INCREASING STUDENTS' VOCABULARY LEARNING THROUGH USING CARTOON VOCABULARY TECHNIQUE OF WORDWALL MEDIA IN THE CLASSROOM

THESIS

Submitted by:

RISKA WAHIDA

The Student of English Language Education Department

Faculty of Education and Teacher Training

Reg. No: 231324302

FACULTYOF EDUCATION AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

DARUSSALAM –BANDA ACEH

2018 M / 1438 H

THESIS

Submitted to Faculty of Education and Teacher Training of UIN Ar-Raniry
Darussalam Banda Aceh as a Partial Fulfillment of the Requirements for
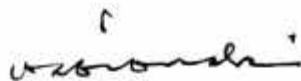Sarjana Degree (S-1)
on Teacher Education

By:

RISKA WAHIDA
The Student of English Language Education Department
Faculty of Education and Teacher Training
Reg. No : 231324302

Approved by:

Main Supervisor,

Habiburrahim, S.Ag, M.Com, MS, Ph.D

Co-Supervisor,

Abdul Manar, M.Hum

It has been Defended in Sidang Munaqasyah in front of The Council
of Examiners for Working Paper and has been Accepted
as a Partial Fulfillment of the Requirements
for Sarjana Degree (S-1)
on Teacher Education

On:

Friday, January 26th, 2017 M
Dzulqaidah 14th, 1438 H

at:

Darussalam – Banda Aceh

Chairperson,

Habiburrahim, S.Ag, M.Com, M.S, Ph.D

Secretary,

Fera Busfina Zalha, MA

Member,

Abdul Manar, M.Hum

Member II,

Alfiatunur, S.Pd, M.Ed

Certified by:
The Dean of Faculty of Education and Teacher Training
Ar-Raniry State Islamic University

Dr. Mujiburrahman, M.Ag
NIP. 197109082001121001

ACKNOWLEDGEMENT

First of All, I would like to thank the almighty Allah SWT for giving me blessing, strength, spirit, health and capability to accomplish this thesis entitled **"Increasing Students' Vocabulary Learning by Using Cartoon Vocabulary of Word Wall Media in the Classroom".**Furthermore, Greeting and Praying always be given to our prophet Muhammad SAW, his family, and companions who have guided the mankind to the world of knowledge.

The sincere gratitude and appreciation are addressed to my thesis supervisors Habiburrahim, S.Ag, M.Com, MS, Ph.D as my first supervisor, and also Abdul Manar, M.Hum as my second supervisor who have given the valuable time and provided the great guidance to correct my research, to give advice, suggestion and support in the whole process of my work so that, this thesis can be accomplished. Also, I would like to thank to Khairil Razali, S.Pd.I., MA., MS as my academic advisor, and all members of the lecturing staff of English Education Department of UIN Ar-Raniry who have guided and supported me during study. Furthermore, I am grateful to the English teacher of MTsN 02 Lueng Bata where I conducted the research.

A deep appreciation and love to my beloved parents, Raudhati and Surya, who have educated, enlarged and given me their love in finishing my study with full affection. It was impossible for me to finish this education without their sacrifice. Also, I would thanks to my young sisters, Alma Alfianita and Qisya Nur

Azaliya, who have gave me the spirit of happiness in finishing my study. The writer always pray and wish to Allah to them; mercy, blessing, health, and sucess.

The biggest appreciation to all of my friends in Department of English Education who always support and motivate me, especially Halimatun Husna who always encouraged me to finish this thesis as soon as possible, and also to Dian Purnama, Samsidar and Sausan Ulfa who aided me in the process of my treatmentat the class where I conducted.Thanks for all of my lovely friends in English Department students of academic year 2013 students, especially unit 5 for their cooperation during learning process.

Moreover, the writer would be glad to receive any constructive criticism and suggestion to make this thesis better. Finally, I expect that this thesis will be useful for the readers.

May Allah always blesses us

Banda Aceh, 21 December 2017

Riska Wahida
231324302

ii

CONTENTS

CHAPTER I : INTRODUCTION

CHAPTER II : REVIEW OF LITERATURE

CHAPTER III : RESEARCH METHOD

CHAPTER IV : RESULT AND DISCUSSION

LIST OF TABLES

LIST OF APPENDICES

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini,

Nama   : Riska Wahida

NIM   : 231324302

Tempat Tanggal Lahir   : Banda Aceh, 18 Juli 1995

Alamat   : Cot Masjid, Lueng Bata

Menyatakan bahwa sesungguhnya skripsi yang berjudul **"Increasing Students' Vocabulary Learning by Using Cartoon Vocabulary Techique of Word Wall Media In the Classroom"** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 16 Desember 2017

Saya yang membuat Pernyataan

(Riska Wahida)

ABSTRACT

This research is focus on increasing students' vocabulary learning through using cartoon vocabulary technique of word wall media in the classroom. The objects of this study are the second grade students in 2016/2017 academic year which consist of 40 students in the classroom.The problem of this research is the students are lack of vocabulary so that they cannot master English well. Because the lack of vocabulary, the students are difficult to understand what the meaning of words are written. The aim of this research is to investigate whether this method can increase students' vocabulary learning and to find out the advantages of the method in teaching and learning English vocabulary in the classroom. The method that researcher uses to collect the data is by using quantitative and qualitative approach. The finding shows that cartoon vocabulary technique of word wall media can increase students' vocabulary learning and this method is easy to remember, to understand and to see. Besides, the atmosphere in the class is also interesting.

Keywords*: Vocabulary learning, Cartoon Vocabulary, Word wall*

CHAPTER I

INTRODUCTION

A. Background of Study

Vocabulary is the most important component language because it affects the four language skills; these are listening, speaking, reading and writing. Related to the importance of vocabulary in language learning, Decarrico (2001) states that vocabulary learning is the central to language acquisition, whether the first language, second, or foreign. The reason of why vocabulary is important in learning language is implicitly proposed by McCarty. According to McCharty (1990), talking about the vocabulary of language, we are primarily but not exclusively in teaching about the word of that language. For instance, all languages in this world are used by help of words. Words mean connecting language to the real world. Those can be the represent of things in the real life and also used to express feelings of the language user.

