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THE COMPARATIVE STUDY OF STUDENTS' VOCABULARY ACHIEVEMENT WITH USING CARTOON AND PICTURE BOOK STORY AT FIFTH GRADE OF *SDN 3 ANCARAN*

A THESIS

Submitted to English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* Institute for Islamic Studies in partial fullfilment of the requirement for Islamic Scholar Degree in English Education Department (S.Pd.I)

Arranged By:

INA FATMAHANA

Reg. Num. : 58430527

ENGLISH EDUCATION DEPARTMENT OF *TARBIYAH* FACULTY OF *SYEKH NURJATI* STATE INSTITUTE FOR ISLAMIC STUDIES CIREBON

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ABSTRACT

INA FATMAHANA: **The Comparative Study of Students' Vocabulary Achievement With Using Cartoon and Picture Book Story at Fifth Grade of *SDN 3 Ancaran***

Cartoon and picture book story are the one of many media in a teaching especially in teaching of vocabulary. By learning vocabulary the students will be able to communicate in English and its very essential to improve the four language skills, but in fact they still have many problems about that. Most of the students are meaningless of vocabulary.

The aim in this research is to know the students' vocabulary achievement becomes more understand about vocabulary, besides that this aims also to know the positive and significant comparison between the students' vocabulary achievement at fifth grade of *SDN 3 Ancaran*.

In this research, the method which is used by researcher is quantitative method. The one types of quantitative method is experimental research, so the researcher uses that. The place of the research in *SDN 3 Ancaran* and began to do research on may-july 2012. And the population of the students, researcher take all of number at fifth grade, there are 40 students and the sample also take all of them from two classes, it means the researcher divides the class of 5A and 5B. To know the students' achievement, researcher presented the test to the students, there are pre-test and post-test. To find out the data of the result of test on vocabulary, the researcher use the formula of t_{test} and the hypothesis of this research is Ha it means the hypothesis is accepted.

The result of comparison between the students' vocabulary achievement with using cartoon and picture book story is using pre-test and post-test, the score are 114 and 187 by using cartoon, while the score of pre-test and post-test by picture book story is 95 and 151. And the value of normality test obtain either at the Saphiro Wilks x1 and x2 variable (Sig. 0.312 and 0.150) and (Sig.0.126 and 0.035) all>0.05, it means are normal distributed homogeneous is 0.120>0.05 it means the data distributed homogeneous. And the value of DF= N-2= 40-2= 38 it means the value of t_{test} is 2.35 and t_{table} at the critical value of 5% is 2.02, it means that the value of t_{test} is bigger than t_{table}. So there is significant comparison between the students' vocabulary achievement with using cartoon and picture book story at fifth grade of *SDN 3 Ancaran*.

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PREFACE

In the name of Allah, Most Gracious, Most Merciful. Praise be to Allah, the Cherisher and Sustainer of the Worlds. I thank Allah for His graciousness and His mercy that I can accomplish my thesis entitled **"The Comparative Study of Students' Vocabulary Achievement with Using Cartoon and Picture Book Story at Fifth Grade of *SDN 3 Ancaran*".** *Shalawat* and *Salam* be always to the prophet Muhammad SAW (peace be upon him), his family, his companions, and his followers.

This thesis is presented to the English Education Department of *Tarbiyah* Faculty of Syekh Nurjati State Institute for Islamic Studies in partial fulfillment of the requirements for the degree of *Sarjana Pendidikan Islam (S.Pd.I).*

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The writer realizes that this thesis is not perfect. Therefore, any suggestion given for the sake of improvement in the future will be gladly welcome and appreciated. Expectantly, this thesis will be useful for readers especially for students of English Education Department of Education Faculty of *IAIN Syekh Nurjati Cirebon*.

Cirebon, November 2012

Ina Fatmahana

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Language is significant since it means of communication. Through language, people tell the stories. Share ideas, give information, and so forth.

Brown (2000:3) stated that language is a system of arbitrary conventionalized vocal, written or gestures symbols that enable members of a given community to communicate intelligibly with one another. It's clearly that language is used to communicate with each other; a person without having language is possible to make interaction with others. Based on statement above that function of language is for communication which is used by people in the world.

Talking about language, 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, 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.

English is one of the foreign languages for Indonesian students. In Indonesia, English is one of compulsory subject which are taught in kindergartens, elementary school, junior high school, senior high school and university level.

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Teaching English in Elementary school has been accepted in Indonesia lines with the governments plan on the nine years basic education in Elementary school, English is to be taught as one of the local content.

Teaching English involves of four language skills, they are listening, reading, writing and speaking. In teaching and learning English there are four aspects that support four language skills, such as: grammar, vocabulary, spelling, and pronunciation. Those are also taught in learning English process. The students of elementary school just learn English in the simple pattern (vocabulary) since they learn it for the first time.

According to Schmitt (2010:4) that one thing that all of the partners involves in learning process (students, teacher, material writers and researcher) can agree upon is that learning vocabulary is an essential part of mastering second language.

Wendy (1990:77) stated that vocabulary is one of component of language, vocabulary can also be built up by collecting related words.

The words are the tools used access our background knowledge, express ideas and learn new concept. Based on Jarnicki (2005:6) vocabulary is all the words you know, make up your vocabulary.

