suggested for helping the success of teaching-learning.

Media, such as pictures, can be used to teach English to young learners in several ways. For example, first, teacher can make comparison between foreign language and student's mother tongue in his teaching practices. Teachers can use pictures such as flash card to help his students to understand the lessons. For example, teacher can introduce names of things while holding the flash cards in his hand. Then, the teacher asks students to repeat after him. Second, the teacher can create full color animated and funny pictures to encourage them to learn the meaning of those pictures. Third, teacher can create some activities using pictures; make the cheerful situation while making the students understand the topic. For example,

---

[37] Wirman, *The Use of The Picture as Media in Teaching English Vocabulary: An Experimental Study at the Seven Grade Students Of SMP Al-Amin Mataram in Academic Year 2010-2011*. Online : http:// wirmanvalkinz. blogspot. com/2012/12/contoh-kumpulan-skripsi-bahasa-inggris.html. Accessed on Mei 3th 2013.

matching pictures, guessing name of pictures, drawing and colouring pictures, making some songs and game related with the topics.[38]

Young learners respond positively on the use of pictures which are simple, animated, full color, interesting and funny. Besides, they also respond positively on the use of pictures by using English language which is combined with their mother tongue. The students can follow the teacher's instruction fast and finish the assignments well.

Using pictures as media in teaching English is recommended for English teachers, especially for the teachers of elementary schools to attract the students' interest and raise their motivation in learning English. [39]

4. Cartoon Pictures

a. Definition of Cartoon

The definition of cartoon namely :

1) Amusing drawing or series of drawings in a newspaper, etc.

2) Film made by photographing a series of drawings: a Walt Disney.[40]

---

[38] Rialdy Putra, *The Use of Picture in Teaching English to Young Learners*. Online : http://kidspractice.blogspot.com/2012/08/the-use-of-pictures-in-teaching-english.html. Accessed on Mei 3th 2013.

[39] Rialdy Putra, *The Use of Pictures in Teaching English to Young Learners*. Online: http:// kidspractice. blogspot. com/2012/08/the-use-of-pictures-in-teaching-english.html . Accessed on Mei 3th 2013.

[40] *Oxford Learner's pocket Dictionary* New Edition, 2003.

Cartoons are included in visual media which can be used in a teaching-learning activity. Cartoons as educational media have benefit in the instructional process, especially, in providing illustration to explain/inform messages or lesson materials. Sudirjo as quoted by Arifah says that it is easy and fast for children and adults to recognize and read cartoons. As educational medium cartoons can attract students' attention, so make the students motivation in learning English increase. Beside that cartoon medium is exploited in accordance with the lesson materials which are being taught , so that cartoons will be able to be understood quickly when they are used. [41]

A cartoon is a form of two-dimensional illustrated visual art. While the specific definition has changed over time, modern usage refers to a typically non-realistic or semi-realistic drawing or painting intended for satire, caricature, or humor, or to the artistic style of such works.[42]

Cartoon can be used for educational messages, warnings, advice, appeals, and so on. The essence of the message of the cartoon medium is :

---

[41] Arifah Dian Anggriani, *The Use of Cartoon to Improve Students' Vocabulary at MIM Srebegan,* (Surakarta : Muhammadiyah University of Surakarta, 2007/2008).p.3.

[42] Wikipedia, *Cartoon,* can be access at http://en.wikipedia.org/wiki/Cartoon. Accessed on October 8th 2012.

1) Showing what it is

2) Attract attention

3) It can influence the attitudes and behavior of the beholder

4) The picture is in simply and detail, but interesting and beautiful views

5) Using communication symbols which recognized character easily, and easy to understand quickly

6) It is familiar with circumstances which easy to know. [43]

b. **Definition of Picture**

Picture is visual tool that effective because it can describe something to be more concrete and realistic.[44] Picture is an image or likeness of an object, person or scene, produced on a flat surface, esp. by painting, drawing or photograph.[45]

Picture is a design or representation made by various means (as painting, drawing, and photography). [46] According to Martin Manser, Picture is (a) painting,

---

[43] Agung Kisbiantoro, *Kartun Sebagai Media Pembelajaran,* Can be Access at http://agungkisbiantoromobilephysics,com/2012/06/kartun-sebagai-media-pembelajaran.html. Accessed on October 24th 2012.

[44] Asnawir dan Basyiruddin Usman, Op.Cit.p.42.

[45] *Oxford Learner's pocket Dictionary New Edition*, 2003.p.225.

[46] Merriam, *Picture*, Can be accsess at Http:www.Merriam-Webster.com/Dictionary/picture. Accessed on October 8th 2012.

drawing, or photograph, as a work of art, (b) photograph, (c) what is seen on tv screen.[47]

Pictures are kinds of visual instruction materials which might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills.[48] Meanwhile according to Andrew Wright as quoted by Leny, Picture is not just an aspect of method but through its representation of place, object, and people, it is essential part of the overall experiences.[49]

Pictures are a two dimension visual representation of person, places, or things. Photograph prints are most common, but sketches, cartoons, murals, cut outs, charts, graphs and maps are widely used. .. A picture may not only be worth a thousand words it is may also be worth a thousand years or a thousand miles. Through pictures, learner can see people, place and things from areas for outside their own picture can also represent image from ancient times or portray the future.[50]

c. **Picture as the Media in Teaching English Vocabulary**

---

[47] Martin Manser, *Oxford Learners Pocked Dictionary*, (Cet.III; New York: Oxford University Press,1980), p.310.

[48] Leny, *Teaching Vocabulary trough pictures to the Kindergarten Students,* (Jakarta : Syarif Hidayatullah state Islamic university, 2006), p.19.

[49] *Ibid*.p.19

[50] *Ibid*.p.19

Pictures are one of these valuable aids. They bring images of reality into unnatural world of the language classroom. Picture brings not only images of reality, but can also function as a fun element in the class. Sometimes it is surprising, how picture may changes a lesson, even if only it is employed in additional exercises or just to create the atmosphere.

Pictures meet with a wide range of use not only in acquiring vocabulary, but also in many other aspect of foreign language teaching. Wright demonstrated this fact on an example, where he uses one compiled picture and illustrated the possibility of the use in five which have very different language areas. His example shows employing picture in teaching structure, vocabulary, functions, situation and all four skills.

Pictures have their limitation too, for example in teaching vocabulary, pictures are not suitable or sufficient for demonstrating the meaning of all words. It is hard to illustrate the meaning of some words, especially the abstract one such as 'opinion' or 'impact'. Therefore, in some cases, other means are use to demonstrate the meaning. [51]

d. Why use picture

---

[51] Wirman, *The Use of The Picture as Media in Teaching English Vocabulary: An Experimental Study at the Seven Grade Students Of SMP Al-Amin Mataram in Academic Year 2010-2011*. Online : http:// wirmanvalkinz. blogspot. com/2012/12/contoh-kumpulan-skripsi-bahasa-inggris.html. Accessed on Mei 3th 2013.

Picture is very important to be used in teaching to make clear and to make students understand. So, in using picture the students can pay attention for things that the students have never seen in the lesson.[52]

Furthermore, Picture can help the teacher to get the instructional aims, because picture as media that very easy and available to used in teaching learning process. It means that to make high value of learning with picture, the students experience and their understanding are larger, clear and it is not easy to forget and more concrete in memorizing and the association of the students.[53]

Picture can be found everywhere since it can describe what the message of picture or we can say picture as a common language that can be understood and enjoyable when people see it.

e. **The Advantages of using Picture**

The advantages of picture, namely :

1) Picture can stimulate students in learning

2) The characteristic of picture is concrete. So, it is more realistic in showing the important problem than verbal language.

3) Picture can explain what we see

4) Pictures are cheap and available

---

[52] Ahmad Rohani, *Op.Cit*.p.76.

[53] *Ibid*.p.76

5) Picture can attract the students' attention to guess the meaning of unfamiliar words.[54]

Based on the explanation above, picture can stimulate and motivate the students, make clear the meaning of teaching material, make the teacher easy to explain the material and can help the students more easy in memorize vocabulary.

f.   Cartoon Pictures

Cartoon pictures is a medium that can be used to describe one thing, both inanimate objects and living things. Cartoon image is a picture scenes, events, or behaviors that invite a sense of humor or humorous.[55]

5.   Classroom Action Research (CAR)

a.   Definition of Classroom Action Research (CAR)

Action research is the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; try out new strategies to render the values expressed in their practice more consistent with the educational values they espouse; record their

---

[54] Arif Sadiman,et.al., *Media Pendidikan ,* (Jakarta: pt Raja Grafindo Persada, 1998),p29

[55] Hadi Klaten, *Gambar Kartun dan Karikatur*, Can be access at http://antoprima.blogspot.com/2011/07/gambar-kartun-dan-karikatur.html. Accessed on October 24th 2012.

work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching by researching practice.[56]

Classroom Action Research is action research done with a purpose to improve quality of practice of learning in the class. Classroom Action Research focus on class or teaching learning process that happened in class, not on class input (syllabus, material, etc) and or output (result of learning).[57]

AR (Action Research) is part of a broad movement that has been going on in education generally for some time. [58] Action research involves taking a self-reflective, critical, and systematic approach to exploring teacher own teaching contexts. Action research a teacher becomes an investigator or explorer of his or her personal teaching contexts, while at the same time being one of the participants in it. Action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching / learning process.[59]

Classroom action research begins with a question or questions about classroom experiences, issues, or challenges. It is a reflective process which helps

---

[56] http://oldweb.madison.k12.wi.us/sod/car/carhomepage.html. accessed on july 12th 2012

[57] Suharsimi Arikunto, at all. *Penelitian Tindakan Kelas*, (Jakarta : Bumi aksara, 2011), p. 96

[58] Anne Burns, *Doing Action Research in English Language Teaching* . (New York and London: Routledge Taylor & Francis Group,2009), P. 2

[59] *Ibid* .p 5

teachers to explore and examine aspects of teaching and learning and to take action to change and improve.[60]

b. Characteristic of Classroom Action Research.

Action research has important characteristics, namely that is, the problem that teachers face in the classroom. PTK will be implemented if the educator since early aware of the issues related to process and learning product which faces in classroom. In addition, PTK has the typical characteristics of any action (action) certain to improve teaching and learning in the classroom. Without specific action, a research can also be done in the classroom.[61]

c. What are the benefits?