To develop student's vocabulary, teachers must encourage a curiosity about the meaning and use of unfamiliar words. Then, they promote the use of strategies that will help students to find the meaning of unfamiliar words. Learning vocabulary is important before entering the world of English. For example, vocabulary is one of the major problems in confronting EFL learners. Because the lack vocabulary, they cannot communicate ideas as clear as they want, and difficult to read the columns of newspaper or popular magazines or to understand the event of new case on the radio or television in English. To make

students interesting in learning vocabulary, the method that researcher have planned is by using word wall.

A word wall is a collection of words which are displayed in large visible letters on a wall, or the display surface in a classroom. The word wall is design to be an interactive tool for students and contains an array of words that can be used during listening, speaking, reading and writing. A word wall is a large display in the classroom where the meanings of important idea are displayed, using words and pictures. The pictures can be included cartoon vocabulary, chart, etc. Those based on what the teacher will do in the classroom. When vocabulary may be unfamiliar to students, creating a word wall is one way to help them comprehend and interpret ideas. According to Erin (2011), interactive word wall showcase well-selected words; they help teachers build a foundation for students content vocabulary comprehension. They also support word-learning strategies by highlighting root words, and their meanings. This helps students decode meaning in text. For addition, when students use the word wall, they become more conscious of words and definitions. This supports content comprehension. It also helps students become aware of vocabulary in the world around them.

A word wall is a strategy to reinforce the core vocabulary of a specific subject. Teachers select new words, technical terms, and words that frequently recur and print these words in bold block letters on cards, or we can make other creative words on the paper. The word wall is built one word at a time as students encounter new terminology (Cunningham and Allington, 1999). By using word wall media, there are some techniques that teacher can use it in the classroom, one

of those is **Cartoon Vocabulary**. This technique is a way to help students to visualize new words. Cartoon shows some pictures that make students see what the pictures are telling about, and students 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.

B. Research Problem

The students cannot master English well, because they are lack of vocabulary. So, it is difficult for them to speak or listen the English language. When writing and reading, the students are difficult to understand what the meaning of words is written, and also difficult to pronounce it while reading. The students do not understand the meaning of English vocabulary. In the process of teaching and learning vocabulary, teachers usually introduce new English words to the students and ask them to find the meaning by using dictionary. Another problem is many students do not bring dictionary in English lesson. So the process of teaching and learning English vocabulary does not run well.

C. Research Questions

Based on description above about cartoon vocabulary of word wall, the researcher would like to formulate some problems. The problems of this research will be formulated from the following research questions:

1. Can the students increase their vocabularies through cartoon vocabulary technique of word wall in the classroom?

2. What are advantages of using cartoon vocabulary technique of word wall in teaching and learning English vocabulary?

D. Aim of Research

1. To investigate whether the students can increase their vocabulary learning through cartoon vocabulary technique of word wall media in the classroom

2. To find out of the advantages in teaching and learning English vocabulary through using cartoon vocabulary technique of word wall in the classroom

E. Hypothesis

1. Using cartoon vocabulary technique of word wall media in the classroom can increase students' vocabulary learning.

2. When the teacher uses the word wall media such as picture or cartoon vocabulary in the classroom, it will make the atmosphere of students in the classroom more interesting

F. Significances of Study

One of word wall media that may be able to overcome some problems is by using pictures or cartoon vocabulary. This media is really helpful for teacher to introduce the meaning, create a sense of real place and real event, make the meaning clear and memorize easily, directly and fun. The researcher hopes that this research can be useful for English teachers in giving the description about media of word wall in the classroom activities that may be considered to be used as a bridge to transfer knowledge and teach English vocabulary. Also, it can help students to learn vocabulary and improve their motivation in learning vocabulary.

The researcher also hopes that this research can give contribution, especially about the benefits of word wall media in increasing students' vocabulary learning that not only for students and teachers, but also for school that researcher will be going to plan. The positive impact of this research can support the school to develop the lack of teaching and learning English process. So, when the teacher gives explanation with fun media and makes all of the students easily to catch the lesson, it can take the positive thing to the school. The positive impact of this research can support the school to develop the lack of teaching and learning English process. So, when the teacher gives explanation with fun media and makes all of the students easily to catch the lesson, it can take the positive thing to the school.

G. Terminology

1. Vocabulary

Vocabulary is a fundamental requirement that influence students' achievement in studying English. Without vocabulary, there is no communicate, read, and write can be conveyed. So that, it is important to know what the vocabulary is. Leni (2006) states that vocabulary is a component of language that maintains of all information about meaning and using word in language. Talking about vocabulary, it is necessary to present the types of vocabulary when one speaks to other.

Based on the description above, the researcher can conclude that vocabulary has great function in language. People use vocabulary or word to construct sentences. Vocabulary is set of words in a language that usually

arranged in alphabetical order with the explanation of its meaning and be used in particular kind of work.

2. Word Wall

According to Gursky (1999), word wall is a systematically organized collection of word displayed in large letters on a wall or other display place in the classroom. Fortin (2009) states "word wall designated wall-space in a classroom that has the alphabet posted on it". Word wall as a media of teaching is very important for teacher. It helps students see patterns and relationship in words, building phonics and spelling skills.

How to use word wall? The answer is make words accessible by putting those on the wall where every student can see. The words should be written in large black letters or using a variety of background colors to distinguish easily confused words. Teacher and students should work together to determine which words should go on the word wall. Word wall should be referred to often so students come to understand and see their relevance.

3. Cartoon Vocabulary

A cartoon can make a brief, funny comment using illustrations and is often found in television, newspaper or in magazine. Cartoons are very useful in teaching learning because it make students more amuse and enjoy in learning English. Teaching vocabularies using cartoon are fun, easy, and can attract students' attention. Sudjana and Rivai (1990) say that a cartoon is an illustration

in the form of painting or caricature about people, ideas or a situation which is designed to influence public opinion.

According to Wijana (2004), "cartoons are divided into three types: namely editorial cartoon, gag cartoons, and comic cartoon" (p. 11). Cartoon is one of technique in word wall media that can be used by teacher as an effective teaching strategy. Learning vocabulary by using cartoon is interesting and lessen the students' boredom. They also become active in teaching learning process because they can brainstorm the idea surround them. Furthermore, cartoon vocabulary in this research is intended to display some pictures that are not moving on the paper which is followed by the words in English.

