INCREASING STUDENTS' VOCABULARY BY USING CARTOON TECHNIQUE AT SEVENTH GRADE STUDENTS OF SMP DHARMA BUDI SIDAMANIK

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ABSTRACT

This research is describes about meaning Increasing Students' Vocabulary By Using Cartoon Techanique At Seventh Grade Students of SMP Dharma Budi Sidamanik.The problem of the research isDoes using cartoon techanique can increase vocabulary for the seventh grade students of SMP Dharma Budi Sidamanik?. The objective of the research is to know whether using cartoon vocabulary technique can increase vocabulary for the seventh grade students of SMP Dharma Budi Sidamanik. The research was quantitative research. For the data collection, there were pre-test and post-test. The population of this research 100 students' in academic year 2021 with of 25 students was the sample. The data analysis research was at seventh grade students stared from scoring pre-test and post-test and finding the diffrerent mean of the score. Based on the data analysis, the researcher finding the pre-test students mean score only 1188 and that mean was 47.52 and after the treatment, the researcher used to post-test to know students' increase vocabulary in English score. The result of the test found the avarage of the post-test mean score test is 2010 that mean was 80,4. By Using cartoon technique in teaching vocabulary the students felt comfortable and enjoyed to learn new vocabulary and also can create students motivation and gives a good impact on other English skills.

Keywords: Increasing, Vocabulary,Technique

INTRODUCTION

As English language students, they need to learn what words are used they have to master as many as possible vocabularies in order to make easier in listening, speaking, reading and writing. Vocabulary can be approached in number of ways, such as: giving the meaning of new words, or let the students spend their time with a dictionary to find the meaning of words. Not only that, in teaching English vocabulary, teacher is requested to considers what the student have to know, such as: meaning, word use, word formation, and grammar.

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Vocabulary is central to language and a critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate something effectively or express his ideas in both oral and written form (Fauziati, 2005: 155). Although is very essential to know, there are many students' who are not still interested in studying English. It is cause by some factors such they are not motivated in learning, the teachers do not have a good performances, and they do not like the teachers when the teachers teach the student.

One of the main problems faced by students in mastering and learning English was a lack of vocabulary. In order to master all the skills in English included speaking, listening, reading, and writing, they were afraid in learning English. Vocabulary was basic to mastery all English skills. Vocabulary was a unity of letters to be words which was formed by a set of user communities. Meanwhile, according to Penny (1991: 60) in Julita (2011), vocabulary could be defined as words that taught in a foreign language. In brief, vocabulary was a unity of letters that became words that taught in a foreign language.

Vocabulary has a tool that used to understand and master English. Vocabulary was a main component to increase all English skills. Indeed mastered vocabulary was a difficult thing, was not as easy back your hand needed a process in mastering vocabulary. Many factors that affecting the students difficult in mastering the vocabulary.

First, the difficulties of students to understand and remember vocabulary. Many students were obtaining difficult when they spoke because restrictiveness their vocabulary. The strengths of this method are the students can be more active in the process of learning, students are able to remember the given vocabularies longer, and the teacher focuses on students' comprehension of the material and reduce the occurrence of misunderstanding. The weaknesses of this method are requiring considerable time, beingless effective if the media is limited, being costly and need more energy (Johnson: 1984).

In broad outline, the researcher concludes that there are two methods that can be applied in teaching vocabulary:

1. Teaching techniques by giving the form of the vocabulary, in this method there are at least three ways:
   a) Visually, by introducing the written form, showing the movements of related words that have been mentioned by media or other supports, so the students can see what kind of the words meant.
   b) By touch, by using students' sense of touch, for example using Braille letters for the blind.
   c) Orally, by pronounce the word, for example drilling method.
2. The meaning of vocabulary teaching techniques
   a) Demonstration, by showing or demonstrating mentioned words, for example showing a concrete object of specific noun.
   b) Picture, the method can be applied by showing the pictures or photos of the words mentioned.
   c) Explanation, by explaining clearly about that word, can give its antonyms or synonyms, to define it, or translate.