The benefits of classroom action research are:[62]

- provides a framework for trying out different approaches and ideas

- helps develop reflective practice

- enables teachers to make choices and decisions about their teaching styles

- helps develop confidence

- helps teachers improve student learning

---

[60] Online : http://www.teachingenglish.org.uk/transform/teachers/teacher-development-tools/action-research. Accessed on July 12th 2012.

[61] Suharsimi Arikunto, at all. *Penelitian Tindakan Kelas*, (Jakarta : Bumi aksara, 2011), p. 108.

[62] Online: http://www.teachingenglish.org.uk/transform/teachers/teacher-development-tools/action-research. Accessed on July 12th 2012

d.   steps in action research

1) Planning

In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider: i) what kind of investigation is possible within the realities and constraints of your teaching situation; and ii) what potential improvements you think are possible.

2) Action

The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are 'critically informed' as you question your assumptions about the current situation and plan new and alternative ways of doing things.

3) Observation

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use 'open-eyed' and 'open-minded' tools to collect information about what is happening.

4) Reflection

At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of AR to improve the situation even more, or to share the 'story' of your research with others as part of your ongoing professional development.

There are several other models of AR and, indeed, Kemmis and McTaggart's[63] model has been criticised by some authors for being too fixed and rigid. Look at figure 2.1 below :
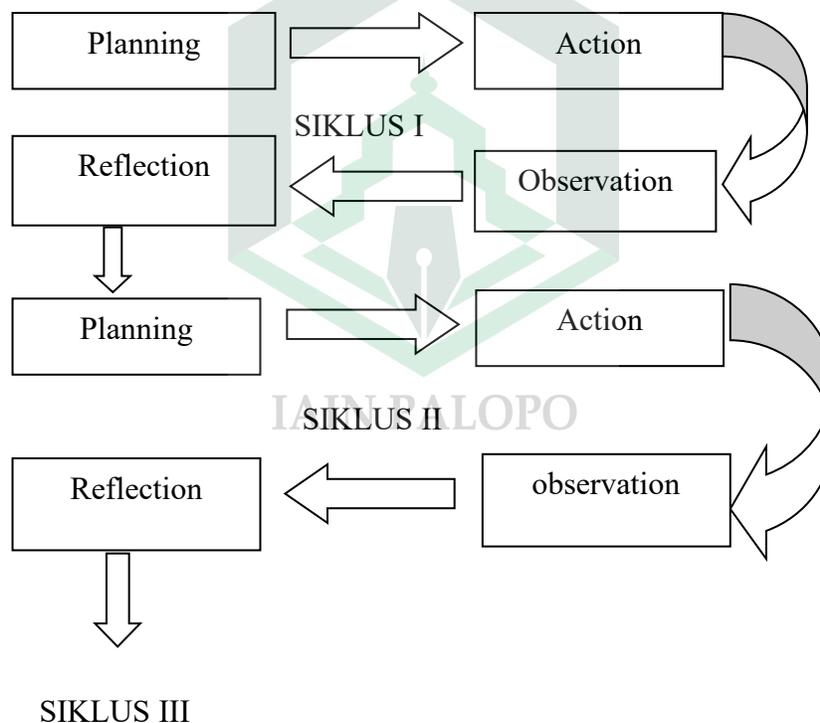
Figure 2.1 Model of Kemmis and Taggart (1998)

_____

[63] Wahyu, _Methodology Penelitian Tindakan Kelas,_(Ujung Pandang : Yayasan Pendidikan Fajar), p.13.

In conducting this research, the researcher plans to do three cycles. Each cycle consists of two meetings which follow the steps planning, acting, observing and reflecting. At the last meeting of each cycle the researcher gives quiz or tests to students. In this research, the researcher act as teacher and researcher. Researcher will implement cartoon pictures in learning teaching process. For more details about the procedure of cartoon pictures in each step planning, acting, observing and reflecting will be elaborated in chapter III procedure of the research.

6. **Conceptual Framework**

The conceptual framework of this research can be described in the following :

```
┌─────────────────────────────────┐
│  The Students SDN 100 Singgasari │
│       in English Learning        │
└─────────────────────────────────┘
                 ⬇
┌─────────────────────────────────┐
│   Teaching Vocabulary by Using   │
│         Cartoon Pictures         │
│                                  │
│    ( Classroom Action Research ) │
└─────────────────────────────────┘
                 ⬇
┌─────────────────────────────────┐
│            Cycle I               │
└─────────────────────────────────┘
                 ⬇
```

```
┌─────────────────────────┐
│        Cycle II         │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│  Students' Achievement  │
└─────────────────────────┘
```
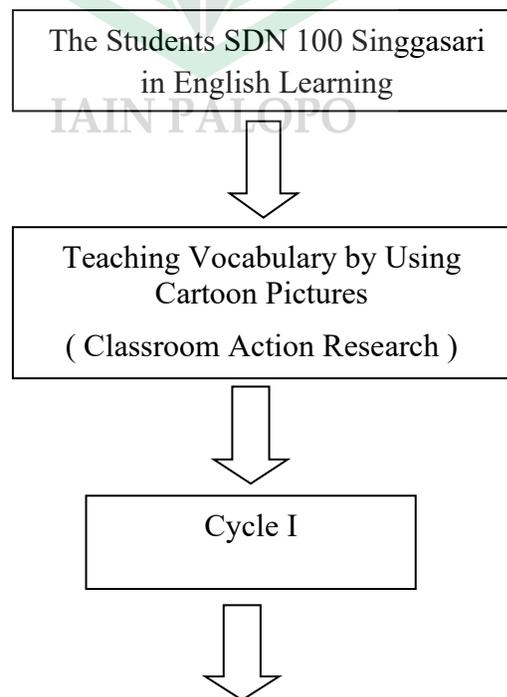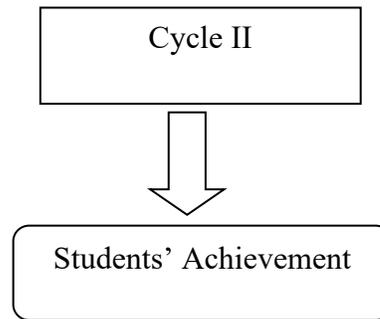
In conceptual framework expained that the research conducted in SDN 100 singgasari. In which, the researcher taught the students English subject in this case vocabulary. Vocabulary is very important for the learners to master skills in English, that was why, the researcher taught vocabulary to the students. In this research, the researcher used cartoon picture as media in teaching vocabulary, because young learners respond positively on the use of pictures which are simple, animated, full color, interesting and funny. In teaching vocabulary through cartoon picture, the researcher gave the students vocabulary about animals and tools. First, the researcher introduced the material to the students, then introduced cartoon picture as media to teach.

The teaching and learning vocabulary at class consist of two cycles, cycle I and cycle II. The first cycle aimed to find appropriate way in using cartoon pictures by doing some steps in classroom action research like planning, acting, observing, and reflecting. If in the cycle I the researcher did not find the appropriate way in using the media, then the researcher did reflection to find out how to solve problem for the failure that researcher found in observation. After arranging solving way in reflection, then it all aplied in cycle II. Researcher did planning, acting, observing,

and if in observing found failure again, the researcher should do reflection again to solve the problem, but if it found that all the steps had been success, in this case the researcher had found the appropriate way in teaching vocabulary through cartoon picture, the research had finished. It mean that cartoon picture improved students' vocabulary.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Type

This research would follow the principal work of Classroom Action Research (CAR) that contains of four stages, they are: Planning, Implementation of Action, Observation and Reflection.[1] This research would be held around two cycles. They were first and second cycle and each cycle was the series of activities which have close relation. Where, the realization of the second cycle was a continuation and repairing from the first cycle.

B. Setting

The researcher would conduct research in SDN 100 Singgasari, especially in the sixth year students. The total number of students were 25 students.

C. Data Sources

1. Students

The position of students in this research as subject of the research, the researcher hoped after researching the students could improve their vocabulary.

---

[1] Suharsimi Arikunto, Suhardjono, Supardi, *Penelitian Tindakan Kelas,*(Jakarta: 2011) p. 104

2. Teacher

English teacher was a researcher in this research, where the English teacher apply cartoon pictures while teaching vocabulary in the class.

3. Partner and Collaborators

The position of collaborator in research as a observer, the collaborator help the researcher to observe the students, so the researcher could be able to know the students condition in learning process and gave suggestion for the problem in each cycle.

D. Technique and Instruments of Collecting Data

1. techniques

a. Observation : In this research, the researcher did participant observation. It means that the researcher observed the students' participation in their activities. In getting more detail data, the researcher did collaboration with the English teacher and researcher's friend. The researcher gave observation sheet to the observer. The aspect that was observed was students' behavior during teaching and learning process. Observation sheet used to observe the students' participation during the use of Cartoon pictures in learning and teaching process. Also, as the basic instrument in discussion part among the teacher and the collaborators as a way to make reflection in each cycle.

b. Interview : It was used to guide the researcher in finding out the level of successful in implementing the use of cartoon pictures in teaching vocabulary.

2. Instrument

In collecting data the researcher would use some instruments as follows :

a. Vocabulary Test : In collecting data of students' achievement during learning and teaching vocabulary process was taken by using test. It was used to measure students' improvement in every cycle. Asked the students to translate vocabulary in English into Indonesian and from Indonesian into English. The result of the test in the first cycle and the second cycle were compared whether there was improvement or not. The researcher found the students' data. It was very significant.

b. Camera Nokia : It was used to take picture during the students' activities, and made video in learning process and also used to do interview.

E. **Data Analysis**

The data which collected in every observation in each cycle were analyzed descriptively through percentage technique.

1. Vocabulary Test Result : Students' score of vocabulary test was counted by using the formula, as follow:

$$Score = \frac{Total\ correct\ answer}{Total\ test\ items}\ X\ 100$$

Calculating the mean score of students' vocabulary test by using the following formula:

$$X = \frac{\sum x}{N}$$

Where:

X= the mean score

$\sum x$= the total raw score

N= the number of students'[2]

2. Activities of students during the learning process: This was analyzed by considering the students' participation and classified into passive and active classification.

3. Implementation of learning by using Implementation cartoon pictures in teaching vocabulary by analyzing the successful level of implementation, then it categorized into success, less success and not success.

IAIN PALOPO

---

[2] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan,* (Cet. 11, Jakarta: Bumi Aksara 2010) p. 264

F. Procedures of the Research

First Cycle

The first cycle of this classroom based on research consists of planning, acting, observation and reflecting.

