TEACHING VOCABULARY USING CARTOON MOVIE AT SDN BUNKLOTOK BATUJAI LOMBOK TENGAH

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Abstract

The aim of this research is to know whether or not Cartoon Movie is effective in teaching vocabulary at the fifth grade students of SDN Bunklotok Batujai Lombok Tengah. The research is conducted for one month at the first semester year students of SDN Bunklotok Batujai Lombok Tengah. During the period of time, the sample is treated by using Cartoon Movie. The result of the research reveals that mean score of post-test is (15.93) higher than pre-test is (8.31). On the other hand, the standard deviation of posttest is (3.305) higher than pre-test is (2.523) under the identification of *t-test* formula, it is found that the value of it is 10.820 higher than *t-table* is (2.048), with the degree of freedom (*df*) was 29-1=28 for confidence level of 0.05% or 95%. From this point, it can be concluded that the alternative hypothesis is accepted stating that Cartoon Movie is effective in teaching English vocabulary for the fifth grade students of SDN Bunklotok Batujai Lombok Tengah.

Key Words: *Teaching, Vocabulary, Cartoon Movie*.

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah Cartoon Movie efektif pada pengajaran vocabulary di SDN Bunklotok pada siswa kelas lima. Penelitian dilakukan selama satu bulan pada semester pertama di SDN Bunklotok Batujai Lombok Tengah. Hasil dari penelitian ini menyatakan bahwa nilai rata-rata dari post-test adalah (15.93) atau lebih tinggi dari pre-test (8.31). Pada sisi lain, standar deviasi dari post-test adalah (3.305) lebih tinggi dari pre-test (2.523) dalam mengidentifikasikan rumus *t-test*, nilai dari *t-test* adalah 10.820 lebih tinggi dari nilai *t-table* (2.048), dengan degree of freedom (*df*) 29-1=28, dengan tingkat kepercayaan 0.05% atau 95%. Hal ini dapat disimpulkan bahwa hipotesis alternatifnya diterima atau Cartoon Movie efektif dalam pengajaran vocabulary untuk siswa kelas lima dari SDN Bunklotok Batujai Lombok Tengah.

Kata Kunci: *Mengajar, Kosa Kata,Film Kartun*.

INTRODUCTION

English is one of international languages, which is used throughout the world and also English is used in many fields of life such as: in Politics, Economics, Social and Education. Therefore, English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation.

Moreover, today we are in (*MEA*) Asian Economic Society, which the people from Asean country would have came to Indonesia to establish company and doing business. This phenomenon obligate Indonesian young generation to be well prepared to face the Era of MEA.

Nowadays, we saw that English is not only taught at the Junior High School, Senior High School, but also it is taught at Elementary School as local content. This was a new step for the national education in Indonesia. (Depdiknas, 2004: 1).

In this study, the researcher focused on teaching vocabulary. Because vocabularies were very important aspects in teaching language, as stated by Edward in his book: " Vocabulary is one of the important factor in all language teaching, students must

continually be learning words as they learn structure and as they practice sound system".

Teaching English to the Elementary School students is different with teaching to adults, as we know Elementary School students are students of around eleventh years old of age, and we all understand that in that age, they like to play rather than study. For example, when they feel bored with the class, they were slept during the class and ignore the lesson given by the teacher. In teaching English to children, a teacher plays an important role because the teacher has to give the very basic introduction of the first foreign language.

The teacher should look for an effective technique to make learning vocabulary easier, more pleasant, and enjoyable. Techniques are the tools of a teacher. An effective teacher has a multitude of technique and must be able to select the ones, which would be the most efficient in leading the learners to the desired terminal behavior. To reach the success in teaching and learning process, teacher needs some teaching media such as cartoon movie.

Based on the background on the study above the researcher has an idea to conducted the research about teaching vocabulary using Cartoon Movie at elementary school of SDN Bunklotok as an alternative technique in teaching vocabulary.

Review of Related Literature

Vocabulary is a challenge for learners, partly because of the size of the task, and partly because of the variety of vocabulary types to be learned including single words, phrases, collocations, and strategic vocabulary as well as grammatical patterning, idioms, and fixed expressions (McCarten, 2007: 18).

Vocabulary is about words, where they come from, how they change, how they relate to each other and how we use them to view the world (Bauer, 2001: VIII). Furthermore vocabulary could be defined as a dictionary or set of words. This general view is reflected in the lexicographical approach to the traditional way of listing words in a dictionary (Takac, 2008: 13).

According to Thornburry (2002: 1) aword is a microcosm of human consciousness. All language have words, language emerges first as words, both historically, and in term of the way each of us learned our first and any subsequent languages. The coining of new words never stop. Nor does the acquisition of words. Even in our first language we are continually learning new words, and learning new meanings for old words.

Based on explanation above, the researcher was concluded that vocabulary is a collection of words that a person knows, it is an important component of speaking ability. Without a sufficient vocabulary, students will not be able to understand the reading, listening, speaking, and writing. Vocabulary gives the effect of all skills, without have vocabulary the students cannot master a foreign language. If the students have lack of vocabulary, she or he will be confused or lack of confidence in communication because of all the skills in the English language dealing with words.