Based on the observation, the researcher found that the students' cannot master English, and also many students unlike this lesson because it's hard to be understand. Therefore, in this research the researcher wants to improve the students' ability vocabulary, such as using cartoon technique very young attract the attention of the students' in learning, there are some one techniques that the teacher can use it in the classroom, one of those is Cartoon. This technique is a way to help students to visualize new Vocabulary words. Cartoon shows some picture that make students see what the picture are telling about, and the student will find the vocabulary from the picture. Teachers also can give the students some picture and vocabulary, and then the students will make it coherence.

Related to the previous explanation, the writer taken the title conduct **"INCREASING STUDENTS' VOCABULARY BY USING CARTOON TECHNIQUE AT SEVENTH GRADE STUDENTS OF SMP DHARMA BUDI SIDAMANIK**

The Problem Of Research

Based on the background of the study, the statement of the problem in this research is " Does by using cartoon technique can increase vocabulary for the seventh grade students of SMP DHARMA BUDI SIDAMANIK?''

The Objective Of Research

Based on statement of the prolem, the objective of the research is to know whether by using cartoon vocabulary technique can increase vocabulary for the seventh grade studentsof SMP DHARMA BUDI DAMANIK .

REVIEW OF LITERATURE
Definition of Cartoon Vocabulary

A cartoon be a satricial of humorous drawing, a series of illustrations (also called a comic strip), or an animated film. Many kidsgrow up watching new and classic cartoons on TV. Political cartoons manage to sum up an often complex idea in one simple panel. When you criticize a character or a real person for being a cartoon, you mean that they are overly simplified. According to Sudjana and Rivai (1999:58) cartoon is an illustration in the form of painting or caricature about people, ideas or a situation which is designes to influence public opinion.

Cartoon picture According to Azhar Arsyad (2003:111), picture is an illustration of picture that can be used as two dimensional representation of person, place or thing. It means that cartoon picture is one of the media of communication that can show people, place and thing that are far from us. Cartoon picture can be used to develop students writing skill. They are read by means of illustration of the story depends on what the students visualization.

Derived from Merriam Webster Dictionary, there are some definitions ofcartoon for English Language Learners:

a. Cartoon is a drawing in a newspaper or magazine intended as a humorous comment on something.
b. Cartoon is a series of drawings that tell a story.
c. Cartoon is a film or television show made by photographing a series of drawings: an animated film or television show.

Another definition comes from Wittich and Schuller (as cited in Mukti,2011), who say that "Cartoon is pictorial representation or caricature of a person, Idea, situation that is designed to influence public opinion". Then, Paulson in Analysis of cartoons (2008) says "Basically a cartoon is a form of media, where using animation, characters are shown with simplified features, but still maintaining an ability to recognize."

Based on the definitions above, Cartoon is a strategy that can be used by teacher in the classroom as an effective teaching strategy. Learning vocabulary byusing cartoon is interesting for teacher and lessen the students' bored. They alsobecome active and reactive in teaching learning process because they can brainstorm the idea surround them. When teacher give on cartoon to discuss, they are invited to brainstorm their ideas.

Teaching Vocabulary Through Cartoon Vocabulary Technique

Cartoons are included in visual media which can be used in a teachinglearning activity. Cartoons as educational media have benefit in the instructional process, especially, in providing illustration to explain inform messages or lesson materials. Cartoon vocabulary is suitable not only for children, but also for teensand adults. According to Burchers (2013:3), "vocabulary cartoon are designedfor anyone wishing to build a stronger vocabulary, they are particularly recommended for students, and also suitable for older students in adult educationcourse, such as ESL students". Sudirjo (as cited in Anggriani, 2008) says that "it iseasy and fast forchildren and adults to recognize and read cartoons".