1. Planning

There were some activities carried out in this step namely:

a. Researcher designed lesson plan which describe teacher's step and students' step in solving the students' problem of vocabulary skills

b. Researcher prepared all facilities needed in doing observe picture such as list of vocabulary, cartoon pictures, paper, books, pen, marker, dictionary, etc.

c. The numbers of students were 25, which made the classroom was comfortable.

d. Making the instrument which used in each cycle of the classroom action research.

2. Acting

There were some activities done in this phase namely:

The 1st meeting

a. Researcher implemented the activities which had been planned before based on lesson plan.

b. The researcher prepared the list of vocabulary, books, dictionary, pen, marker, etc.

c. The researcher introduced of materials of the lesson include nouns (animals and tools).

d. The researcher asked to students to write the words animals and tools/equipments that had been explained.

e. The researcher tought the students how to read and pronounce the words correctly.

f. Before the researcher finished the class, the researcher gave question one by one for the students, then asked to the students for memorizing the vocabularies.

g. Close the class.

The 2nd meeting

a. Researcher implemented the activities which had been planned before based on lesson plan.

b. The researcher prepared the list of vocabulary, the cartoon pictures, books, marker, pen, dictionary, etc.

c. The researcher explained of materials of the lesson include nouns (animal and tools)

d. The students asked to mention the example words animals and tools that had been taught at last meeting.

e. The researcher showed the pictures to students. Then the researcher introduce names of animals and tools/equipments to students while holding the picture in her hand.

f. The researcher asked to students to repeat what the researcher saying.

g. The researcher distributed cartoon picture to the students that had been prepared.

h. The researcher gave 20 minutes to students for translating the name of picture in English.

i. The researcher asked students one by one to write the the vocabularies in the blackboard.

j. The researcher discussed the cartoon picture with the students, then explained and list of vocabulary and also practiced how to pronounce correctly the vocabularies.

k. The researcher gave evaluation to the students in the form of tests to know the material that given by teacher success or not.

    3. Observation

a. Situation of learning and teaching process

b. Students' participation

c. Students' performance in peer evaluation and discussion.

    4. Reflecting

This classroom action research was success if some of the following requirements was fulfilled:

a. Most of the students (75%) had a good participation during the acting.

b. Most of the students had a good score in evaluation (70).

c. Most of the students were active in peer evaluation and discussion.

Second Cycle

After doing the first cycle, if there were still many weaknesses based on the reflection part, the researcher would do the second cycle

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In the previous description, it had been explained that the data analysis in this research used qualitative. Those descriptions explained that the result of test came from two cycles and observation. The data analyse explained in the cycles of learning and teaching process of this current research and performed from the cycle I and cycle II it can be seen in general through the following chart:

The Procedure of Classroom Action Research[1]

---
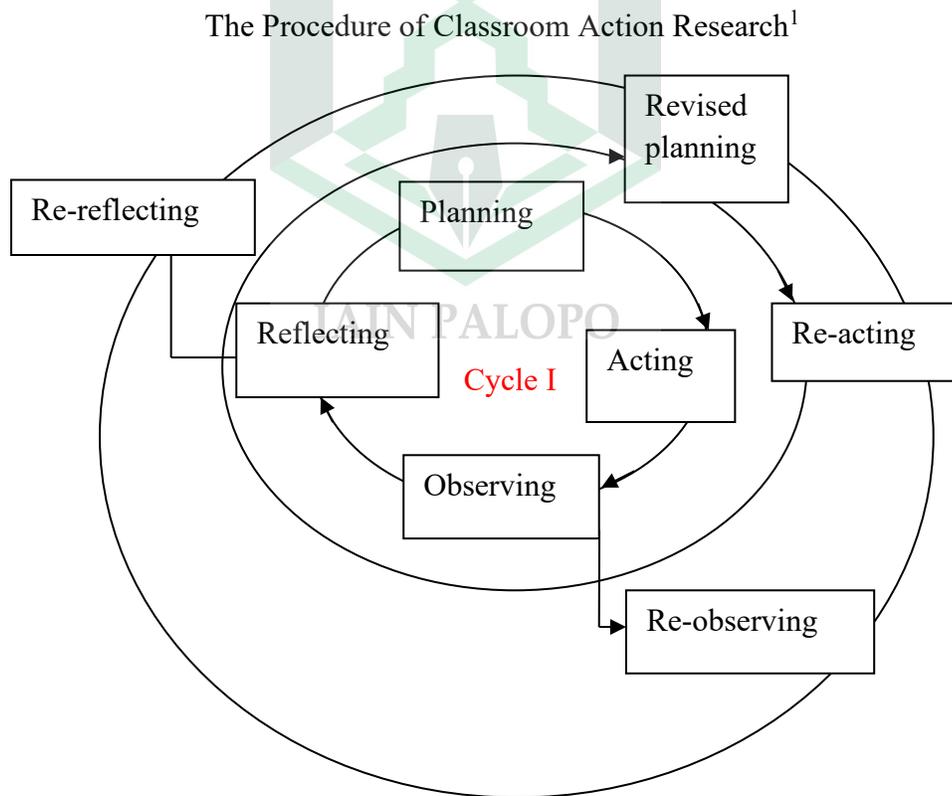
[1]. Suharsimi Arikunto, at all. *Penelitian Tindakan Kelas*, (Jakarta: Bumi aksara..), p. 117.

1. **First Cycle**

The first cycle of this classroom based on research consists of planning, acting, observation, and reflecting.

a. Planning

To carry out the action research class required different tools that had been created and developed previously, namely: learning implementation plan (RPP), the supported instrument: observation sheets, camera and tests. In this section, the researcher prepared what had to do in the action step and paper work students.

b. Acting

Acting consisted of two meetings. In the first meeting, the researcher explained about the materials in the learning of vocabulary, and then the researcher explained the other way in learning vocabulary. One of ways in learning vocabulary was use picture. In the second meeting, the researcher applied the using of cartoon pictures in learning process and then gave them evaluation test.

1) First meeting

Based on scedule that had been agreed among the headmaster, researcher, and teacher at SDN 100 Singgasari, researcher executed this meeting on December , 4th 2012. The researcher started the class by greeting to the students, then introduced herself and the materials included nouns (animals and tools) and gave some examples

of vocabulary for 20 minutes to the students. Then the reseacher asked students to write the words about animals and tools that had been explained by the researcher. After that the researcher taught them how to read and pronounce the words correctly. Then students repeated it after her. After that, before the researcher finished the class, the researcher gave question one by one for the students about animals and tools, then asked to the students to memorize the vocabularies. At last the researcher closed the class.

2) Second meeting

Based on scedule that has been agreed among the researcher and teacher at SDN 100 Singgasari, the second meeting continued on December 4th 2012, for the first cycle. In this step the researcher observed students' vocabulary and students' participation. The researcher started by greeting to the students and explaining about nouns (animals and tools) and cartoon picture to the students. The researcher asked students to mention the examples words animals and tools that had been taught at last meeting. After that the researcher showed the cartoon pictures (animals and tools) to students. Here, the researcher introduced names of animals and tools while holding the pictures in her hand. Then, the researcher asked students to repeated after her. Example : *The researcher showed picture of cat to students, then she said to students " gambar apa ini? Then the students said " itu adalah gambar kucing". After that the researcher said what is the meaning of "KUCING" in English ? and then students answer the question from researcher " kucing", "cat"*. Then the researcher say again

"*this is a cat"* and the students had to repeat it many times. Then the researcher gave several minutes to students to remember what the researcher saying. After that the researcher distributed cartoon picture about animals and tools to the students that had been prepared. Then the researcher gave 20 minutes to students for translating the name of picture in English. After that researcher asked students one by one write the the vocabularies in the blackboard. After that the researcher checked students' answer. After that, the researcher gave question to students one by one so that they could easily in memorizing vocabulary. Finally the researcher gave tests cycle 1 for the students.

c. Observation

1) The results of the data from students score in cycle I:

Table 1

The Result of Students score in Cycle I

No.	Student Number	Score
1	001	56
2	002	62
3	003	58
4	004	56
5	005	54
6	006	62
7	007	75
8	008	60
9	009	62
10	010	60
11	011	60
12	012	71
13	013	56
14	014	60

15	015	45
16	016	41
17	017	56
18	018	37
19	019	37
20	020	45
21	021	41
22	022	81
23	023	75
24	024	52
25	025	37
Mean Score		**55, 96**

a) The mean score of the students' vocabulary test of cycle I

$$X = \frac{\sum x}{N}$$

$$= \frac{1399}{25} = 55,96.$$

b) Evaluation on students' vocabulary showed that the students mastery on vocabulary were mostly in low scores. The mean score was only 55,96.

IAIN PALOPO
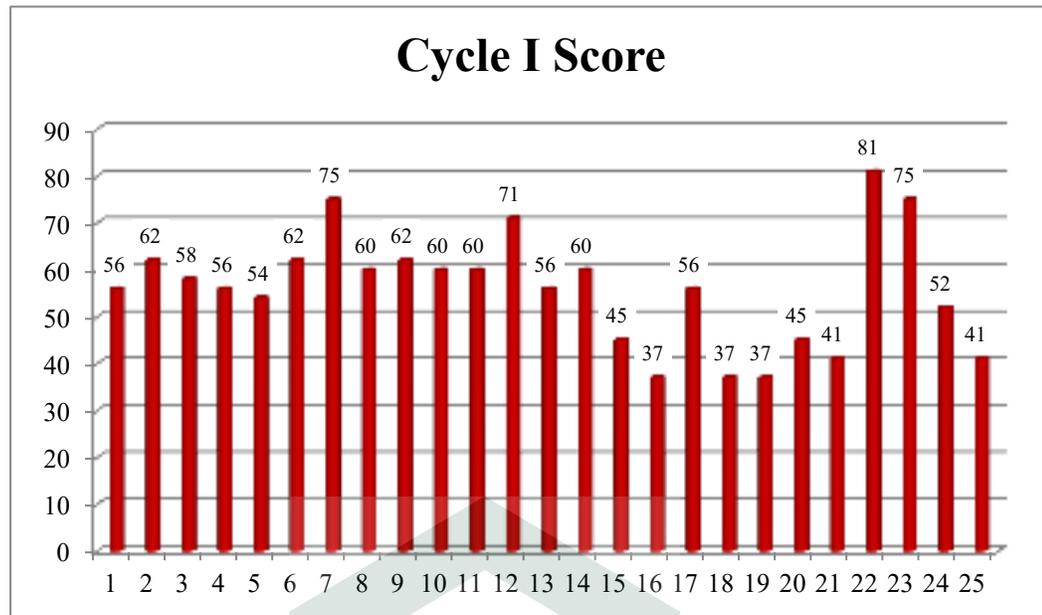
Cycle I Score

2) The result of data from observation in cycle 1

The result of observation on students' activities during the teaching and learning process was the mean score was 52%. It can be seen in the table below:

