

**THE USING MEDIA CARTOON PICTURE ON IMPROVING  
STUDENTS' VOCABULARY ACHIEVEMENT AT SEVENTH GRADE  
OF SMP NEGERI 2 BALIGE IN ACADEMIC YEAR 2021/2022**

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*Abstract*

*Hutagalung, Valentina. 180502402. "The Using Media Cartoon Picture to Improving students' Vocabulary achievement at Grade Seventh of SMP Negeri 2 Balige in Academic year 2021/2022".*

*This types of research is a classroom action resesarch Using Media Cartoon Picture in learning that aims to improve students' vocabulary learning out comes in the subject of English subject matter by Using Media Cartoon Picture in Grade VII SMP Negeri 2 Balige , which is located in Balige, with the number of students 30 which consists of 20 women and 10 men. Obtain from research conducted on improvements in learning, namely when the initial data obtained class averange of 71,3 with a lot us students who completed 21 people and who have not complete 9 people. In the second cycle class average increased 78 with a lot of student who completed 25 and people who have not completed 5. Of improvement obtained in the clasical completeness of students can be concluded that the Using Media Cartoon Picture can improve students teaching outcomes.*

**Keywords: cartoon picture; improving; vocabulary achievement**

**Introduction**

There are many problems faced by the students in vocabulary. Some of them do not understand the meaning of the words. Some of they are confused to differentiate the meaning and the use of which has a word double meaning. Most of the meaning in learning vocabulary in the class dominated by memorization the word, its written form and its meaning answer the question to translate it. This condition and situation caused some of the students feel bored and lazy to memorize the vocabularies.

To make the students learn

vocabulary mastery these elements well, the teacher must try to choose the best methods. The teachers are expected to know the language he or she is teaching and what method should be used to teach the language. English teacher should give the best way in teaching to make students understand about the material. One way from the English teacher to make students interesting about the materials is by developing the strategies. Teachers' strategies are important role for everyone especially for the teacher who always teaches the students and need certain result to show the success of teaching.

Based on the problems above, the writer proposed cartoon pictures sequence to improve the students' vocabulary. According to Racmadie (2002: 75) pictures are very useful and effective media EFL teaching. In addition, cartoon pictures sequence has many benefits such as to stimulate the ideas and to engage the students in learning. Furthermore, it is also easy to be prepared and relatively adjustable to be used for various age of learners and purposes.

### **The Problem of the Study**

In line with the background of the study, the problem of the study is formulated as follow: "Does picture improve the students' vocabulary??"

### **The Object of the Study**

Based on the problem of the study, the objective of the study was to find out whether cartoon picture significantly improve the students vocabulary achievement at SMP Negeri 2 Balige.

### **The Scope of the Study**

This study will be conducted at SMP Negeri 2 Balige and focus of the study is to know the use of media cartoon pictures method toward students' vocabulary mastery of VII grade students.

### **The Significant of the Study**

This study serves three practical significances in teaching and learning vocabulary.

1. It is useful for students; this study extremely expects that all of the students will be able to have more knowledge about vocabulary.
2. It is useful for the teacher; this study expects to help the teacher guiding the students to improve their vocabulary. Besides the teacher can apply cartoon pictures as a reference to teach

vocabulary so the learning process can be more guided.

3. This study will be useful for the reader.

## **REVIEW LITERATURE**

### **Definition of vocabulary**

Vocabulary is a list or set of words in language which the teachers teach in foreign language and it is used by person class or profession.

### **Cartoon Pictures**

Pictures are image or likeness of an object, person, scene reproduced on a flat surface, especially by painting or photograph, a mental image or impression. Pictures as teaching aids have many advantages when it is used in teaching learning process. Pictures are easy media to help students and teacher in learning process, especially to teach the students of junior high school. Teacher can use it at any time and in any situation when he wants to teach.

### **The Advantages of Using Media**

#### **Cartoon Pictures**

According to Virginia (1983), pictures have many advantages when it is used in teaching vocabulary as follows.

- a. They cost little or nothing. Pictures can be made by students and most of teachers like to use picture made by students themselves.
- b. There are available even in places where no other pictures can be found.
- c. They do not require space for storing and filling as pictures from other source do.
- d. Sometimes students who are poor language-learners can draw well.
- e. When a student has drawn a picture of scene, he knows the meanings of the English words that the teacher will use while talking about parts of the scene.