As educational medium, cartoons can attract students' attention. Then the students' motivation in learning English will increase. Beside that cartoonmedium isexploited in accordance with the lesson materials which are beingtaught, so thatcartoons will be able to be understood quickly when they aroused.Kenney (2017)says that "Vocabulary cartoons made studying fun and easy, it was a great help inwinning the Florida State Championships of the Reader's Digest National Word Powder Challenge".

Beside to understand how to make the situation in the class more interesting by using cartoon vocabulary technique of word wall, it is also important to know the characteristics of students. Several characteristics attachedto students that many students are like playing, talk about something interestingwhich give motivation to them, and understand retain the meaning better whenthey have seen some objects associated with them (Fauziati, 2008). Cartoon isvery useful in teaching learning because itcan make students more amuse andenjoy in learning English. Teaching vocabularies using cartoon is fun, easy, andcan attract students' attention.

METHODOLOGY OF RESEARCH

Research Design

Research design is a detailed outline of how an investigation will take place. A research designtypically includes how data will be collected, what instruments will be employed, how the instruments will be used and the intended means for analyzing data collected (Businessdictionary, 2017).This research is Quantitative research. According to Sugiyono(2013:8), he explains quantitative research can be interpreted as a method of research that is based on the nature of positivism, it use to examine the population and the particular sample

The Techanique of Collection Data

A test was used to collect the data. According to Arikunto, (2006:150), test is a sequence of questions, exercises, or other instruments used to measure skill, knowledge, intelligence, ability, or talent owned by a person or people. The test was applied before and after the treatments. Pre-test was given to measure the quantity of students' vocabulary owned before using cartoon techanique while post-test was given to measure the quantity of students' vocabulary owned after using cartoon technique .

The Technique of Analyzing the data

After the data are collacted , the researcher analysis the score drom those tests by calculating the mean of pretest and posttest. The data collected were analysed by quantitative ways. The analysis

quantitative data is used to meansure dat from pre-test and post-test.It use the formula meansure by Burhan Bugin (2010 : 146) the formula to meansure the student's individual score, by the formula

$$S = \frac{C}{N} \times 100\%$$

Where :
S : The score of each students
C : The number of correct
N : The number of test items

DATA ANALYSIS FINDING AND DISCUSSION

This chapter discuss about the result of the result of the research. Which consist of data analysis, the level of students' vocabulary, research finding and discussion. The writer has given the test as the instrument is to know whether using cartoon vocabulary technique can increase vocabulary for the seventh grade students of SMP DHARMA BUDI DAMANIK. In collecting the data, the test is using cartoon techniquevocabulary from picture. Then, the researcher analyzes the score of the students' by using the formula as stated in chapter III.

Data analysis
Score Of Pre-Test

Table 4.1
The result of pre-test

No	STUDENTS	O_1	X_1	CATEGORIES
1.	AdongUlinaDamanik	50	2500	Enough
2.	AldiKusuma	40	1200	Low
3.	Arby fahreza	40	1200	Low
4.	BintangVirsandi	43	1849	Enough
5.	DesiEpriliani	61	3721	Good
6.	DewiLailasari	45	2025	Enough
7.	DoniSetiawan	43	1849	Enough
8.	Edy Iskandar	44	1936	Enough
9.	Eka Anastasya	50	2500	Enough
10.	Hotma Sidabutar	46	2116	Enough
11.	Irvansyah Bana	44	1936	Enough
12.	Jenny Lolika Marpaung	45	2025	Enough
13.	Jesward Hutagalung	46	2116	Enough
14.	Juwita Maharani	46	2116	Enough
15.	M. Deo	44	1936	Enough
16.	Marta Anjelina Manurung	50	2500	Enough
17.	Mustika Rani Silalahi	45	2025	Enough
18.	Putri Silaban	44	1936	Enough
19.	Robbi Hariansyah	33	1089	Low
20.	Runita Simorangkir	40	1600	Enough
21.	SaemaLusi Indah P	60	3600	Good
22.	Saekar Sari	66	4356	Good
23.	Syawaluddin	67	4489	Good
24.	Tomi Wahyudi Damanik	44	1936	Enough
25.	Wares Firmansyah	40	1600	Enough
	Total	**1176**	52282	
	Average	**47,04**		

Based on the average score of the pre-test it can be concluded that is still get low results and there are 21 (twenty one) students "unable or failed.