Table 2

The result of Observation in Cycle I

No.	Students' Name	Activeness			
		Very Active	Active	Less Active	Not Active
1	001		√		
2	002		√		
3	003			√	
4	004		√		
5	005			√	
6	006		√		
7	007	√			
8	008			√	
9	009		√		

10	010		√		
11	011			√	
12	012		√		
13	013		√		
14	014			√	
15	015			√	
16	016			√	
17	017			√	
18	018				√
19	019				√
20	020		√		
21	021			√	
22	022	√			
23	023	√			
24	024		√		
25	025			√	
Total		**3**	**10**	**10**	**2**

Explanation of observing the students' activity are:

a. **Very Active:** The students is responsive and participle fully in all activities in teaching and learning process.

b. **Active** : The students respons the material by using cartoon picture and interact with the teacher and the other in learning process.

c. **Less Active :** The students pay attention and give respons one in a while in learning process.

d. **Not Active :** The students do not pay attention and give respons to the materials, they looks confused, and difficulties in mention and write vocabulary in teaching and learning process.

Diagram students' data observation in cycle I
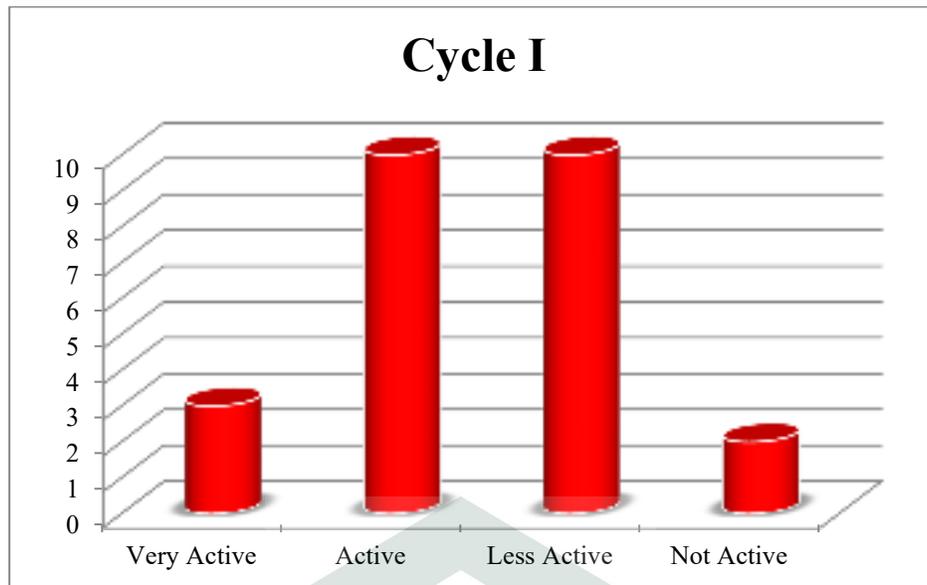
Cycle I

Tabel 3

The result of observation students' percentages in Cycle I

Option	Frequency	Percentage
Very Active	3	12%
Active	10	40 %
Less Active	10	40 %
Not Active	2	8 %

d.Reflecting

Based on data observation got by observer in teaching and learning process, there were 3 students were very active in the class by using cartoon pictures as media in learning vocabulary, and the percentage reached 12%. The active students were 10,

and the percentage reached 40%. The less active students were 10, and the percentage reached 40%. And there were students 2 students who were not active and the percentage 8%. To reach the requirement criteria of success which was determined 75%, the criteria of success in the cycle 1 had been not achieved as the accumulation from the percentage of *very active* and *active.* It only reached 52%.

Based on table score of the test skill and the table score observation above still disappointed in the first cycle, because the students' achievement in vocabulary skill was unsatisfactory. The students' average score in learning vocabulary was **55,96**, It means that students' score in learning vocabulary still low and so far from the minimum mastery criterion, where the minimum mastery criterion in teaching english was **70**. Based on result the observation made by observer to activities researcher execution the application of teaching vocabulary by using cartoon pictures shown still not good, because the mastering vocabulary of the students was still low caused some students were not active in giving responds.

Based on data above, In this case the researcher and collaborators in the first cycle found some weakness in teaching vocabulary by using cartoon pictures. They were : 1) Some students still had low grade in mastering vocabulary so that they were difficult to mention and write the words correctly. Here, many students still error in writing and pronouncing the vocabularies. Example, a) the words of *goose,* the students wrote *gose*, b) the words of *butterfly,* the students wrote *buterflai,* c) the words of *owl,* the students wrote *oul.* 2) There were some students lack enthusiasm in

learning process. It caused the students unfocus in learning because they still afraid if they did mistake 3) Some students did not have braveness in learning activities, only 52% student active in the class. 4) Some students were not self confident so that they did not active in giving respond. It caused the students did not believe their answer and skill, they more afraid if they were wrong in answer the question from researcher so that they not active in learning process 5) In the discussion, there were only some students in giving responds. 6) The evaluation means score was 55,96. In order to solve the weaknesses and to keep the successful in the first cycle, the Researcher re-planned to the second cycle.

2. Second Cycle

a. Planning

In this section, the researcher planned some aspect, they were: (1)The researcher gave more motivation to the students such as giving wise word to built their self confidence and spirit to study hard and to be active in learning process. (2) The researcher reviewed and explained more on the material and gave opportunity to the students to say what they did not understand during learning process and the researcher made it clear. (3) The researcher would guide the students that could not active in teaching process. (4) The researcher grouped the students into five groups. (5) The researcher gave some games related to the lesson to motivate the students. (6) The researcher gave awards to group which had high score and to the most active students in teaching and learning process. (7) Observers and researcher observed the students activities. (8) The researcher gave tests cycle 2 for the students.

b. Acting

　　1) first meeting

Based on scedule that had been agreed among the researcher and teacher at SDN 100 Singgasari, the 1ˢᵗ meeting in this cycle continued on December 10ᵗʰ 2012. First, the researcher opened class by greeting to the students. Then before explaining the material lesson the researcher gave more motivation to the students such as giving wise word to build their confidence and spirit to study and to be active in learning process. After that the researcher reviewed and explained more on the material to students. Then, the researcher gave opportunity to the students to say what they did not understand during learning process and the researcher made it clear. Here, there were students that gave question to the researcher namely : a) Respondent 003, She said that " sorry mom, can you repeat how to pronounce word of *mouse* and *lion*. Then the researcher taught how to pronounce the words correctly until students understand. b) Respondent 008, he said that " mom, may I asked you, what is the English of *kupu-kupu* and can you write it on the blackboard. Then the researcher explained the word of *kupu-kupu* in English and also wrote the word in the blackboard and spelled it slowly to students. After that the researcher distributed worksheet which was contain some of cartoon pictures (animals and tools) to the students and gave 30 minutes to answer the worksheet. After that the researcher checked students' answer and tought how to pronounce the words correctly. Then

before closing the class, the researcher asked students to memorize the vocabularies at their home.

2) Second meeting

Based on scedule that had been agreed among the researcher and teacher at SDN 100 Singgasari, the 2nd cycle continued on December 11th 2012. In the beginning of learning activities the researcher opened class by greeting to the students. When the students were ready to study, first the researcher grouped the students into five groups and changed the seat position of students. Each group consisted of five students. After that the researcher gave some games related to the lesson to motivate the students. Before starting the game, the researcher explained how to play the game . First, the researcher put the pictures on the table and prepared paper which was contain the guidance of the game . Then every group had to come forward to choose the paper that was prepared by researcher. Then every group looked at the pictures based on the guidance on the paper. Then the students put the pictures on the paper and raise their hand if they finished. After that the researcher checked students' answer.

In starting the game, first the researcher called all groups namely A, B, C, D, E came forward to choose the paper that had been prepared. Then, all of group had to work together with their friends to look for the picture based on guidance on the paper. After choose the paper, they back to their team and wait instruction from

researcher. The researcher gave instruction to students. The researcher counted 1 to 3 and then every group looked at the pictures based on the guidance on the paper. During the learning process, group B very active because all of member of group B were very enthusiastic and they were also smart and have good cooperation in a team. While group A and C look confused so that their friends had to guide them in game. Then, group D and E were active during the learning process because they found the pictures based on the guidance then put the picture on the paper. After the game, the researcher asked students to memorize the vocabularies that had been taught in front of class. After that, the researcher gave awards to group which had high score and to the most active students in teaching and learning process. Finally The researcher gave tests of cycle 2 for the students.

c. Observation

1) The result of data from students' score in Cycle II

Table 4

The Result of Students score in Cycle II

No.	Student Number	Score
1	001	73
2	002	75
3	003	81
4	004	71
5	005	77
6	006	92
7	007	100
8	008	81
9	009	75
10	010	73