By learning vocabulary, learners will be able to communicate in English and its very essential to improve the four language skills that are very useful in conducting communication and studying other language. The bigger your

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vocabulary, the more words you know and more fun you can have speaking, reading, writing and listening.

It means that by having more vocabulary and knowing more words, students can speak, read and write better.

Halimi (1997:14) stated that teacher must create a classroom atmosphere, that is comfortable for the students and help them learn to high standard. All of the teachers thought, plans and actions help create and orderly learning environment in which all students feel safe and can be productive.

It indicates that teacher should be creative to teach in order the students feel enjoy learning and will be active. Teaching vocabulary for elementary school needs an appropriate method, students know not only the words but also the spelling and pronunciation.

In learning vocabulary, the students may face various problems. For instance the students' problems in *SDN 3 Ancaran* are: the students are less of vocabulary, less of motivation in learning English, difficulties to remember the meaning of the words, difficulties to pronounce vocabulary correctly and less of tools/ media as a supporting teaching English aids.

Allen (1983:12) stated that teacher use all three ways to show the meaning of vocabulary words: pictures, explanation to the students in own language and definition in simple English using vocabulary that the students already know.

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According to those facts, the researcher thinks that use a media would be useful for the students to helpful them get easy learning and the selected of media is cartoon.

Cartoon can be used in teaching learning activity. Cartoon as educational media have benefit in the instructional process especially in providing illustration to explain/ inform messages or lesson materials.

The word of cartoon comes from Italian, which means paper. In English, cartoons have two meanings: 1. there is an attractive picture and 2. Film made by photographing a series of cartoon.

Sudjana (2009:58) defined cartoon is the picture about human, idea or situation that is designed to influent the society.

Using cartoon can be an alternative solution to handle the problem in English learning, the use of cartoon as a medium teaching will be more effective. As educational medium, cartoon can attract the students' attention. So make the students motivates to increase n learning English.

Allen (1983:33-34) defined that pictures for vocabulary teaching come from many sources, pictures which have been cut out of magazines and newspaper. There are useful, in a books for children have attractive pictures which show the meaning of basic words.

The form of picture in a book are colorful, simple pictures and so fun. Usually it combines with the text or we called as picture book story. It means,

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picture book story is an attractive picture, short story and generally more approachable text.

According to Martin (2008) in his seminar, picture book story is combination between pictures and words. Both of these elements work together to produce stories with illustration/ pictures.

The one of characteristic of pictures in a story is extensions of the text. From pictures, students can identify what the picture and then they can combine the words with the pictures. Words in a story made easy for students understand the meaning from it because they can relate the picture with the words besides that. So with using picture book story, it would help the children to introduce new words. It indicates that children not only listen the story but they can put some vocabulary.

Hadfiled (2008:47) stated that vocabulary can be presented in dialogues and reading passages where the new words appear in context and combination with other words. It can use a pictures, mime, and real object to introduce and explain the meaning of simple concrete noun.

From above it is clear learning and mastering English is very important in order to communicate with foreign people. To have these skills, of course the learners should be mastering of vocabulary. Although grammar is important, but vocabulary is much more important because the vocabulary is one of components of language which are spelling, grammar and phonology.

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The writer be certain opinion that the use of cartoon and picture book story in teaching vocabulary for fifth grade elementary school is very influential, its give the students' condition more enjoy learning but also they still focus to study. Besides that, we can introduce for them the material of English lesson is not difficult. So it makes the students increase and get the vocabulary easily.

B. Identification of The Problem

The problem in the research is classified into the following sections:

1. The field of the research

   The field study of this thesis is vocabulary.

2. The kinds of the problems

   The rules of language are supposed to be foundation of the language itself. As a matter of fact, English language has grammar to make people use it well, consist of vocabulary. Especially children in the elementary school, they still of vocabulary.

   Explore many problems faced by students in learning English, there are:

   a. The students are less of vocabulary
   b. The students are difficult to remember the meaning of the words.
   c. The students are difficult to pronounce vocabulary correctly.
   d. Teachers are less of the tools/ media as a supporting teaching English aids.
   e. Students are less motivation in learning English.

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3. The main problem

According to those facts, the researcher can conclude that the main problem is using of tools/ media that applied by teacher which is not supported to teach. So some students can't get information about English fluently.

C. The Limitation of The Problem

In this research, the researcher will limit the problems as follow:

1. The teaching of vocabulary at fifth grade of *SDN 3 Ancaran* will be focused on meaning, spelling and pronunciation.
2. The media which are used in teaching and learning process will be focused on using cartoon ad picture book story to increase the students' vocabulary achievement in learning English.

D. The Questions of The Research

The question of the research as follow:

1. How far is the students' vocabulary achievement with using cartoon?
2. How far is the students' vocabulary achievement with using picture book story?
3. Is there any significant and positive comparison between the students' vocabulary achievement with using cartoon and picture book story?

E. The Aims of The Research

The aims of the research that will be obtained are as follow:

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1. To know the students' vocabulary achievement with using cartoon
2. To know the students' vocabulary achievement with using picture book story
3. To know the significant and positive comparison between the students' vocabulary achievement with using cartoon and picture book story.

F. The Use of the Research

The research product is hoped to be able to increase developing of language learning, especially in increasing the students' vocabulary achievement with using cartoon and picture book story.

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