CHAPTER II

REVIEW OF LITERATURE

A. Vocabulary

1. The General Concept of Vocabulary

As described in chapter one, vocabulary is important to be learned, because it includes the main in the aspect of four skills. Hornby (1987, p. 956) defines vocabulary as "the total number of words which (with the rules combining them), make up a language, no dictionary could list the whole vocabulary language." So, vocabulary cannot be separated from the language; it is an important part of language. According to Mukti (1993), vocabulary is a part of language that contains allinformations which include meaning and using the appropriate word in language. It can be said that vocabulary is the smallest unit of speech that processes individual meaning to speak and can be used to interact one another.

Nunan (1991) asserts that the acquisition of sufficient vocabulary is needed for successful foreign language use, because without an extensive vocabulary, many learners will difficult to use structural and function words that have to be learned for apprehensible communication. Therefore, vocabulary should be taught especially for foreign language teaching-learning activity, because even the students have understood grammatical form correctly, they will be in trouble for communication in foreign language if they have lack of vocabulary. To master a language is not easy because some aspects of language

are difficult to be learned. Moreover, to learn a language, the first thing what the EFL learners have to do is mastering vocabulary.

2. Types of Vocabulary

There are some words in a sentence which is included a list of words. Those are arranged in alphabetical order and explained, such as Noun which is usually used as a subject or object, Verb which is usually used as predicate in a sentence, adverb, and so on. There are some functions of each word in making a sentence. These functions will be related in the subject, predicate relationship which is classified as a different part of speech, they are:

a. Noun

Noun is one of most important part of speech. It is the word that refers to a person, animal, a place or thing. "Some nouns (proper nouns) are the names of people, places and things" (Paterson, 1995, p. 17). For example: Book, women, car, and problem.Givon (1993) states that in general, nouns (common nouns) connote entities. Therefor, they do not refer to them as individuals, but rather connote their sense or refer to their type. In contrast, names (proper nouns) denote entities. That is, they refer to individual tokens. In examples:

    i. Nouns: man, state, month, holiday, sword, horse, theory

    ii. Names: John, Oregon, July, Halloween, Excalibur, Rosinante, The University of Oregon, The Theory of Relativity.

b.   Verb

Verb is a word which expresses an action or help to make a statement. Verbs describe actions or situation (Paterson, 1995). For example: Work, play, live, meet, stay.

c.   Adjective

Adjective is the word used to qualify noun or pronoun. Paterson (1995) clarifies that adjectives usually put before nouns, for example: We had a *wonderful* day. It can also use after the verbs be, look, see, fell. In example: He *is hungry*; she*looks tired*.

d.   Adverb

Adverb is a word used to qualifying the meaning of verb, adjective, or another adverb. Example: Mr. Ali is teaching in the *classroom*. According to Paterson (1995), it normally uses adverbs to describe verbs. For example: She walked *quickly*; He sings *well*. Most adverbs end in –*ly*: *clearly, slowly,* and *badly.*Givon (1993) also says that a large group of adverbs display a consistent derivational marking, those derived from adjectives with the suffix –*ly*, as in: *brave – bravely, sudden – suddenly, purposeful – purposefully*.

e.   Conjunction

Conjunction is a word used to relate one word to another one, or one sentence to another one. Example: I have to call him *before* I go. According to Givon (1993), some English conjunction are simple (single words), while

others are complex. Others yet are historically complex but have become contracted and are now written as single words. Some examples are:

i.   Simple conjunctions: and, but, or, so, then

ii.   Complex conjunctions: and so, so then, later on, and then, so later on

iii. Historically complex conjunctions: however, moreover, furthermore, nevertheless.

f. Pronoun

Pronoun is the word which can take the place of a noun. Example: *They* are my lecturer. Pronoun (I, You, He, She, etc.) also use to replace nouns. In example: *David* has a new *job*. *He* is enjoying *it* (Paterson, 1995). It may classify English pronouns semantically according to person, number, and gender. The most common set, used primarily for *definite reference*, they are: *I, you, she, he, it, they,* and *we*. "Other pronouns are indefinite or non-referring, as in: *One, some, few, many,several, none, and any"*(Givon, 1993, p. 79-80).

g. Preposition

English prepositions mark various types of indirect object roles, but sometimes also *adverbial constructions*. Typical simple preposition are: *to, from, for,on, off, at, in, out, wit, by, before, behind, after, under, above, upon, between*. Some prepositions are complex, and are derived mostly from nouns via a *possessive construction*, as in: *on top of, in front of, in the middle of, at*

the bottom of, in the back of, at the center of, outside, inside (Givon, 1993).

Preposition also use when talking about place and times, for example: She is

at home. I will see you *on Saturday*.

Another distinction is also made based upon the knowledge of words. Nation (2001) indicates that the greater part of vocabulary is learned receptively through reading or listening and production through writing and speaking. Receptive vocabulary includes those words that recognized when a person hears or looks at them. Productive are only includes such words as may be defined wholly, or almost wholly, in the same terms. Usually they are distinguished from one another by an added implication or connotation, or they may differ in their idiomatic use or in their application.

3. Learning Vocabulary

Many students are learning vocabulary by memorizing new words. It can be founded not only by the students, but also by society who want to learn some words. Decarrico (2001) states that words should not be learnt separately or by memorize without understanding. The reason is because the vocabulary learned in this way often results in the ignoring of lexical aspect. In other word, learners do not know how to use vocabulary with different shades of meaning in real life communication, but they just know how to use it in an exact form.

4. The Problem in Learning Vocabulary

One of main problems in learning vocabulary is many students are lack of vocabulary. Related to the problems, Kim ad Gilman (2008) summarized three

problems from it, there are: a limit to the number of words can be learned at one time, rote repetition appears less efficient than using spaced recall and structures review, and silent repetition and silent writing are less effective than repeating the words aloud (p.114). "Some people have passive vocabulary (word they understood) of up to 10.000 words, but an active vocabulary of between 10.000 and 20.000 words, it is for native speakers of language. In foreign learning, an active vocabulary of about 3.000 to 5.000 words, and a passive vocabulary about 5.000 to 10.000 words is regarded as the intermediate to upper intermediate level of proficiency" (Richard, 1992, p. 5)

From the problem and the word students' understood in learning vocabulary that explain by the experts, researcher get the point that lack vocabulary will lead the students to misunderstood the real meaning of the material. Furthermore, they will difficult to understand the whole content clearly to interpret the meaning of the content. So, to master the vocabulary, it refers to the great knowledge of words or the gaining of great skill.