11	011	73
12	012	100
13	013	73
14	014	71
15	015	73
16	016	71
17	017	81
18	018	69
19	019	69
20	020	71
21	021	71
22	022	100
23	023	92
24	024	73
25	025	71
Mean Score		**78,24**

a) Calculating the mean score of the students' vocabulary test of cycle II

$$X = \frac{\sum x}{N}$$

$$= \frac{1954}{25} = 78,2$$

b) The students' vocabulary showed that the students' mastery in learning vocabulary more increasing and ideal mean score have achieved is 78,24 scores
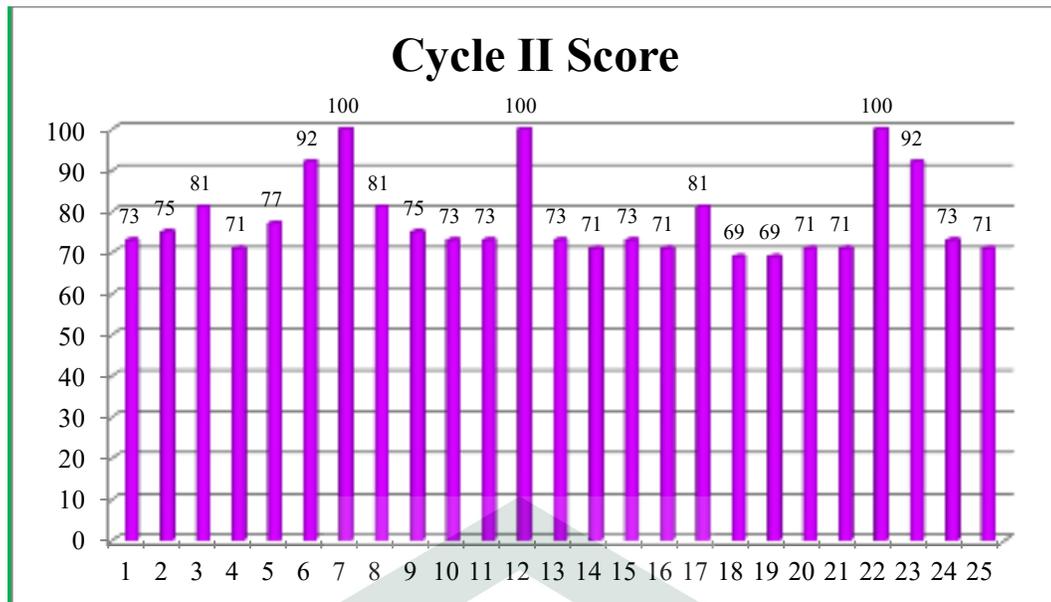
Cycle II Score

2) The result of data from Observation in Cycle II

The result of observation on students' activities during the teaching and learning process: The mean score was 88%. It can be seen in the table below:

Table 5

The result of data Observasion in Cycle II

No.	Students' Name	Activeness			
		Very Active	Active	Less Active	Not Active
1	001		√		
2	002	√			
3	003		√		
4	004		√		
5	005		√		
6	006	√			

No	Student				
7	007	√			
8	008		√		
9	009		√		
10	010		√		
11	011		√		
12	012	√			
13	013		√		
14	014		√		
15	015		√		
16	016		√		
17	017	√			
18	018			√	
19	019			√	
20	020		√		
21	021			√	
22	022	√			
23	023	√			
24	024		√		
25	025		√		
Total		7	15	3	-

Diagram students' data observation in cycle II
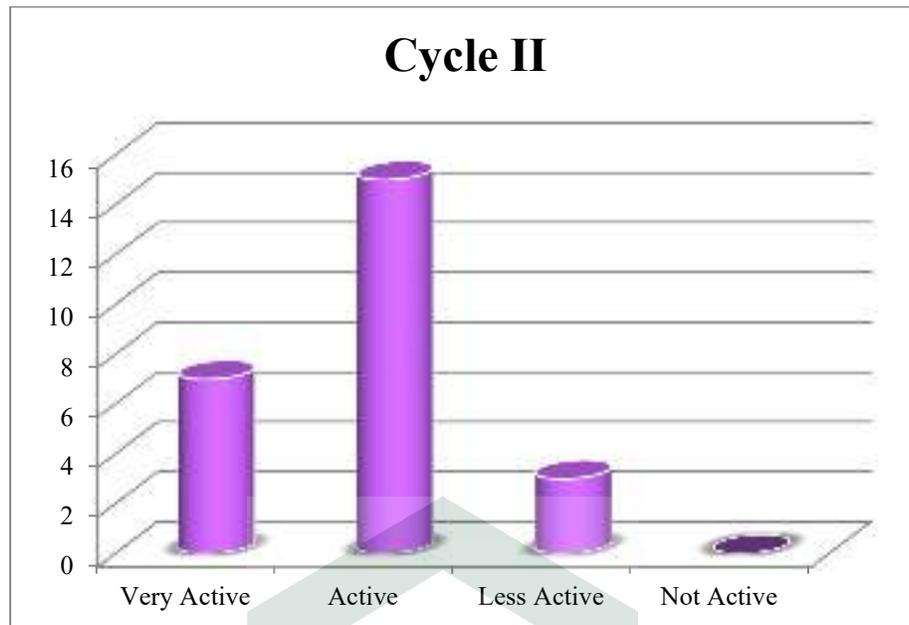
Cycle II

Tabel 6

The result of observation students' percentages in Cycle II

Option	Frequency	Percentage
Very Active	7	28%
Active	15	60 %
Less Active	3	12%
Not Active	–	–

d. Reflecting

Based on data observation got by observer in teaching and learning process in cycle II, there were 7 students were very active in the class by using cartoon pictures as media in learning vocabulary, and it reached 28%. The active students were 15, and it reached 60%. The less active students were 3, and it reached 12%. There was no students who was not active in learning process . To reach the requirement criteria of success which was determined 75%. The criteria of success in the cycle II was achieved as the accumulation from the percentage of *very active* and *active.* It reached 88%.

Based on the table result of the students' score above the researcher was satisfied because the mean score of the test in the second cycle was got the minimum mastery criterion. The students' got mean score **78,24** It means the students' in this cycle II was success. Based on the table result of observation made by observer, the teaching vocabulary by using cartoon pictures was good, especially the students' ability in mentioned and wrote the vocabularies with correctly.

Based on data above, In this case the researcher and collaborators in the second cycle found some successful points in teaching vocabulary by using cartoon pictures. They are : 1) Most of the Students more relax during the learning process. 2) The students were active and enthusiasm in answer the question from the researcher. 3) The students had more brave and self confidence in learning process so that they more active during teaching and learning process. Their participation reached the ideal percentage namely 88%. 4) Most of the students were easier in

grasphing the vocabularies. 5) The ideal mean score had achieved, in the first cycle 55,96% then in the second cycle was 78,24.

It means fulfilling pass standard, the students' score of test in second cycle increased and based on result their observation made by observer to activites researcher executing teaching vocabulary by using cartoon pictures was good.

The researcher concluded the best ways in teaching vocabulary by using cartoon pictures namely : 1) Reviewing and more explained the material and gave opportunity to the students to say what they did not understand during learning process and the researcher made it clear. 2) Giving worksheet which was contain some of cartoon pictures to students and gave 30 minutes to answer the question. 3) Groupping the students into five groups. Each group consist of five students. 4) Giving some games that had relation with the lesson to motivate the students. 5) Giving awards to group had high score and most active students in teaching and learning process. 6) Giving tests to the students to know the students' improvement in vocabulary after being taught by using cartoon pictures.

Based on the result of data analysis, the researcher concludes that, in the sixth year students of SDN 100 Singgasari, in learning vocabulary have good response, after the application of teaching vocabulary by using cartoon pictures. Therefore, the teacher can apply the application of teaching vocabulary by using cartoon pictures in teaching English especially vocabulary in teaching process.

B. Discussion

Just like what had been explained on previous chapter that the researcher used CAR on this research to find appropriate ways in teaching vocabulary by using cartoon pictures. Therefore, looking at the finding, the researcher presented the discussion of data some of students. The section presented the result of data analysis. It aimed to describe the students' improvement in learning vocabulary by using cartoon pictures.

Based on the result that had been described above, the mean score in two cycles, there were some successful points in the second cycle. the ideal mean score had achieved. In the first cycle was 55.96 then in the second cycle was 78.24. The minimum mastery criterion (KKM/Kriteria Ketuntasan Minimum) was 70. It means students' vocabulary in the second cycle was improve. The students were more active during the action. Their participation reached the ideal percentage namely 75%. It means that, above on the minimum mastery criterion had success. It was proved that the students improve learning vocabulary through cartoon pictures at the sixth year students of SDN 100 Singgasari was effective and an interesting ways that can be applied in teaching and learning process. Cartoon pictures is a appropriate media to learn English because the students were learning in different situation where the students could see funny pictures that interested students in learning vocabulary. In addition cartoon pictures also made the students be easy in learning vocabulary.

This study employed Qualitative research, in this case Classroom Action Research (CAR) designed since it was the most appropriate research design which

was related to solve the classroom problems. An action research could be defined as an enquiry which was accomplished in order to understand, evaluate and then to change, in order to improve educational practice. According Elizabeth, Sonora Classroom Action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process.[2]

In this research the researcher using two cycles, namely cycle I and cycle II. However every cycle there are four indicators that have analyzed namely:

1. *Planning*, whereas identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. Where you consider, what kind investigation is possible within the realities and constrains of your teaching situation, ii) what potential improvements you think are possible.

2. *Acting*, whereas the plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time.

3. *Observating*, whereas this phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where I use 'open-eyed' and 'open-minded' tools to collect information about what is happening.

---

[2] Anne Burns, *"Doing Action Reseach in English Language Teaching : ESL Applied Liguistics Propesional Series"*, 2009, p.1

4. And finally is *Reflecting*, whereas I reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue I have explored more clearly. In this case, the researcher attenting the students activities in learning activities, creativity, enjoyment and interesting, and also interaction to each other showed that using cartoon picture in learning vocabulary can increasing students' vocabulary. So in this way to application the materials is easier.

In this research, before the researcher conducted the research, first the researcher should select words that would given to students in learning process. According to Jeremy Harmer on the page 12 explained that one of the problems of vocabulary teaching is how to select what words to teach. Dictionaries for upper intermediate students frequently have 55,000 words or more – and there may be many meanings for a word – and they represent a small fraction of all the possible words in a language.[3] From explanation above, in selected of vocabularies the researcher only focused using noun especially animals and equipments/tools in teaching vocabulary because noun is easy to learn by students specially for young learner.

Furthermore, in this research the researcher focused using the nouns especially animals and equipments/tools in teaching vocabulary. Whereas, vocabularies of animals that used were "cat, dog, butterfly, tortoise, shark, dolphin, camel, owl, tiger, crab, bee, octopus, chicken, bear, monkey, bat, duck, sheep, ant,

---

[3] Jeremy Harmer, *The practice of English Language Teaching*, (New York : Longman Publishing, 1991), p.154.

rabbit, elephant, etc". And vocabularies of equipments/tools that used namely "hammer, pliers, saw, flash light, nail, screwdriver, scissors, and shovel". When the researcher used this picture in teaching vocabulary, the students are very interested and enjoy in learning English especially vocabulary. Of course, when the researcher was teaching vocabulary by using cartoon picture the students gave good response. It means that in teaching vocabulary to students especially at elementary school using media picture is very important because the function of media picture is a tool to gives message from source to the message target. Based that its function for attractive attention, make clear explained idea, decribing or decorating fact that will be fast to be forgotten if not describing.[4]

Based on the explanation above, teaching vocabulary for the beginner, The teacher must be able to get inovation, to find the methods or techniques that are suitable to teach and able to improve students' knowledge. For example, teaching vocabulary using picture. Picture is a thing that can make us understand about something. We can use it as media in learning English. We can find pictures from books or the internet. There were many kinds of pictures which can help the teachers to teach vocabulary in the learning process. It is very interesting because teacher and student will gets benefit from that method.

