IMPROVING STUDENTS' VOCABULARY MASTERY BY USING CARTOON PICTURE AT FIRST SEMESTER OF STIE-SAK ACADEMIC YEAR 2023/2024

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ABSTRACT

The objectives of this research are (1) to describe in what extend the cartoon picture strategy improve vocabulary mastery at first semester of STIE-SAK academic year 2023/2024, (2) to describe the class situation when cartoon picture is used in vocabulary mastery. Related to the purposes of the study, the resign design used in this study is classroom action research. The participants of the research are all the students at first semester of STIE-SAK academic year 2023/2024 especially students on the accounting major (class 1A1). There are 27 students as the participants. The research will be conducted in two cycles of action. In collecting the data, the researcher will use qualitative and quantitative technique. The qualitative data are got from observation, and fieldnote analysis. The qualitative data are supported by quantitative data that the mean score of students' pre-test and evaluation on vocabulary mastery. In this action research, the researcher is as the teacher in teaching learning process. Meanwhile, the observer is the English lecturer in STIE-SAK. It is hoped that teaching vocabulary by using cartoon picture can effectively improve students' vocabulary mastery. From the vocabulary mastery test, the students' pre-test mean score was 48,80 improve to 64,80 in the first evaluation and improve to 81,40 in the final evaluation. Therefore, it can be concluded that the teaching vocabulary by using cartoon picturecan improve the students' English vocabulary mastery at first semester of STIE-SAK academic year 2023/2024.

Keywords: (Vocabulary, Cartoon Pictures and Vocabulary Mastery)

INTRODUCTION

English is an important language in the world. It is used as a international communication tool, used by every country in the world in doing day activity like trading, education, diplomacy, and also English is very important to learned to face globalization period. So, to easily in communicate in English among country it must be taught in Elementary school, Junior high school, Senior high school until to University level.

All language skill has vocabulary as a part of English skill. It is very important for students to improve because it can support them to communicate with other in English. Moreover, vocabulary can help them in constructing sentence well, in comprehending the text, and to writing activity.

There are many factors in influenced the students to improve their vocabulary mastery. First, students got difficulties in using the word because they have no much vocabulary in learning English. Second, lecturers only teach the material based on the book packet with conventional strategy without looking on how far the students` skill is in mastering English and focus on curriculum. Third, the lecturers tend to give the task to the students without providing or enriching vocabulary. Fourth, Campus facilities there are faced by the students such as books packet, supporting books, dictionary, labor English language and other supporting media.

To help solving the problems that faced by students, one of strategy that can be used by researcher is to the use of cartoon pictures as a strategy to improve the students mastery in English vocabulary. Cartoon pictures are visual material that made in many ways and forms in order to attract and to motivate the students in learning English. The purpose cartoon pictures is to know students` vocabulary in using cartoon pictures at first semester of STIE-SAK academic year 2023/2024 and to know the factors that influences the students' vocabulary mastery.

Vocabulary is one of the aspects in learning English. Harmer (2001) summarizes that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. Word meaning is also governed by metaphors and idioms. Word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc.

Furthermore, Vocabulary is a group of words there is owned by one language and give meaning when we use that language. Suyanto (2007) explains that someone cannot well if they are poor vocabulary, is the total number of words everybody knows, meanwhile, natural assert that vocabulary refer to recognize in which it is known as the ability to recognized the sound, spelling and meaning of words.

From the explanation above, it could be said that the lecturer should make students aware of its importance and usefulness in building up their knowledge of a word, and the lecturers are asked the students to be active and participate in all of the activities in the classroom. For example, we can focus occasionally on how to express opposite or similar meanings for a set of vocabulary we are teaching, show students what is useful to learn about the forms of nouns or verbs, or how prefixes and suffixes can help build vocabulary knowledge quickly. Giving students practice in manipulating these different areas of knowledge teaches useful learning strategies they can apply to learning other vocabulary. And then in teaching vocabulary, lecturer should decide the aspects to make the students understand and know what to do in teaching and learning process. The teacher also needs to give more opportunity to the students to practice in order to memorize the vocabularies. One of them is Media Cartoons.

Media are all aids which may be used by teachers and learners to attain certain educational objectives. Furthermore, Robert Heinich et.al (2002) also said that media is a channel of communication. It derived from the Latin word meaning "between" the term refers to anything that carries inform between a source and a receive, for example include video, television, diagrams, printed materials, computers, and instructors.