5. Important of Use Vocabulary

Vocabulary is some words of language. It must be known by everyone for those who want to understand the language, not only English but also other languages. As the words of language, vocabulary must be remembered and practice for ESL students, no matter a lot of vocabulary students know, or a lot of understanding they have. As body of language, vocabulary becomes the first thing in language, because of word in source of sound, spoken, and comprehends. Many people have vocabulary in their mind. By having vocabulary will be able to

transfer knowledgeeasily. So that, someone will be able to listen, understand, and remember. For example, when a person was travelling to somewhere without having much of vocabulary of the destination, she/he will get a great risk that rising of misunderstanding with the foreigners or with everyone whom she/he meet (Fahmi, 2014).

B. Word Wall

1. Definition of Word Wall

Word wall is used as a tool to teach a language concept. It is a collection of words which are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom (Gursky, 1999, p. 1). The word wall is designed to be an interactive tool for students, and contains an array of words that can be used during teaching and learning process. Mary, (2002) asserts "Word wall has become a popular tool to teach literacy strategies in today's classroom" (p. 1) Teacher display selected words on a wall or bulletin board and use them as the basis of word for identification of study.

2. Teaching Vocabulary by Using Word Wall Media

Many opinions can be founded by researcher in increasing vocabulary by using word wall. In teaching vocabulary by using word wall media, Jerry (2010) has consistsome activities:

a. Make words accessible by putting them where every student can see them. They should be written in large black letters using a variety of background colors to distinguish easily confused words.

b. Teachers should be selective about the words that go on the wordwall. Try to include words that children use most commonly in their writing. Words should be added gradely.

c. Use the word wall daily to practice words incorporating a variety of activities such as: chanting, snapping, cheering, clapping, tracing, word guessing games as well as writing them.

d. Provide enough practice so that words are read and spelled automatically and make sure that word wall is always spelled correctly in the children's daily writing.

3. Kind of Word Wall

Word wall is an important aspect of visual reminder and has many kinds that teacher and students can do it in teaching-learning activity, especially put in on the wall in the classroom. It can create a positive vocabulary learning environment and give inspiration to teacher for fun activities in the class. It will direct the students to focus at the colors and pictures which are part of texts written in it. Dudley (2004) states that word wall display often add color, design, and art work that draw the attention of the students to the material being learned

There are many categories of words which could be placed in different colorsand pictures to ease its location on the wall. For example, some students may draw pictures that help connect them to words, and these being displayed can assist students as they recall information. At times, students may place words on a shaped sheet of paper that helps them remember the word's meaning. Another example is that a student can place the word pentagon on a five-side sheet of

paper to trigger the idea that the pentagon has five sides. Regardless of the method students mayuse for display, the goal is for students to access the word wall to enhance their learning(Southerland, 2011). A colorful and creative learning environment will evoke the spirit of students and enhances their learning.

4. Advantages of Using Word Wall

Wordwall provides a reference tool for the students (Dykes & Thomas, 2010). It can be used to display words that are excellent for students to use in their writing. As students are writing, looking at word wall of summary verbs or creative verbs can expand their vocabulary and enhance their writing. Furthermore, word wall provide much more than a visual reminder of information learned, they provide an opportunity for students interaction (Hedrick, et al., 2009, cited in Southerland, 2011).

As previously stated, words that are written in a particular color can be placed on the wall, but having the students decide the color will create an interaction that is more beneficial (McNeal, 2004). Thus, it can be concluded that is for students to make the word strips to be placed on the word wall, not the teacher. Finally, a word wall is conducive to teacher-students interaction, which further strengthens learning.

C. Cartoon Vocabulary

1. Brief History of Cartoon

Cartoon have had a long history. When people think of cartoons, they may think of comic books, political cartoons and Saturday morning's when they were

kids. But cartoons have been around in print and visual media for several hundred years.Some of the earliest cartoons go back to the 18th Century Britain, where cartoons would appear satirizing famous people of the day (Realisticdiplomas, 2017).Talking about who drew the first cartoon is not easy because there are many cartoonist who found many kinds of cartoon. Hamilton (2014) explains the kinds of cartoon and its founder such as caricature which was found by Leonardo Da Vinci and James Gillray, and then William Hogarth who was the founder of English Editorial cartoon about 1731, and so on.

> *"The question 'Who drew the first cartoon?' is not an easy one to answer, as comic and satirical art can be tracked back to ancient times. However, the question 'Who drew the first comic or satirical drawing to be called a cartoon?' is much more straightforwardand can be given a precise answer: John Leech. It is also possible to date this drawing to July 15th, 1843, when it was published in Punch magazine with the caption: 'Cartoon No.1: Substance and Shadow'. John Leech was also the first artist to be called a cartoonist" (Bryant, 2005).*

2. Definition of Cartoon Vocabulary

A cartoon can be a satirical or humorous drawing, a series of illustrations (also called a comic strip), or an animated film. Many kids grow 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, 1990, p. 58), "cartoon is an illustration in the form of painting or caricature about people, ideas or a situation which is designed to influence public opinion".

Derived from Merriam Webster Dictionary, there are some definitions of cartoon 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 by using cartoon is interesting for teacher and lessen the students' bored. They also become 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.

3. Teaching Vocabulary through Cartoon Vocabulary Technique

Cartoons are included in visual media which can be used in a teaching-learning activity. Cartoons as educational media have benefit in the instructional process, especially, in providing illustration to explain/informmessages or lesson materials. Cartoon vocabulary is suitable not only for children, but also for teens and adults. According to Burchers (2013, p. 3), "vocabulary cartoon are designed

for anyone wisihing to build a stronger vocabulary, they are particularly recommended for students, and also suitable for older students in adult education course, such as ESL students". Sudirjo (as cited inAnggriani, 2008) says that it is easy 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 is exploited in accordance with the lesson materials which are beingtaught, so that cartoons will be able to be understood quickly when they areused.Kenney (2017) says that "Vocabulary cartoons made studying fun and easy, it was a great help in winning 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 attached to students that many students are like playing, talk about something interesting which give motivation to them, and understand retain the meaning better when they have seen some objects associated with them (Fauziati, 2008). Cartoon is very useful in teaching learning because itcan make students more amuse and enjoy in learning English. Teaching vocabularies using cartoon is fun, easy, and can attract students' attention.