Furthermore, on the page 13 expalined that there were some techniques in teaching vocabulary namely :

---

[4] Arif Sadiman, *Media Pendidikan,* (Jakarta : Raja Grafindo Persada, 1996).p.29.

1)   Presentation, not all vocabulary can be learned through interaction and discovery techniques, even if such techniques are possible: However, they are not always the most cost effective. There are many occasions when some form of presentation and / or explanation is the best way to bring new words into the classroom, we will look at some example: Realia, pictures, mimic, action, and gesture, contrast, etc.

2)   Discovery , students will be using their bilingual dictionaries; though some of them may know these words through do simple matching task to more complex understanding of connotation and context.

3) Practice

Using new words which are known in real communication so it will not be forgotten easily. [5] In this research, the researcher chose picture as a tool in teaching vocabulary, but the researcher used a media cartoon picture more special. The teacher could improve students' vocabulary through cartoon pictures, by using cartoon picture the students could enjoy to study and memorize vocabulary that given by teacher. This media could help the students easier in learning English especially for the beginner.

Based on the explanation above, Picture was very important to be used in teaching, especially in teaching vocabulary. According to Asnawir and Basyiruddin Usman said that "picture is visual tool that effective because it can be described

---

[5] Jeremy Harmer. *op.cit*.,p.161.

something that can be explained to be more concrete and realistic".[6] In addition, Picture can motivate and make clear when the students see that picture. Picture can help the teacher to get the instructional aim, because picture as a media that is very easy and available to used in teaching learning process. It means that to make high value in learning with picture, the students experience and their understanding is large clear and it is no easy to forget and more concrete in learning vocabulary.

Furthermore, picture can be found everywhere because it can describe what message of the picture or what is the picture means, automatically when the students see it they will guess well, because they can show the picture. So with picture the students were easier to understand and enjoy when they were studying. Beside that with media picture teaching and learning process were more effective especially in learning vocabulary, because characteristic of picture is concrete and more realistic.

One of main functions of media is as a helping tool of teaching that also influences atmosphere, condition and learning circumstances arranged and created by teaching.[7] Media is a tool to help teacher in teaching learning process. It means that it is only as a tool who can give a visual experince to the students in giving the students motivation make clear and easier the complex concept and abstract to be simple, concrete and easier to understand. Therefore it can be concluded that the

---

[6] Asnawir and Basyiruddin Usman, *Media Pembelajaran,* (Jakarta : Ciputat Pres, 2002),p.42.

[7] Azhar arsyad*, media pembelajaran*, (Cet. V; Jakarta: PT Gravindo Persada, 2003)p. 15

function of media is to improve the comprehention of the students in learning the subjects.

To teach vocabulary in elementary, especially for young learners, is not an easy way. Teaching young learner is different from teaching adults. We must have extra power to teach them, because the young learners have certain characteristic and need certain kind of treatment. The teachers can use kinds of media to teach young learners for example cartoon pictures, the researcher believes cartoon pictures is a appropriate media in teaching English to students because this had been proven in research, that the motivation and ability of the students could improve in mastering vocabulary especially students in SDN 100 Singgasari.

Furthermore, according to Rialdy Putra, Media such as pictures, can be used to teach English to young learners in several ways. For example, first, teacher can make comparison between foreign language and student's mother tongue in his teaching practices. Second, the teacher can create full color animated and funny pictures to encourage them to learn the meaning of those pictures. Third, teacher can create some activities using pictures; make the cheerful situation while making the students understand the topic. For example, matching pictures, guessing name of pictures, drawing and colouring pictures, making some songs and game related with

the topics.[8] By using this ways in teaching vocabulary, the researcher believed that the students can enjoyed and more anthusiasm in learning English because the students be easier in remember or memorize the vocabularies that had been taught by the teacher. In addition, this ways also can improve students' interest and motivation in learning English. Generally, It can be said that by using this ways, the class atmosphere become more interesting.

From the explanation above the researcher focused her research in teaching vocabulary by using cartoon pictures. Therefore, this research was conducted at the sixth year students of SDN 100 Singgasari, in academic 2012 / 2013. The subject class (VIa) and the total numbers of students was 25 students.

The main points of this study was the appropriate way to improve the students' ability in learning vocabulary by using cartton pictures. It was happened because the students' achievements and performances could improve from the first cycle to the second cycle. Event though, it still needs stabilization, but it has to be stopped because it had limited time and all students had passed in this lesson and obtained good scores.

The description of teaching vocabulary by using cartoon pictures of the students in SDN 100 Singgasari can be show in every cycle below:

---

[8] Rialdy Putra, *The Use of Picture in Teaching English to Young Learners*. Online : http://kidspractice.blogspot.com/2012/08/the-use-of-pictures-in-teaching-english.html. Accessed on Mei 3th 2013.
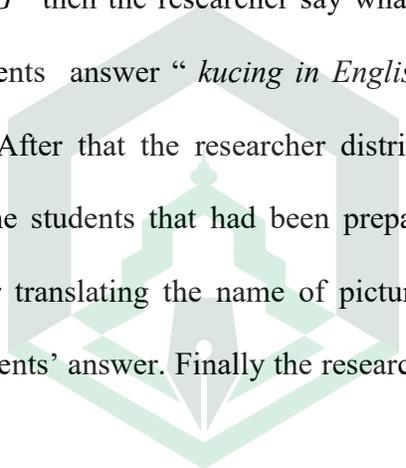
1. *The First Cycle*

Based on the analysis from the students' test in cycle 1 that executed on Desember 4th 2012, for the first meeting and, the 2nd meeting continued on Desember 5th 2012, for cycle 1, the mean score in the first cycle was 55,96 which was shown by the description above that included 25 respondents.

In cycle I, before teaching in the classroom, the researcher prepared all of instruments that used in the classroom such as RPP, observation sheet, camera and tests. In cycle I there were two meetings. In first meeting, the researcher came in to the class. After that the researcher started the class by greeting the students, then introduced herself to students. After that the researcher also explained the important of vocabulary in learning English. The researcher said to students that vocabulary was very important in learning English because without vocabulary people could not speak, write, and understand what they read and listen. After explained the important of vocabulary, the researcher explained the material lesson about noun include "animals and tools" and cartoon picture. Then the researcher gave example of animals and tools such as rabbit, cat, dog, pig, bear, ant, butterfly, horse, lion, mouse, scissors, screwdriver, pliers, nail, saw, etc. Then the students wrote the words about animals and tools that had been explained by the researcher. After that, the researcher taught them how to read and pronounce the words correctly. Then students repeated it after her. After that, the researcher gave question one by one for the students. The researcher say what was the English "semut" and the student answered "semut" in

English "Ant". The students who had correct answer, they could sit. After that, the researcher asked to the students to memorize the vocabularies.

In the second meeting, the researcher applied the using of cartoon picture in learning process. The researcher showed cartoon pictures (animals and tools) to students. After that, the researcher showed picture of animals "*CAT*" the researcher say "*gambar apa ini ?*". Then, the students answer question from researcher "itu adalah gambar *KUCING*" then the researcher say what is the meaning in English " *kucing* ", then the students answer " *kucing in English is Cat*". After that had to repeat it many times. After that the researcher distributed cartoon pictures about animals and tools to the students that had been prepared. The researcher gave 20 minutes to students for translating the name of picture in English. After that, the researcher checked students' answer. Finally the researcher gave tests cycle 1 for the students.

The data analysis from the students' test skill in cycle I, the mean score in the first cycle was **55,96** (table.1 of cycle I); The explanation of data students' score in cycle I looks there were 4 students got 56 scores, 3 student got 62 score, 1 students got 58 scores, 1 students got 54 scores, 2 students got 75 scores, 4 students got 60 scores, 1 students got 71 scores, 2 students got 45 scores, 3 students got 37 scores, 2 students got 41 scores, 1 students got 81 scores, and there was 1 students got 52 scores (see diagram students score in cycle I). It means under low the minimum

mastery criterion and every students got row score according vocabulary test scores. And then showed that some of the students in mastery of vocabulary still low.

According procedure of classroom action research above the researcher found that there were 3 students were *very active* in responsive and participle fully in application of cartoon pictures in learning vocabulary, and the percentage reached 12%. The *active* students were 10, and the percentage reached 40%. The *less active* students were 9, and the percentage reached 36%. And there were 2 students who were *not active* and the percentage 8% (table.2 of cycle I) To reach the criteria of success which was determined 75%, the two *very active* and *active* classifications were accumulated and reached 52%. It was the expected low percentage.

In this case, the researcher and collaborators in the first cycle found some weakness in teaching vocabulary by using cartoon pictures. They are:

a.   Some students still had low ability in mastering vocabulary so that they were difficult to mention and write the words correctly. Here, many students still error in write and pronounce the vocabularies. Example, 1) the words of *goose,* the students wrote *gose*, 2) the words of *butterfly,* the students wrote *buterflai,* 3) the words of *owl,* the students wrote *oul.* While on the page 10 explained that there are several aspects that need to be taught in teaching and learning English. One of aspects in teaching English namely: 1) form: pronunciation and spelling, 2) grammar. Therefore, the researcher had to gave full attention to the students, especially taught how to

pronounce the words correctly and also practice them in wrote the words in the whiteboard.

b.   There were some students lack enthusiasm in learning process. It caused the students unfocus in learning because they were still afraid if they did mistake in learning process.

c.   Some students did not have braveness in learning activities, only 52% student active in the class. It caused the students were still afraid and shy if they did mistake during the action.

d.   Some students were not self confident so that they were not active in giving respond. It caused the students did not believe their answer and skill, they were more afraid if they were wrong in answering the question from the researcher so that they did not active in learning process

e.   In the discussion, there were only some students giving responds.

f.   The evaluation means score was 55,96. So the researcher needed to do reflection to get the best way in teaching vocabulary by using cartoon pictures.