Based on the table 4.1 above. The precentage of students who are not able in the table 4.1

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

$$S = \frac{4}{25} \times 100\%$$

S=0,16 %

From the calculation above we can see that the percentage of the students are not able in using cartoon technique is just 0,16% so there are some students failed in this pre-test

Where :

4 The number of the students that have (good)

25 The number of all students (Sample)

To get the mean (average) score, the researcher use the formula as the following:

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

$$\bar{X} = \frac{1176}{25}$$

$$\bar{X}= 47,04$$

= So the mean (average) of pre-test is 47,04

As the criteria of the result in answering the test, the researcher used the evaluation criteria according by Arikunto (2010: 272) as the based to make the classification of the students score result. To get the standard deviation of pre-test, the researcher use the formula score as following:

$$SD = \frac{1}{N}\sqrt{N\sum X^2 - (\sum X)^2}$$

$$SD = \frac{1}{25}\sqrt{25.52282 - (1176)^2}$$

$$SD = \frac{1}{25}\sqrt{1307050 - 1382976}$$

$$SD = \frac{1}{25}\sqrt{212,33}$$

$$SD = \frac{1}{25}.849,32$$

$$SD = 33,97$$

Based on the result of calculation above, it is found standard deviation from pre-test data is 33,97.

Score Of post test

In this chapter, the researcher used the, the test is using cartoon technique vocabulary from picture. Post-test were done to get increasing vocabulary for the seventh grade students of SMP DHARMA BUDI DAMANIK .

Table 4.2
The result of post test

No	STUDENTS	O_2	X_2	CATEGORIES
1.	Adong UlinaDamanik	76	5776	Good
2.	Aldi Kusuma	78	6084	Good
3.	Arby fahreza	76	5776	Good
4.	Bintang Virsandi	80	6400	Good
5.	Desi Epriliani	85	7225	Very Good
6.	Dewi Lailasari	76	5776	Good
7.	Doni Setiawan	78	6084	Good
8.	Edy Iskandar	76	5776	Good
9.	Eka Anastasya	80	6400	Good
10.	Hotma Sidabutar	82	6724	Very Good
11.	Irvansyah Bana	76	5776	Good
12.	Jenny Lolika Marpaung	90	8100	Very Good
13.	Jesward Hutagalung	76	5776	Good
14.	Juwita Maharani	80	6400	Good
15.	M. Deo	78	6084	Good
16.	Marta Anjelina Manurung	82	6724	Very Good
17.	Mustika Rani Silalahi	78	6084	Good
18.	Putri Silaban	76	5776	Good
19.	Robbi Hariansyah	78	6084	Good
20.	Runita Simorangkir	80	6400	Good
21.	Saema Lusi Indah P	90	8100	Very Good

22.	Saekar Sari	90	8100	Very Good
23.	Syawaluddin	85	7225	Very Good
24.	Tomi Wahyudi Damanik	76	5776	Good
25.	Wares Firmansyah	80	6400	Good
	Total	**2002**	160826	
	Average	**80,08**		

Based on the table 4.2, we can see that there is no unable or failed students, and the percentage of increasing vocabulary. Based on the table 4.2 above, the percentage of students who are able in the table 4.3.

$$S = \frac{R}{N} X\ 100\%$$

$$S = \frac{25}{25} X 100\%$$

$$S = 100\%$$

From the calculation above we can see that the percentage of the students are able in increasing vocabulary 100%, so there is no failed in this post test.