D. Increase

"Increase means to become or to make something greater in amount, number, value, etc"(Hornby, 2000, p. 688). In this research, increase means to

make learners be able to enrich their English vocabularies by using cartoon vocabulary technique of word wall media in the classroom.

E. Relevant Study

In this case, the researcher discusses some previous researches about teaching vocabulary by using word wall and cartoon at school. They are conducted by IntanArisPerwitasari (2012), SiskaNuzulina (2011), and DewiNurhamida (2012).

The first research was explained by IntanAris (2012), with the title "Improving Students' Vocabulary by Using Cartoon for The Fourth Grade Students of SDN Ngempak 01 Kartasura in 2011/2012 Academic Year". She focused her study on seeing the effectiveness of cartoon in teaching vocabulary which identified the strengths and weaknesses from it. Her finding showed that all students look very enthusiastic in doing exercise with cartoon. They have great motivation to finish exercise. The cartoon is used based on words that the researcher introduced to the students. The variety of activities in the classroom also helped in handling the students and eliminates the students' boredom.

The second researchwas presented by Siska (2011). She conducted a study entitled "The Influence of Using Word Wall toward Students' Vocabulary Mastery at MTS Al-FurqanDumai". She found that the use of word wall based on the observation is good. It had supported the students in learning activities including writing, reading and speaking, attract students' attention in mastering vocabulary and makes classroom's atmosphere more interesting. Based on the

result of test items, it is found that the students' score of experiment class was higher than control class.

The last research was presented by Dewi(2012), she conducted a research entitled "Improving Students' Vocabulary Mastery through Word Wall, Class Action Research on the First GradeStudents of SMPN 2 Tuntang in Academic Year 2012/2013". She found that most of the students feel enjoyable and happy in teaching and learning process. It can be proven that students are active to answer some questions and create the word wall in group activity. It also indicates that by applying word wall method, the students' vocabulary has improved.

In this case, the researcher will adapt the use of cartoon vocabulary technique of word wall media in teaching vocabulary. The study will be conducted at the Second Grade Students of MTsN 2 Banda Aceh.

CHAPTER III

RESEARCH METHOD

A. 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 is important to be implemented in order to know how the research is carried out. This research is a type of experimental research. In doing this research, the researcher uses quantitative and qualitative method. An experimental research is used which requires the careful collection, analysis, and interpretation of quantitative and qualitative data. In this research, one group pre-test and post-test is used to collect data. Evelyn (2001) proposes the procedure in pre-experiment on group pre-test and post-test design as in the following:

Participant selection ⟶ Pre-test ⟶ Treatment ⟶ Post-test

This research is conducted at MTsN 2 Banda Aceh. It is located in Lueng Bata. The objects of this study are the second grade students in 2016/2017 academic year which consist of 40 students in the classroom. The time of the research is conducted in the fourth meeting.

B. Population and Sample

1. Population

Sowell (2001) states, "A population refers to a group that has one or more characteristics in common, such as middle school students, first-born children, freshman at University, or teacher in school" (p. 43).Population is the defined group from which the participants in the study are to be selected (Barker, Pistrang & Elliot, 2002).The whole populations in the second grade students of MTsN 2 Banda Aceh academic year 2017-2018consistof seven classes. Class VIII-1 (40 students), class VIII-2 (40 students), class VIII-3 (40 students), class VIII-4 (40 students), class VIII-5 (38 students), class VIII-6 (39 students) and class VIII-7 (30 students).The total of population in seven classes is 267 students. In this research, the researcher takes the whole students in class VIII-1 as population.

2. Sample.

Sugiyono (2009) explains "sample is part of population from whom the data of the study are obtained". According to Arikunto (2002), if the population of a research is less than 100, then the researcher can take all of the population as the sample. On the contrary, if it is more than 100, it can be taken 10-25 percent of population as the sample. In this study, the researcher takes a class as a population and sample of this research in terms of less than 100.The samples of this study are students in class VIII-1 which consists of 40 students.

The technique of choosing the sample is purposive sampling. "Purposive sampling is the technique of choosing the sample based on previous knowledge of nature or character that have a close criterion which have been already known in

population" (Hadi, 2004, p. 91). The researcher determined the sample by using purposive sampling because after observing the students learning process in the classroom and asking their English teacher. It can be assumed that the students in the sample class are active and enthusiasm in learning English, especially in vocabulary learning and would be cooperative to the research.

C. Techniques of Collecting Data

To collect the data, the researcher uses mixed-method. This method applies the technique of quantitative and qualitative approach.

1. Quantitative

a. Test

Test is "a number measuring a person ability, knowledge, or performance in a given domain" (Brown, 2004, p. 3).The researcher uses pre-test and post-test. Pre-test is given to students before the teachers use their method in teaching and learning process, and post-test given after students receiving the method from teacher. Pre-testand post-test are to know the differences of the students' ability before and after the teacher use the method. In the other word, pre-test is implemented in the school, especially in the class in order to gain the data of the students' prior knowledge before do the treatment, while post-test is given after the treatment.

2. Qualitative

a. Open-Ended Question

Open-ended question is question that allows the target audience to voice their feelings and notions freely. Heyman (1998) says "Open-ended

questions allow respondents the freedom to answer in their own words" (p. 4). In qualitative research, open-ended questions have a great diversity of responses. Generally, this technique is help the students' to give their opinion comfortably, especially for the student who afraid to give his/her feeling honestly in learning activity. According to Popping (2008), Open-ended questions tend to be more objective and less leading than closed-ended questions. Those questions usually begin with a how, what, when, where, and why. The goal of this question is to grasp the students' view or opinion during the treatment. This technique is held at the end of the research to know the advantages of the method and the students' understanding in vocabulary acquisition.

D. Techniques of Data Analysis

1. Test

In analyzing the test result, the researcher uses the statistical formulain SPSS 24 to find out the data.

a. To Find Out N-Gain

Gain is the differences between the pretest and post-test values. Gain shows improvement of students' ability or mastery after the treatment. To find out the gain, it can be calculated by using the formula below (Hake, 1999):

$$g = \frac{Xpost - Xpre}{X\,max - Xpre}$$

Where:

g   : the average normalized gain

Xpre   : the average of pre-test

Xpost   : the average of post-test

Xmax   : the average of maximum.