According to Sajana (2018), Cartoons can be used at anytimes during the teaching and training as long as they are relevant to the point or purpose. This specific purpose can be supportive to start a lesson, to keep the learners occupied, alert, and live up the class. Cartoons can be used as a useful source of improving the learning atmosphere. Cartoons are a wonderful and versatile medium in enhancing teaching and training. Visually, the impact of cartoons is immediate and people from all walks of life, irrespective of age or background, are able to respond immediately in the same way to the educational point that is being made. Cartoons can attract the attention and interest and it motivates the learners to learn.

It means that Cartoons are the better medium of communication and, therefore, it deserves to be studied. Surprisingly, compared to the popularity enjoyed by the art and the artists and also compared to the importance of the art, there has been little work done in the art of cartooning. There is language involved in cartoons,

a different kind of language. This makes it a matter of interest to study cartoons. Cartoon has always been considered an effective medium for several reasons. The language used is usually simple for the learners or the children to understand. Humor is an art of communication and is very useful to communicate something that is not so pleasant.

There are some theories states the definition of cartoon picture. According to Nuruwati (2018) state that cartoon picture also called visual aid to learning vocabulary is one of educational media uused by the teacher in teaching and learning process that can help students understand easily about material that the teacher.

In addition, Brown (2021) classified picture into two categories still pictures which defined as picture that available. In many forms in print or slider for projection such as chart cartoons and motion picture which defined as available.

Based on those statements above, it can be concluded that media are all things and forms that can be used to deliver the information and mass of communication from sender to receivers using a tools like a video, graphic, photographic, electronic, and mechanical for processing, presenting and explaining the materials. In learning English language, cartoon picture is one of the most effective media in learning and teaching process. Vocabulary process in selecting pictures as a media for teaching. They are many consideration should be done by teacher (Wisnu : 2008).

METHODS

The design of this research was collaborative Classroom Action Research (CAR). According to Arikunto (2006), "action research is an observation of learning activity which in an action done at the class". The teacher should study her own problems and to find out the solution. Gay and Airasian (2000), the classroom action research is a type of practitioner research that is used to improve the practitioner's practice; action implies doing or changing something.

The data will be analyzed quantitative and qualitative, the description could be seen in the following. The data of reading test is analyzed by quantitative and the researcher gave the score of their result. The data is the score of students answer in multiple choice tests. These have been done by the researcher to get objective data.

FINDING AND DISCUSSION

The researcher conducted the action research in two steps, first the resaercher did the observation and then conducted the action research. Also, in this resaerch the implementation was conducted in two cycles. During the process of the research, the researcher noticed that in cycle one was through view stages, they were : planning, action, observating, reflection and the last was revised plan. Researcher found the average score of students' English vocabulary mastery in evaluation 1 of the cycle 1 on the table below :

Table 1 The students' mean score in cycle 1

Summary of scores	Students	Mean
1555	25	62,20

Based on the students' average score above, the researcher concluded that mayority of students had low score in english vocabulary mastery, because their average score was still 62,20. So, the researcher decided to continued to cycle 2.

Based on the explanation above, it could be seen that the improvement of mean score in pre-test and evaluation 2 was significance enough. It indicated that implemented of cartoon picture in teaching and learning vocabulary was enough success. The data showed that the students' English vocabulary mastery score in Evaluation 2 increased the improvements than evaluation 1. It showed that (64%) the students who got Very Good, (24%) of the students got Good , (8%) of the students got Enough , (4%) of the students got Lack, (0%) of the students got Failed. Researcher found the average score of students' English vocabulary mastery in evaluation 2 of the cycle 2 on the table below:

Table 2 The students' mean score in cycle 2

Summary of scores	Students	Mean
2035	25	81,40

CONCLUSION

Based on the students' average score above, the researcher concluded that mayority of students had improved significance score in english vocabulary mastery, because their average score was 81,40. Based on the result of the research conducted in two cycles and after observing and analyzing the implementation of the cartoon picture and the process of teaching and learning, it could be concluded that using cartoon picture method could improve students' vocabulary mastery at first semester of STIE-SAK academic year 2023/2024. Cartoon picture was effective media to improve the students' English vocabulary mastery. They were motivated to be involved, interested and enjoyed during the teaching and learning process by using this media. As a proof of the mean score where after implementing cartoon picture, it could be seen from the mean score in pre-test was 48,80 , evaluation in cycle one was 62,20 and evaluation in cycle two was 81,40

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