Based on the some weakness above, it could be said that students were in SDN 100 Singgasari still had low ability in mastering English especially vocabulary. It caused because the students still had difficulties in mentioning and writing the vocabulary that was given in learning process, so that the students looked confusing in answering the vocabulary test. While in English we know that vocabulary is very important in teaching and learning a foreign language. On page 6, explained that vocabulary is a essentiasl component in learning language because it would be

impossible to learn a language without vocabulary or words.[9] And the page of 8, according to Richards Jack and Renandya Willy A said that "vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less that their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening native speakers, using the language in different contexts, reading, or watching television.[10]

From the definition above, we can see that vocabulary is one of the components of language and no language exists without words. Without vocabulary we cannot communicated each other, so we have to learn and memorize many of vocabulary in order we can speak English well.

Based on the problem above, the researcher and collaborator continued in cycle II and discussed the planning and changed strategy.

2. **The second cycle**

The 2nd cycle continued on Desember 10th 2012 for first meeting and the second meeting continued on Desember 11th 2012. Based on research data the

---

[9] Wilga, *Teaching Foreign Language Skill*, (Cet.II; London : University Chicago Press, 1981), p.462.

[10] Richards Jack and Renandya Willy A, *Methodology in Language Teaching an Anthology of Current Practice.* (New York: Cambridge University Press 2002).p.255.

students got scores in cycle 1 did not reach the criteria of success in working indicator, so the researcher and the collaborators made different plan.

In the first meeting, the researcher gave motivation to students in the beginning of learning activities. In here, the researcher asked students that in this world nobody is stupid but there were only lazy peoples . Then, nothing imposible if you really and believe your skill in study. In addition, you don't afraid if you do mistake because from mistake you can correct and improve your skill. So, if you want to be a success you have to study hard, bravely and self confidently, and believe your skill or knowledge. After that, the researcher reviewed and explained more on the material to students. Then, the researcher gave opportunity to the students to say what they did not understand during learning process and the researcher made it clear. In here, there were students gave question to the researcher namely : a) Respondent 003, She said that " sorry mom, can you repeat how to pronounce word of *mouse* and *lion*. Then the researcher taught how to pronounce the words correctly until students understand. b) Respondent 008, he said that " mom, may asked for you, what is the meaning of *kupu-kupu* and can you write in the blackboard. The the researcher explain the word of *kupu-kupu* in English and also write the words in the blackboard and spell it slowly to students. Third, the researcher distributed worksheet which was contain some of cartoon pictures to the students and gave 30 minutes to answer the worksheet. After that, the researcher checked students' answer and tought how to pronounce the words correctly.

In the second meeting, the researcher grouped the students into five groups and changed the sat position of students. On cycle II the researcher grouped students into five group because in cycle I the students sat individually and they were less active, lack of enthusiasm in learning and not self confident in answering the question from researcher. Based that, the researcher thought to groupe the students so that they enjoyed more and had motivation in learning. Each group consist of five students. The researcher grouped the students into five group. After that the researcher gave some games related to the lesson to motivate the students. In here, the researcher gave games to students so that they more spirit in learning, the games was : First, the researcher put the pictures on the table and prepared paper which was contain the guidance of the game . Then every group had to come forward to choose the paper that was prepared by researcher. Then every group looked at the pictures based on the guidance on the paper. Then the students put the pictures on the paper and raise their hand if they finished. After that the researcher checked students' answer. Finally The researcher gave tests cycle 2 for the students.

After the application of strategy above the mean score of the students' test in the second cycle was **78,24** (table.5 of cycle II). The data showed 6 student got 73 score, 2 students got 75 score, 4 students got 81 score, 5 students got 71 score, 1 student got 77 score, 2 students got 92 score, 3 students got 100 score, there were 2 students got 69 score (see diagram students' score in cycle II) . It means students' ability in master vocabulary by using cartoon pictures in the cycle II improved than that of in cycle I.

The result of mean score from two cycles like as the chart:

Chart I
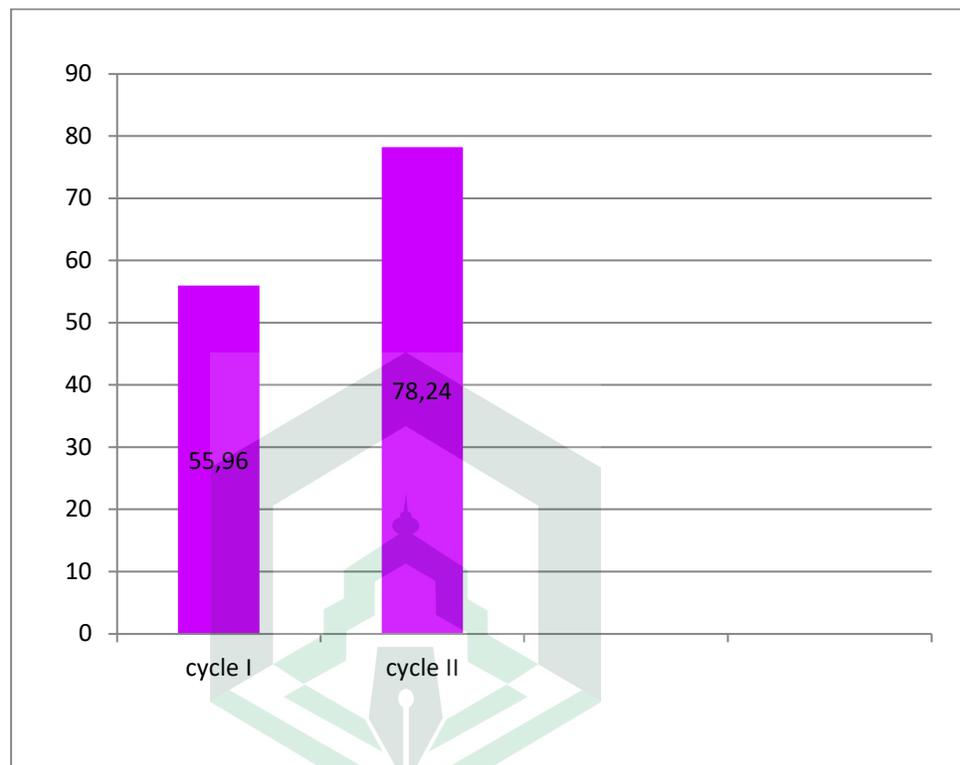
The chart above shows the mean score in two cycles, when in cycle I the mean score was **55,96** and in cycle II the mean score was **78,24**, while the minimum mastery criterion was **70**. It means that above on the minimum mastery criterion had success. Based on the result of data analysis, the researcher concludes that the sixth year students of SDN 100 Singgasari in teaching vocabulary by using cartoon pictures have good response.

Furthermore, the procedure data observation was found that there were 7 students were *very active* in responsive and participative fully in application of

learning vocabulary by using cartoon pictures, the percentage reached 28%. The *active* students were 15, and the percentage reached 60%. The *less active* students were 3, and the percentage reached 12%. And there was 0% student *not active* (table.8 of cycle II). The two *very active* and *active* classifications were accumulated and reached 88%. It was the expected high percentage.

According data observation above the students have better achievement and the researcher had known in the application of appropriate way in teaching vocabulary by using cartoon pictures the students' attention was focused learning process, and the students' self confidence were increasing. From this case, the researcher found that students were interesting and enjoyed much in learning vocabularies. So that the application of cartoon pictures in teaching vocabulary was effective.

The students' attitude in learning vocabulary by using cartoon pictures related to the data analysis based on the observation in cycle II the students' had good response. It could be seen by increasing of their motivation and the students' self confidence in learning English especially vocabulary whereas, the students looked enjoy, active and enthusiasm in answering the question from the researcher, more brave and self confident in learning process. They were more   grasping the vocabularies. It was also in line with what the student said when they were interviewed by the researcher.

....

P   : what did you think about learning English by using media cartoon pictures. were you enjoy, interested, and you feel easily in study or no.

S   : yes, because the pictures is very funny and full colour.

(code : 001, Interview on December 11th 2012)

....

P   : what did you think about learning English by using media cartoon pictures. were you enjoy, interested, and you feel easily in study or no.

S   : yes, I am interested

(code : 007, Interview on December 11th 2012)

According to data interview above the researcher found that students were very interested in learning English especially learning vocabulary by using cartoon pictures. The students were very enjoy and easly in learning process because they could see pictures that very funny and full colour. It means that, students can easly in remember the vocabularies.

The application of teaching vocabulary by using cartoon pictures could improve the students' ability in mastering vocabulary because the students could learn easier. So that the students be more active, more confidence. The students also could express their opinions based on what they looked directly at pictures. Beside that the students looked enjoying and interesting during the teaching and learning process and had good respond.

Results of the research above are also supported by some theories and previous study. According to Rachmah Bulan, using pictures in teaching English vocabulary to the students especially the students of SDN 91 Walenrang is

effective.[11] Furthermore, on page 31 expalined that using pictures in teaching vocabulary was effective ways because pictures had some advantages namely :

1. Picture can stimulate students in learning

2. The characteristic of picture is concrete. So, it is more realistic in showing the important problem than verbal language.

3. Picture can explain what we see.

4. Pictures are cheaper and available

5. Picture can attract the students' attention to guess the meaning of unfamiliar words.[12]

Based on the explanation above, picture can stimulate and motivate the students, make clear the meaning of teaching material, make the teacher easy to explain the material and can help the students easier in memorizing vocabulary. The picture can stimulate students because the picture have image colour, cartoon image, and funny style so that it makes students' motivate in learning vocabulary. Beside that on previous chapter explained that cartoon image invite a sense of humor and humorous.

From the data above, there were many media can be applied in teaching vocabulary, and one of the appropriate way is use cartoon pictures. Cartoon pictures

---

[11] Rachmah Bulan, *The Effectiveness of Using Picture in Teaching Vocabulary at SDN 91 Walenrang*. A thesis, (Palopo : STAIN Palopo, 2009), p.63.

[12] Arif Sadiman,et.al., *Media Pendidikan ,* (Jakarta: pt Raja Grafindo Persada, 1998),p29

is a media that can be used by teachers to loose the boredom feeling's of the students. It is more interesting because the cartoon pictures is funny and full color so that the students can enjoy learning Vocabulary. The researcher believes cartoon pictures is a appropriate media in teaching english to students because students can be easier in remembering the vocabularies.