The criteria of normalized gain can be seen on the table below:

Table 3.1 Criteria of Normalized Gain Index

Gain Score	Interpretation
$g \geq 0,7$	High Effectiveness
$0,3 \leq g < 0,7$	Medium Effectiveness
$g < 0,3$	Low Effectiveness

b. To Find Out The Normality Test

The Normality test is used to find out the normality of data distribution of the study. The normality test is purposed to find out whether the data from the class in this research in normality distribution or not. This test applies *One Sample Kolmogorov Smirnov Test* in processing the data. According to Conover (1999), Kolmogrov Smirnov or KS-test is based on the largest vertical difference between the hypothesized and empirical distribution (cited in Razali & Weh, 2001, p. 23). Beside that, the Physics (2014) explains KS-test tries to determine if two data sets differ significantly.

The hypothesis in normality test of sample data is as follows:

H_0 : sample data distributed normally

H_1 : sample data does not distributed normally

To see the significance value in normality test by using 5% significance level (= 0,05), it can be explained on the following below:

1) If significant $<$ 0,05, then H_0 is rejected

2) If significant $>$ 0,05, then H_0 is accepted.

c. The Analysis of Hypothesis

The formula of hypothesis which is standard of significant $(\alpha) = 0,05$ will be explained on the following below (Sudjana, 2002):

H_0: $\mu_2 = \mu_1$: The vocabulary by using cartoon vocabulary technique of word wall media is not increase

H_1 : $\mu_2 > \mu_1$: The vocabulary by using cartoon vocabulary technique of word wall media is increase

Criteria:

1) Sig $<$ 0,05 : H_0 is rejected and H_1 is accepted

2) Sig $>$ 0,05 : H_0 is accepted and H_1 is rejected

2. **Thematic Analysis**

Thematic Analysis is commonly used in qualitative analysis. According to Miles and Hubberman (1994), Thematic Analysis provides the opportunity to code and categorise data into themes. For example, how issues influence the perceptions of participants. In the case of Thematic Analysis, processed data can be displayed and classified according to its similarities and differences. The researcher chooses this technique as method to analyze open-ended questions that have been answered by each of the students.

Using Thematic Analysis is possible to link the various opinions of participants and compare them with the data that has been gathered in different response from the students after the researcher has applied the treatment. In drawing conclusion of the data, the researcher needs to use code. The main purpose of coding in Thematic Analysis is to make connections between different parts of the data. "Coding is derived from the participants' responses, e.g. statements and reports and it categorise information with the aim of framing it as theoretical perceptions" (Coffey & Atkinson 1996). Coding will allow the researcher to review the whole of the data by identifying its most significant meaning or to put it simply what is the data trying to say or tell us (Miles &Huberman 1994). In this research, the researcher coding 'themes' as category of students' opinion, and coding 'S.1 to S.40' as initial of the students.

E. Data Collection Procedure

1. Planning Phase

The researcher will ask permission to the headmaster of junior high school that will going to plan, then preparing the material of teaching process or known as lesson plan. The last is choosing the class for experimental.

2. Action Phase

Before start to study, the researcher gives the pre-test for the students to know how many vocabularies that the students know and understand. The researcher gives a blank paper which is filled the table of noun, verb and adjective. The pre-test takes time in the first meeting andbe held as long as 20

minutes. The next is giving some motivations to the students about learning English language, especially vocabulary to develop students' enthusiasm before start the treatment. Furthermore, the researcher carries the treatment in four meetings.

F. The Writing Guide Book

In writing this research, the researcher refers to the book "Panduan Akademik dan Penulisan Skripsi". This book is published by Tarbiyah Faculty of UIN Ar-Raniry Banda Aceh in 2016.

CHAPTER IV

RESULT AND DISCUSSION

A. Brief Description of Research Location

1. The Description of MTsN 02 Banda Aceh

This research is conducted at MTsN 02 Banda Aceh. It is located in Teungku Imeum Lueng bata Street. The research was carried out from October 16 to October 26, 2017. The school has 21 classrooms, two laboratories (computer and biology), a canteen, a library, basketball and volleyball court, a teachers' room, an admininstration affairs room and a principal office. There are 793 students in academic year 2017/2018 that consist of 336 males and 457 females. The details of the total students in MTsN 02 Banda Aceh can be seen on the table below:

Table 4.1: The Number of Classroom and Students in MTsN 02 Banda Aceh

No	Class	Number of Classroom	Number of Students		Total
			Male	Female	
1	VII	7	107	145	252
2	VIII	7	117	150	267
3	IX	7	112	162	274
Total		**21**	**336**	**457**	**793**

Source: The Administration office of MTsN O2 Banda Aceh

Table 4.2: The Data of Second Grade Students in MTsN 02 Banda Aceh

No	Class	Gender		Total
		Male	Female	
1	VIII-1	18	22	40
2	VIII-2	16	24	40
3	VIII-3	14	26	40
4	VIII-4	18	22	40
5	VIII-5	20	18	38
6	VIII-6	17	22	39
7	VIII-7	14	16	30
Total		**117**	**150**	**267**

Source: The Administration office of MTsN O2 Banda Aceh

B. Experimental Teaching

Experimental teaching was conducted within four meetings. The allocation time for each of the meetings is 90 minutes. The description of the experimental teaching will be explained bellow:

1. First Meeting (Monday, 16th August 2017)

In the first meeting, the researcher came to the class with English teacher. Then, the researcher explained about the material and media that the students will be going to learn and use during teaching learning process. After some minutes self introducion, the researcher checked the student's attendance list and calls their name one by one to know them closely. Next, in order to know the students' ability in vocabulary, the researcher gave the pre-test. In the pre-test, the researcher gave a blank paper which fills the table of noun, verb and adjective.

The students should write the vocabulary based on the three types of vocabulary. The pre-test was held as long as 20 minutes.

In remain of the time after pre-test, the researcher gave some motivations to the students about learning English language, especially vocabulary to develop students' enthusiasm before starting the treatment. Next, the researcher showed the students a big paper with the picture in it. The picture was some cartoons without any written of words. So, the students must find out some words in several minutes based on the picture. In those minutes, the students must write the vocabulary on the blank paper which was given by the researcher. When the time was over, the researcher made some groups and asked the students to write it back on the big paper, and then put it on the wall.