The meaning are ire his mind before the English word given.

### Teaching Vocabulary by Using Media Cartoon Picture

Gage in Brown (1994) states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

- a) Learning is acquisition or getting of knowledge of a subject;
- b) Learning is retention of information or skill;
- c) Retention implies storage systems, memory, and cognitive organization;
- d) Learning involves some active, conscious focus and on acting upon events outside or inside the organism;
- e) Learning is relatively permanent but subject to forgetting;
- f) Learning involves some practices, perhaps reinforced practice;
- g) Learning is a change in behavior.

## RESEARCH METHODOLOGY

### Research Design

The method used in this research was Classroom Action Research (CAR). According to J Wallace, Classroom Action Research (CAR) is type of classroom research carried out by teacher in order to solve problem or to find answer toward context – specific issues. It means that before implementing the Classroom Action Research (CAR), the researcher or the teacher needs to identify any problems real found in the classroom before implementing the CAR.

### Population and Sample

#### Population

The research population of this study the writer decided to choose at seventh grade class VII-1 and VII-2 of SMP Negeri 2 Balige in academic year

2021/2022. The total population was 60 students.

### Sample

The sample in this research were taken randomly about 30 students' from the population of seventh grade students' in academic year 2021/2022.

### The Procedure of the Research

The procedure of this research conducted within two cycles consist of three meetings for each. In order to know students' basic knowledge in Vocabulary through Media Catoon Picture an orientation test needs to give to students in the first meeting. It means that the first cycle was done after the orientation test. This traditional meeting completed the whole meeting eight meetings. In conducting this research, the steps used were as follow:

#### Cycle I

1. Planning`
  - ✓ Prepared lesson plan
  - ✓ Prepared the instrument for teacher and student
  - ✓ Prepared pre-test and test cycle I
  - ✓ Prepared learning material
2. Action
  - ✓ The researcher would tell the student the aim of the activity
  - ✓ The researcher gave the pre-test I for students
  - ✓ The researcher explained about vocabulary including part of speech
  - ✓ The researcher explained about Media Cartoon Picture, how to use it, how to operate it and how to used Media Crtoon Picture in learning English vocabulary.
  - ✓ The student would be instructed by the teacher to open the cartoon picture that

researcher shared to their book before

- ✓ The students were asked to open the book and learn together about vocabulary through Cartoon Picture.
- ✓ The researcher gave the student post-test for cycle I

### 3. Observation

Teacher and researcher was observed the student activity

### 4. Reflection

Doing evaluation on teaching learning vocabulary through cartoon picture and analyzing the weakness in cycle I in order to improve cycle II.

## Cycle II

### 1. Planning

- ✓ Teacher and the researcher would analyse the weakness in cycle I to be reflection in cycle II
- ✓ Prepared the lesson plan
- ✓ The instrument would prepare for teacher and students
- ✓ Prepared The post-test cycle II

### 2. Action

- ✓ The teacher was told the student the aims of the activity
- ✓ The teacher gave an example of about vocabulary and will go deeper than before
- ✓ And the student instructed to open the book by themselves and allowed them to reading and listen in outdoor in school environment, the student can choose the spot that they want to learn comfortably
- ✓ The teacher asked the student to vocabulary the other words

### 3. Observation

The teacher and the researcher

observed the student activity

### 4. Reflection

Doing evaluation and making conclusion on teaching learning vocabulary by using media cartoon picture..

## Technique of Collecting Data

In this research, the data collected by using some techniques of qualitative and quantitative data collection. The qualitative collected from interview, observation, and documents (field note). The quantitative data collected from tests (pre-test and post-test).

### Pre-test

It was the first method of data gathering is used by writer. The writer give pretest to both group as the sample of research. Pre-test which was aimed at knowing the students vocabulary abilities, before having treatment, the test is help by the writer.

### Post-test

Finally the students' paper sheets has submitted and the students. Result are treat as the data of the study. The test is similar pre-test.