Based on the result of data analysis, the researcher concludes that the sixth year students of SDN 100 Singgasari in learning English vocabulary by using cartoon pictures got good response, furthermore most of the students got changes in vocabulary achievement after the application of teaching vocabulary by using cartoon pictures. It was showed by the high percentages in result of score and result of data observation. Therefore, the teacher can apply cartoon pictures in teaching process.
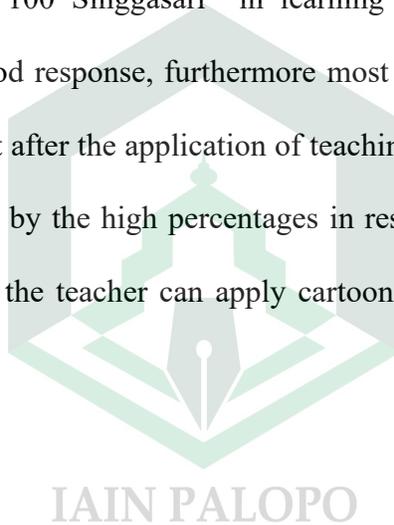
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis and findings in the previous chapter, the conclusion that could be drawn from this study are as follows :

1. Teaching vocabulary by using cartoon picture is an effective way in improving students' vocabulary. It is supported by the achieving of ideal score in the second cycle with participation 88% and evaluation mean score 78,24. The mean score of students increased from 55,96 in the first cycle to 78,24 in the second cycle. Furthermore, using cartoon pictures in teaching vocabulary could make the learning situation interesting, and the students were more active and enjoy the teaching and learning process during the action.

2. The appropriate ways of teaching vocabulary by using cartoon picture namely: a) Reviewing and more explained the material and gave opportunity to the students to say what they did not understand during learning process and the researcher made it clear. b) Giving worksheet which was contain some of cartoon pictures to students and gave 30 minutes to answer the question. c) Groupping the students into five groups. Each group consist of five students. d) Giving some games that had relation with the lesson to motivate the student. e) Giving awards to group had high score and most active students in teaching and learning process. f) Giving

tests to the students to know the students' improvement in vocabulary after being taught by using cartoon pictures.

B. Suggestion

Based on the conclusion above, the researcher would like to put forward some suggestion as follows :

1. To encourage the students' interested in learning English especially vocabulary, the teacher could be use an effective media for example by using cartoon pictures.

2. There should be more researches about the application of cartoon picture in different places, in order that we can get more information about the application of this media.

3. Teaching vocabulary by using picture had better use it one by one a picture in a card in other that students are more interest and easily in memorizing vocabulary.
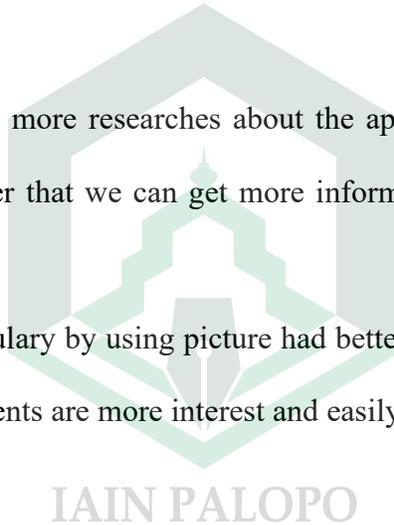
CURRICULUM VITAE

The writer, Nurlia is the fourth child from three sisters and one brother of Dalin and Beda. She was born on March 29th 1990 in Singgasari. She started her school at SDN 347 Lamasi Pantai, and graduated in 2002. In the same year, she continued her study at Junior High School at SMP Neg. 7 Palopo, and graduated in 2005. At the same year she continued her study at Senior High School at SMA Neg. 2 Palopo and graduated in 2008. Then, in 2008 she continued her study in English Study Program of Tarbiyah Department at State Collage of Islamic Studies (STAIN) Palopo.

In the end of her study at the State Collage of Islamic Studies (STAIN) Palopo, she wrote a thesis entitled *"Using Cartoon Pictures in Teaching English Vocabulary to the Sixth Year Students of SDN 100 Singgasari"*.

BIBLIOGRAPHY

Asnawir dan Basyiruddin Usman, *Media Pembelajaran*, Jakarta : Ciputat Pers .2002.

Arsyad Azhar, *Media Pembelajaran,* Jakarta : PT Raja Grafindo Persada. 2004.

Arsyad Azhar*, Dasar-Dasar penguasaan Bahasa Inggris*, Ujung Pandang: Pustaka Pelajar, 1997.

Arikunto Suharsimi, at all. *Penelitian Tindakan Kelas*, Jakarta :Bumi aksara.2011.

Arikunto Suharsimi, *Dasar-Dasar Evaluasi Pendidikan,* Jakarta: Bumi Aksara. 2010.

Bahleuwi Ajie, *Instant Vocabulary Categorized and Pictured Dictionary,* (Kediri : Kaysamedia, 2009.

Bulan Rachmah, *The Effectiveness of Using Picture in Teaching Vocabulary at SDN 91 Walenrang*. Palopo : Skripsi STAIN Palopo, 2009.

Burns Anne, *Doing Action Research in English Language Teaching* . New York and London: Routledge Taylor & Francis Group.2009.

Dian Arifah Anggriani, *The Use of Cartoon to Improve Students' Vocabulary at MIM Srebegan,* Surakarta : Muhammadiyah University of Surakarta.2007.

Echols Jhon M & Hasan Shadili, *Kamus Inggris- Indonesia,* Jakarta : PT. Gramedia Pustaka, 1995.

Frank Marcella, *Modern English A Practical Reference Guide* , Prentice-Hall, Inc. Englewood Cliffs, New Jersey, 1972.

Hariyono and Hariyanto, *English Grammar for General Application,* Surabaya : Gitamedia Press, 2003.

Harmer Jeremy, *The practice of English Language Teaching*, New York : Longman Publishing, 1991.

Hartanto Jhon S , S. Koentjoro dan Manaf Asmoro Seputro, *English Grammar,* Edisi revisi I; Surabaya: Indah Surabaya, 1996.

Herry Asep Hernawan, *Pengembangan Kurikulum Dan Pengajaran,* Jakarta, Universitas Terbuka, 2010.

Http://esl.fis.edu/learners/advice/vocab.htm.accssed on August 15th 2011

http://oldweb.madison.k12.wi.us/sod/car/carhomepage.html. accessed on july 12th 2012

http://www. teachingenglish. org. uk/ transform/ teachers/ teacher - development-tools/action-research.

http://www.thefreedictionary.com/cartoon. Accessed on October 24th 2012.

Jack Richards and Renandya Willy A, *Methodology in Language Teaching an Anthology of Current Practice.* New York: Cambridge University Press 2002.

Kitao Kenji and S. Kathlen Kitao, *Testing Vocabulary*. Can be Access at http://www.mifi.gof/parnershipforreading/publishings/readingfirstvocab.html.2000. accessed on September 10th

Kisbiantoro Agung, *Kartun Sebagai Media Pembelajaran,* Can be Access at http://agungkisbiantoromobilephysics,com/2012/06/kartun-sebagai-media-pembelajaran.html. Accessed on October 24th 2012.

Klaten Hadi, Gambar Kartun dan Karikatur, Can be access at http://antoprima.blogspot.com/2011/07/gambar-kartun-dan-karikatur.html. Accessed on October 24th 2012

Leny, *Teaching Vocabulary trough pictures to the Kindergarten Students,* Jakarta : Syarif Hidayatullah state Islamic university.2006.

Manser Martin, Oxford Learners Pocked Dictionary, New York: Oxford University Press.1980.

Masruddin. *Error Analysis* , Palopo :STAIN Palopo, 2010.

Merriam, *Picture*, Can be accsess at Http: www. MerriamWebster. com/Dictionary/ picture. Accessed on October 8th 2012.

Miftari Majlinda, *Eight Effective Techniques in Teaching Vocabulary to EFL*, Can be Access at http://ezinearticles.com/?Eight-Effective-Techniques-in-Teaching-Vocabulary-to-EFL-Students&id=6598428. Accessed on Mei 29th 2012.

Munakib, *Productive Vocabulary Mastery and Speaking Ability of the Third Year Students of SLTPN 1 Pringgabaya in the School Year 2002/2003*, (pancor : STKIP Hamzanwadi, 2003.

Nunan David, *Language Teaching Methodology, A Test Book for Teacher,* New York: Percentile Hall Internasional, 1991.

Oxford Learner's pocket Dictionary New Edition, 2003.

Oxford Learner's pocket Dictionary New Edition, 1995.

Putra Rialdy, *The Use of Picture in Teaching English to Young Learners*. Online : http://kidspractice.blogspot.com/2012/08/the-use-of-pictures-in-teaching-english.html. Accessed on Mei 3th 2013.

Quote Brany, *Definition of vocabulary*, (hhtp://www.brainyquote.com/words/vo/vocabulary237882.html. accessed on August 15th 2012.

Rahma Fadliyah Muin, *The Effectiveness of Color in Improving Vocabulary at the Fifth Year Students of SDN 486 Salutete*. Palopo : STAIN Palopo, 2009.

Rohani Ahmad, *Media Instruksional Edukatif,* Jakarta: PT. Rineka Cipta, 1997.

Sadiman, *The Function of Media*. Online:http://www.fuok.org/13/function-learning-media. Accessed on January 25th 2012

Sadiman Arif,et.al., *Media Pendidikan ,*Jakarta: PT. Raja Grafindo Persada.1998.

Sulistiani, *Teaching Vocabulary Trough Realia at Sixth Year Students of SDN 047 Baebunta*. Palopo.2008.

Ur Penny , *A Course in Language Teaching*, Cambridge University Press, 1996.

Wahyu, *Methodology Penelitian Tindakan Kelas,* Ujung Pandang : Yayasan Pendidikan Fajar.

Wilga*, Teaching Foreign Language Skill*, London : University Chicago Press, 1981.

Wikipedia, *Cartoon,* can be access at http://en.wikipedia.org/wiki/Cartoon. Accessed on October 8th 2012.

Wirman, *The Use of The Picture as Media in Teaching English Vocabulary: An Experimental Study at the Seven Grade Students Of SMP Al-Amin Mataram in Academic Year 2010-2011*. Online : http:// wirmanvalkinz. blogspot. com/2012/12/contoh-kumpulan-skripsi-bahasa-inggris.html. Accessed on Mei 3th 2013.