According to Thornburry (2002: 27) & Brown (2003:229) there are fourth indicator of vocabulary follow as: (1) Pronunciation; Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners- such as regular and lorry for Japanese speakers. Many learners find that words with clusters of consonants, such as strength or crisps or breakfast, are also problematic. (2) Spelling; Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a words difficulty. While most English spelling is

fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic : foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc. (3) Meaning**;** When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire. Words with multiple meanings, such as since and still, can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different, meaning. Unfamiliar concepts may make a word difficult to learn. Thus, culture specific items such as word and expressions associated with the game cricket (a sticky wicket, a hat trick, a good innings) will seem fairly opaque to most learners and are unlikely to be easily learned. (4) Using word; The latter is the most authentic, but even that task is constrained by a contrived situation in which the test taker, usually in matter of seconds, has to come up with an appropriate sentence, which may or may not indicate that the test taker "knows" the word.

Based on the indicators above, the researcher will be focused on some indicators that commonly measure in vocabulary such as form, synonym, antonym, meaning and description.

RESEARCH METHOD

Research Design

This research used quantitative approach. The research design used in this research was an experimental design in the form of pre-experimental with one group pre-test post-test design. In this research, the sample that was used only one class that consists of 29 students of the fifth grade which is pre-test experimental group and post-test as experimental group. The researcher gave the pre-test to the students, to know the students ability before getting the treatment, after that the researcher gave the treatment to the students and then they would be post-test to know wether or not there is an effect after the treatment.

Population and Sample

The population of this research was taken from the fifth grade students of SDN BunklotokBatujai Lombok Tengah. The students consist of 29 people in one class.

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The researcher was used one class consist of 29 students of the fifth grade which is pre-test experimental group and post-test as experimental group. In this study the researcher was used sampling technique by using total sampling. According to Sugiyono (2016: 124), total sampling was determination technique when all members of the population used as a sample.

Research Instrument

An instrument is a tool of doing research by using method (Arikunto, 2006: 126). In this study, the researcher was employed a test as instrument. Test is a set of question use for measuring the ability, knowledge, talent or skill of individual or a group (Arikunto, 2006: 30). The test was applied in this study is multiple-choice and it consists of 25 questions. Multiple-choice is a test can be used to answer the effect of cartoon movie. The test is aimed to know the student ability in teaching vocabulary.

Techniques of Data Collection

pre-test is test that the researcher gave for the studetns to know the ability of the students in teaching vocabulary mastery before teaching and learning process conducting by the researcher. The test would be given is multiple-choice, which is to know the ability of students` vocabulary before teaching by using Cartoon Movie. The test of the study consists of 25 questions with four options. If the correct answer

would be scoring 4 (four) and the wrong answer would be score 0 (zero).

Post-test is a test that the researcher gave for the studetns to know the ability of students in vocabulary mastery after the researcher giving the treatment (cartoon movie) to the students in teaching and learning process.

RESEARCH FINDING

In In this chapter the researcher presentes the result of this study. The score of pre-test and post-test were taken from the data of the study. In the first meeting the researcher organized pre-test to know the students ability in vocabulary. After that the researcher applied the treatment to the students by using Cartoon Movie. Then the researcher conducted post-test to the students.

Based on the researcher question in chapter one "is Cartoon Movie effective in teaching vocabulary at SDN Bunklotok Batujai Lombok Tengah in academic year 2016/2017"?

To find out the solution of the problem, the researcher analyses the data obtained from pre-test and post-test. Then the researcher presented the statistical computation of mean score both of groups. The discussions continue to analyze and interpret the finding. The statistical computation covers the calculation of the both pre-test and post-test experimental group.

Based on the description analysis of the data above, the researcher continues to discuss the result. The mean score of the Pre-test and post-test was obtained by dividing the sum of the students score of Pre-test and post-test with the number of the students. Based on the result of the calculation of the means score of the pre-test it was obtained the mean score of the test was 8.31 and post-test was 15.93. After finding the mean score, the researcher

calculated standard deviation and interpreted standard deviation.

The result of the *t-test* was 10.820 and *t-table* was 2,048 that was mean that the *t-test* value was higher than the *t-table*.

These indicated that cartoon movie is effective in teaching vocabulary using cartoon movie at SDN Bunklotok Batujai Lombok Tengah in academic Year 2016/2017. It means that the null hypothesis was accepted and the alternative hypothesis was rejected.

CONCLUSSION AND SUGGESTION

Conclusion

The conclusion of this research shows that Cartoon Movie is effective toward studetns' vocabulary mastery at the fifth grade of SDN BunklotokBatujai Lombok Tengah in academic year 2016/2017. It can be conferred that the null hypothesis (Ho) is rejected and therefore the alternative hypothesis (Ha) is accepted. Finally, the researcher may conclude that the use cartoon movie in teaching vocabulary is effective.

Suggestions

The teacher should be more creative to make students' motivation increased in using media or strategy that make students do not feel bored in the class. The researcher hopes that the students would be more active in learning vocabulary by using cartoon movie because it is to make them easy to understand the words in English. The researcher hopes this research is able to used by the next researchers who intend to conduct further research with different field of study.

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