### Scoring

In this research, the researcher gave pretest and post-test to students. In marking test, 1 for the right answer and 0 for the wrong answer with formula:

$$S = \frac{R}{N} \times 100$$

Where:

S : Score

R : Number of correct answer

N : Number of total item test

## Technique of Data Analysis

In this research, both qualitative and quantitative methodologies applied. The qualitative methodology was used to describe how the process of teaching and learning vocabulary run and the

quantitative methodology was used to identify whether or not the students vocabulary mastery has been better or higher than before implementing the cartoon pictures method. The quantitative calculation for identifying the improvement of the students' vocabulary mastery was based on the scores of the vocabulary test given twice (pre-test and post-test).

The analyses of the data collected by using two techniques, namely: 1) the Qualitative Data. The classroom action research analyzed the qualitative data from the result of field note: and 2) the Quantitative Data. The researcher analyzed the quantitative data from the tests (the pre- test and the post-test). The result of the test can answer the problem whether or not the use of Cartoon pictures method can improve students' vocabulary mastery. It can be identified from the differentiation of the mean in pre-test and post-test.

The mean of pre-test and post-test can be calculated with the formula as follow:

$$\bar{X} 1 = \frac{\sum X1}{N}$$

$$\bar{X} 2 = \frac{\sum X2}{N}$$

In which

- X1 : mean of pre-test score
- X2 : mean of post-test score
- $\sum X1$  : the sum of students' pre-test score
- $\sum X2$  : the sum of students' post-test score
- N : number of students

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
36-55	Poor
0-35	Very Poor

(Depdikbud, 1985)

After getting the mean of students score per action, the researcher identified

whether or not there might the students improvement score in cycle 1 and cycle 2 by using the formula:

$$P = \frac{\bar{X}2 - \bar{X}1}{\bar{X}1} \times 100\%$$

Where

- P : Percentage of students' improvement
  - X1 : pre-test result
  - X2 : post-test result
- ackground of the Study

## DATA AND DATA ANALYSIS

### Data

This study applied the qualitative and quantitative data. The qualitative data were taken from field notes. The quantitative data were taken from the percentage of the students' score in taking the pronunciation test. This research is conducted in one class with 30 samples. It was accomplished in two cycles. Every cycle consisted of the four steps of action research (planning, acting, observing, and reflecting). The first cycle includes orientation test before starting the first meeting. Each cycle consisted of two meetings, so there were 4 meetings altogether. In the last meeting of every cycle, the students were given the progressive test.

### Data Analysis

The quantitative data were taken from the students vocabulary test result. In the first meeting of cycle I, the researcher gave the pre-test. After giving the first meeting, she gave the Cartoon Picture for the treatment. After conducted the first meeting, it was given test by using quiz. By analyzing the result of the quiz, it was continued with the third meeting which was being treated The Cartoon Picture, and after that she gave the post test.

In doing the pre-test, the writer provided 10 multiple choice tests for students. And in post-test, the writer also gave the same test (10 multiple choice). The score would be calculated based on

the number of correct answers they had. Then, the result of the data counts was counting with this formula:

$$\text{Score} = \frac{R}{N} \times 100$$

Where:

R: right answers

N: total of test item

The improvement of the students' vocabulary mastery by using cartoon picture was shown in this following table:

No	Name	CCM	Score	
			Pre-Test	Post-Test
1	Angelica Silaban	70	90	80
2	Anggreni Vantika Siahhaan	70	90	90
3	Aril Simanjuntak	70	60	70
4	Bnedly V. Sirait	70	70	70
5	Brighta H.	70	70	60
6	Dinda Reisya	70	90	90
7	Elsa Samosir	70	80	100
8	Fanny Panjaitan	70	90	70
9	Febry Tambunan	70	80	90
10	Gabriel Napitupulu	70	50	80
11	Gesya Afdila	70	80	80
12	Grace N. Sianipar	70	70	90
13	Ian Haria	70	70	50
14	Jepanya Banjarnahor	70	80	70
15	Jona Panggabean	70	90	70
16	Jonathan G. Sitorus	70	80	90
17	Lina Togatorop	70	90	70
18	Lomnel C. Siahhaan	70	60	80
19	Maria Nadeak	70	70	90
20	Maria Pardede	70	70	60
21	Maria Shyerlina	70	50	90
22	Martino Siringoringo	70	40	70
23	Romasta Lidia Siahhaan	70	80	80
24	Septi Simangunsong	70	80	90
25	Sifra Claudia Saruksuk	70	70	90
26	Surya Sianturi	70	60	60
27	Tioman Sintia	70	70	90