2. Second Meeting (Thursday, 19 August 2017)

In the second meeting, the researcher divided students into 5 groups. In each of groups, they got a paper with the images of cartoon. The picture was different for each group. The instruction is they must find out the types of Noun, Verb and Adjective which was showed on the image. After that, all of groups put that big paper and the vocabulary that they had found on the wall. The researcher checked the types of vocabulary that each of the groups did and found many of them difficult to find Verb and Adjective. Next, the researcher put some pictures which showed the differences of Noun, Verb and Adjective and explained it, especially for Verb and Adjective.

3. Third Meeting (Monday, 23 August 2017)

In the third meeting, the students were devided into 2 groups and they got pieces of paper with the cartoon. The pieces of paper are put on the two table based on the each of groups. On the wall, the researcher already puts 2 big papers which show many words with the types of vocabulary. So, they must match that piece of cartoon's paper into the right picture. The instructions are two students of each groups must stand up in front of the big paper and take one piece of cartoon's paper from the table based on their group, group one for table one and so did group two. Then, they must tell the characteristics of cartoon vocabulary that they got and their group guessed the type and name of vocabulary. Both of students can also use the gesture when their group of friends had confused. The time was over on the tenth second and the students counted it together. If the answer was correct, both of students must put that piece of vocabulary based on the right cartoon. If not, the cartoon will not put on the big paper, but only put it back beside theirselves table.

4. Last meeting (Thursday, 26 August 2017)

For the last meeting, the researcher gave the post-test to the students to figure out their ability in learning vocabulary after treatment. As the pre-test, teacher asked the students to write types of vocabulary in Noun, Verb and adjective that they knew in 20 minutes. The target was 150 vocabularies for Noun, Verb and Adjective. In remain of the time after post-test, the researcher asked the students about their feeling after the treatment by using open-ended question which consist of seven questions. Furthermore, the students gave their responses

by answering some questions about using cartoon vocabulary technique of word wall media in the classroom.

C. Description of Data

In this research, the researcher analyzes data which were collected from 40 students in class VIII-1 of MTsN 02 Banda Aceh in academic year 2017/2018. The data consists of pre-test and post-test. The data of pre-test and post-test show the improvement of the students' achievement in vocabulary.

The researcher categorizes the score to the students as the table below:

Table 4.3: Target and point of Vocabulary

No	Target of Vocabulary	Point of Vocabulary	Satatement
1	N 50	Noun = 30	Noun : 30/50 = 0,6
2	V 50	Verb = 35	Verb : 35/50 = 0,7
3	A 50	Adjective = 35	Adjective : 35/50 = 0,7
Total	**150**	**100**	

Source: Results of Data Processing

Explanation:
- 1 point of Noun is 0,6
- 1 point of Verb and Adjective is 0,7

Based on the table and explanation above, the researcher takes more points to the verb and adjective because after asking to the students, they are difficult to find out the vocabulary in verb and adjective. Furthermore, the total target of vocabulary which is given to the students is 150. In the point of vocabulary, the

student who gets 50 for Noun, will be given 30 points, 50 for verb will be given

35 points and also 50 for adjective is 35 points.

D. Finding Test after Implementing Experimental

1. The Result of Pre-test

Table 4.4: The score and point of Vocabulary in the pre-test

No	Name	F/M	Score						Total Score of Vocabulary	Total Score of Point
			Noun	Point	Verb	Point	Adj	Point		
1	AH	M	16	9,6	10	7	12	8,4	38	25
2	AQ	M	22	13,2	11	7,7	4	2,8	37	24
3	AS	M	19	11,4	15	10,5	10	7	44	29
4	AUS	F	17	10,2	20	14	13	9,1	50	33
5	CD	F	23	13,8	22	15,4	18	12,6	63	42
6	CAJ	F	15	9	9	6,3	9	6,3	33	22
7	CFM	F	11	6,6	4	2,8	9	6,3	24	16
8	CPBH	F	25	15	19	13,3	16	11,2	60	40
9	CUS	F	22	13,2	14	9,8	12	8,4	48	31
10	FM	M	12	7,2	10	7	11	7,7	33	22
11	FR	F	12	7,2	5	3,5	9	6,3	26	17
12	HB	M	19	11,4	10	7	8	5,6	37	24
13	HI	M	14	8,4	7	4,9	8	5,6	29	19
14	JS	F	11	6,6	7	4,9	7	4,9	25	16
15	KN	F	21	12,6	13	9,1	14	9,8	48	32
16	M.AM	M	0	0	0	0	0	0	0	0
17	M.AS	M	10	6	6	4,2	10	7	26	17
18	M.IA	M	11	6,6	6	4,2	3	2,1	20	13
19	M.RS	M	14	8,4	3	2,1	4	2,8	21	13
20	MRS	F	17	10,2	11	7,7	11	7,7	39	26
21	MIA	M	20	12	14	9,8	11	7,7	45	30
22	MAI	M	19	11,4	11	7,7	8	5,6	38	25
23	MRS	M	9	5,4	9	6,3	9	6,3	27	18
24	MY	M	9	5,4	9	6,3	9	6,3	27	18
25	NM	F	20	12	14	9,8	14	9,8	48	32
26	NN	F	11	6,6	8	5,6	6	4,2	25	16
27	NU	F	15	9	6	4,2	5	3,5	26	17
28	NSA	F	17	10,2	8	5,6	4	2,8	29	19

29	NSU	F	16	9,6	11	7,7	11	7,7	38	25
30	QA	F	10	6	7	4,9	5	3,5	22	14
31	RJ	F	19	11,4	3	2,1	11	7,7	33	21
32	SA	F	12	7,2	6	4,2	9	6,3	27	18
33	SS	F	22	13,2	17	11,9	15	10,5	54	36
34	SAS	M	22	13,2	13	9,1	7	4,9	42	27
35	SAF	M	20	12	10	7	5	3,5	35	23
36	SSA	F	10	6	4	2,8	2	1,4	16	10
37	SYM	M	18	10,8	11	7,7	8	5,6	37	24
38	SZI	M	8	4,8	7	4,9	10	7	25	17
39	ZH	F	21	12,6	10	7	5	3,5	36	23
40	ZM	F	9	5,4	3	2,1	3	2,1	15	10
TOTAL			**618**		**383**		**345**		**1346**	**884**

Source: Results of Data Processing

There are 40 students minus 1 in the class. The data in the table above shows that the highest score of total vocabulary is 63 which mean42 point and the lowest score of total vocabulary is 15 which mean 10 point.