Where:

25 the number of students that have (Good, Very good)

25 the number of all students (sample)

To get the mean (average) score, the researcher use the formula as the following:

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

$$\bar{X} = \frac{2002}{25}$$

$$\bar{X} = 80,08$$

So, the mean (average) of post-test is 80,08

As the criteia of the result in answering the test, the researcher used the evaluation criteria according by Arikunto (2010: 272) as the based to make the clssification of the students score result. When the standard deviation.

$$SD = \frac{1}{N}\sqrt{N\sum X^2 - (\sum X)^2}$$

$$SD = \frac{1}{25}\sqrt{25.76928 - (2002)^2}$$

$$SD = \frac{1}{25}\sqrt{1431076 - 4008004}$$

$$SD = \frac{1}{25}\sqrt{2576928}$$

$$SD = \frac{1}{25}.849,32$$

$$SD = 34,72$$

Based on the calculation above it was foundthe data were spread out from those points after the treatment of using cartooon technique.

Research Finding

In research finding the reseacher will describe about the finding of the research which have done by students in VII[2] of SMP Dharma Budi Sidamanik that consisted of 25 students.

The research finding of the data, data have found of the research above shown that there is the different in pre-test and post-test. It can conclude that the research get very good result from activities in teaching vocabulary by using cartoon technique. It makes students interesting and motivated the students more active in vocabulary and fun.

From explanation above shows that by using cartoon technique make students can incrase their vocabulary. Moreover, the result of the test shows that there is significance influence betwen pre-test and post-test, average and the different result. Finally, teaching by using cartoon technique can be a good in teaching vocabulary and interest in teaching vocabulary.

Discussion

The result of the data analysis that had been discussed previously had the findings. The mean of the pre test score is 47,52. This mean figure clearly showed that the prior knowledge in increasing students' vocabulary by using cartoon technique of students low.

The result of data analysis of the post test showed the incrasing mean figures of 80,4. The mean figure of the post-test score obtained of the students were higher that the mean figure of post test score. This increasing score showed that were was increasing of students know whether using cartoon technique vocabulary is increase in vocabulary.

CONCLUSION AND SUGGESTION
Conclusions
Based on the research findings and discussion, the writer concluded this research as following :
The main purpose of this research is to direct whether cartoon technique is effective to increase students' vocabulary.

1. It conclude that the teaching vocabulary by using cartoon technique canincrease students' vocabulary at SMP Dharma Budi Sidamanik is catagorized as a good level.
2. It can be seen from the mean scrore pre-test that is 47,52 and the mean score post-test that is 80.4. so, from the mean (averange) of pre-test and post-test show the different.
3. The mean score from post-test is higer than post-test, It can be classified in the good level. It means after the using cartoon technique at seventh grade students.
4. Based on the pre-test and post-test in teaching vocabulary, the students felt comfortable and enjoyed to learn new vocabulary by using cartoon technique.
5. The using cartoon technique also can create students motivation and gives a good impact and effect on other English skills.

Suggestions
Based on the conclusion above, the researcher would like to give some suggestions for teacher and researcher.

1. For the Teacher
   The teachers also can add some picture, those could be cartoon as a the researcher have applied, or other techaniques susc a comix strip, real image or something. For more attractive, the teachers can add another idea to attract students' interest and paying more attention to the students' needs to select the media of teaching prosess.
2. For the Students
   The researcher hopes in this method can motivate them to apply it on their vocabulary , because that is more useful for students who wants to add their vocabulary. Motivating their selves to read more, to discover the new world and claim their selves as knowledge hunger so that their can learn.
3. For the School
   The reseacher hopes every school gave to the better facilities for the students to support learn English.
4. For the Readers
   The researcher hopes this thesis could be useful not only for the English teachers and the other researchers, but also to the reader of this thesis. The researcher reminds to the readers about the important of English teaching to young learners. The readers could try to use cartoon in teaching process.
5. For the Other Researcher
   The researcher hopes that cartoon vocabulary could be helpful for students in icreasing their vocabulary . Traying to select more media to combine with any technique. Select it an analyze it for futere research and using the research as additional reference for further researh with different subject and skill.

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