Tampubolon				
28	Wallenda Amicitia	70	60	90
29	Yoses Siagian	70	50	60
30	Yudhi Simanjuntak	70	50	70
<b>Total</b>			<b>2.140</b>	<b>2.340</b>
<b>Mean (X)</b>			<b>71,33</b>	<b>78</b>

### The Quantitative Data

The students test score showed the significant improvement on the students' vocabulary mastery. The students test score kept improving during the cycle. The improvement can be seen from the mean of the students test score from the pre- test and post-test cycle. The improvement of student score in doing the test can be seen from the mean of the students' score in each cycle. The mean of pre-test and post-test can be calculated with the formula as follow:

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

In which:

$\bar{X}_1$  = mean of pre-test score

$\bar{X}_2$  = mean of post-test score

$\sum \bar{X}_1$  = the sum of students pre-test score

$\sum \bar{X}_2$  = the sum of students post-test score

N = number of students

The calculation of the mean can be seen as follows:

1. The mean the pre-test score

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$= \frac{2.140}{30}$$

$$= 71,33$$

2. The mean of post-test cycle

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$= \frac{2.340}{30}$$

$$= 78$$

From the calculation above, it can be seen that the mean of the pre-test was 71,3; the mean of post-test was 78.

After getting the mean of students' score per action, the researcher will identify whether or not there might be the students' improvement score in cycle 1 and cycle 2 by using the formula:

$$P = \frac{\bar{X}_2 - \bar{X}_1}{\bar{X}_1} \times 100\%$$

Where

P : Percentage of students' improvement

$\bar{X}_1$  : mean of pre-test

$\bar{X}_2$  : mean of post-test

$$\begin{aligned} \text{Percentage} &= \frac{\bar{X}_2 - \bar{X}_1}{\bar{X}_1} \times 100\% \\ &= \frac{71,3 - 78}{78} \times 100\% \\ &= 70,3 \end{aligned}$$

Based on the data analysis, all the students got scores improvement from cycle I and cycle II. It can be concluded that Cartoon Picture can improve students' vocabulary mastery.

### The Qualitative Data

The qualitative data were analyzed from the field notes. Field notes were used to show the students' participation and attitude in observation and during the class. Field notes were filled in every meeting during the research.

### The Research Findings

Having done the research and calculated the mean score of pre-test and post-test, it shows the different result in each test. The mean of post-test was higher than mean of pre-test. It can be seen from the mean of post-test (78) was higher than mean of pre-test (71,3). The researcher's findings were also obtained from the field note. The data from the field indicated that students got improvement in learning vocabulary. They gave good attention after introduced the Cartoon Picture and their motivation in studying was increased. The result indicates that

Cartoon Picture can improve students' vocabulary mastery.

## CONCLUSION AND SUGGESTION

### Conclusion

The objective of this study was to find out whether the use of Cartoon Picture. After conducting the research, there are some points which could be taken as the conclusion. The use of this method to teach vocabulary to the Seventh grade students of SMP Negeri 2 Balige in academic year 2021/2022 ran well. All of the students liked the Cartoon Picture. It was proved by students' answers while interviewed. They liked Cartoon Picture because Cartoon Picture was fun and interesting. It also made them enjoy learning English. By using this method, the students could understand and remember new vocabulary easily. They could see cartoon pictures while learning English vocabulary. Secondly, based on the data analysis, the writer found that there were significant differences in the mean scores of both tests. The mean score in the pre-test was 71,3. However, after being treated using Cartoon Picture, the mean score of post-test was 78. It was calculated whether there was an improvement or not. The result showed that there was an improvement of the students, it was 21 %.

### Suggestions

Related to the conclusion above, there are some points which are suggested to:

1. For English teachers, they should give the interesting method to the students. It is in order to make them fun and enjoy learning English, especially in learning vocabulary. The teachers also should have something new and interesting in order to make the student not bored. Moreover, teachers can build students' motivation in learning English.

2. For the next researchers, the writer hopes that this research could be the one of the references for the further research dealing with vocabulary. The writer also hopes that this research can give more information about the use of Cartoon Picture in teaching English vocabulary.
3. Practically, students should see Cartoon Picture to help them improve their English vocabulary mastery. Pedagogically, students are expected to be able to improve they English vocabulary easily through a fun way.

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