2. The Result of Post-Test

Table 4.5: The score and point of vocabulary in the post-test

No	Name	F/M	Score						Total Score of Vocabulary	Total Score of Point
			Noun	Point	Verb	Point	Adj	Point		
1	AH	M	26	16	20	14	27	18,9	73	49
2	AQ	M	24	14,4	20	14	16	11,2	60	40
3	AS	M	20	12	20	14	30	21	70	47
4	AUS	F	42	25,2	50	35	38	26,6	130	87
5	CD	F	47	28,2	36	25,2	36	25,2	119	79
6	CAJ	F	21	12,6	23	16,1	26	18,2	70	47
7	CFM	F	51	30,6	31	21,7	31	21,7	113	74
8	CPBH	F	39	23,4	35	24,5	39	27,3	113	75
9	CUS	F	46	27,6	27	18,9	37	25,9	110	72
10	FM	M	28	16,8	24	16,8	23	16,1	75	50
11	FR	F	37	22,2	23	16,1	27	18,9	87	57
12	HB	M	24	14,4	18	12,6	17	11,9	59	39
13	HI	M	54	32,4	18	12,6	23	16,1	95	59

14	JS	F	45	27	35	24,5	42	29,4	122	81
15	KN	F	42	25,2	33	23,1	42	29,4	117	78
16	M.AM	M	20	12	3	2,1	4	2,8	27	17
17	M.AS	M	22	13,2	25	17,5	28	19,6	75	50
18	M.IA	M	20	12	20	14	18	12,6	58	39
19	M.RS	M	24	14,4	13	9,1	22	15,4	59	39
20	MRS	F	39	23,4	28	19,6	32	22,4	99	65
21	MIA	M	38	22,8	33	23,1	39	27,3	110	73
22	MAI	M	28	16,8	22	15,4	24	16,8	74	49
23	MRS	M	20	12	21	14,7	22	15,4	63	42
24	MY	M	34	20,4	32	22,4	23	16,1	89	59
25	NM	F	37	22,2	23	16,1	32	22,4	92	61
26	NN	F	32	19,2	24	16,8	14	9,8	70	46
27	NU	F	34	20,4	26	18,2	21	14,7	81	53
28	NSA	F	34	20,4	27	18,9	32	22,4	93	62
29	NSU	F	46	27,6	29	20,3	26	18,2	101	66
30	QA	F	20	12	18	12,6	13	9,1	51	34
31	RJ	F	37	22,2	28	19,6	35	24,5	100	66
32	SA	F	20	12	11	7,7	24	16,8	55	37
33	SS	F	68	30	47	32,9	63	35	178	98
34	SAS	M	20	12	20	14	22	15,4	62	41
35	SAF	M	38	22,8	15	10,5	19	13,3	72	47
36	SSA	F	27	16,2	20	14	16	11,2	63	41
37	SYM	M	36	21,6	20	14	21	14,7	77	50
38	SZI	M	34	20,4	22	15,4	31	21,7	87	58
39	ZH	F	27	16,2	28	19,6	28	19,6	83	55
40	ZM	F	23	13,8	10	7	29	20,3	62	41
TOTAL			**1324**		**978**		**1092**		**3394**	**2222**

Source: Results of Data Processing

There are 40 students in the class. The data in the table above shows that the highest score of total vocabulary is 178 which mean 98 point and the lowest score of total vocabulary is 27 which mean 17 point.

a. **Target of Vocabulary Description**

To describe the total students who can answer types of vocabulary as same as or more than 50, it can be seen from the table below:

Table 4.6: The differences between pre-test and post-test in target vocabulary

Names of Vocabulary		Pre	Post
Noun	≥ 50	-	3
Verb	≥ 50	-	1
Adjective	≥ 50	-	1

The target of vocabulary that the researcher gives is 150 which is divided into 50 Noun, 50 Verb and 50 Adjective. From the table above, it can be concluded that in the pre-test, there are no student who can get the target of vocabulary. In the post-test, there are 3 students who can get the target of vocabulary for noun, 1 student for verb and 1 student for adjective.

3. **The Result of Pre-test and Post-test by Using N-Gain**

Introduced by Hake (1998), the normalized gain is a standard measure of the effectiveness of a course for reporting scores on research. To find out the differences of score between pre-test and post-test, the researcher calculates the formula of N-Gain by using Microsoft Office Excel 2007:

$$g = \frac{Xpost - Xpre}{X\,max - Xpre}$$

Table 4.7: The differences between pre-test and post-test by using N-Gain

No	Name	F/M	Pre-test (X)	Post-test (Y)	N-Gain	Ket
1	AH	M	25	49	0,32	Medium
2	AQ	M	24	40	0,2052632	Low

3	AS	M	29	47	0,2535211	Low
4	AUS	F	33	87	0,8029851	High
5	CD	F	42	79	0,637931	Medium
6	CAJ	F	22	47	0,3192308	Medium
7	CFM	F	16	74	0,6904762	Medium
8	CPBH	F	40	75	0,5866667	Medium
9	CUS	F	31	72	0,6	Medium
10	FM	M	22	50	0,3551282	Medium
11	FR	F	17	57	0,4843373	Medium
12	HB	M	24	39	0,1960526	Low
13	HI	M	19	59	0,4901235	Medium
14	JS	F	16	81	0,772619	High
15	KN	F	32	78	0,6720588	Medium
16	M.AM	M	0	17	0,169	Low
17	M.AS	M	17	50	0,4012048	Medium
18	M.IA	M	13	39	0,2942529	Low
19	M.RS	M	13	39	0,2977011	Low
20	MRS	F	26	65	0,5324324	Medium
21	MIA	M	30	73	0,6171429	Medium
22	MAI	M	25	49	0,32	Medium
23	MRS	M	18	42	0,2939024	Low
24	MY	M	18	59	0,4987805	Medium
25	NM	F	32	61	0,4220588	Medium
26	NN	F	16	46	0,3547619	Medium
27	NU	F	17	53	0,4373494	Medium
28	NSA	F	19	62	0,5271605	Medium
29	NSU	F	25	66	0,548	Medium
30	QA	F	14	34	0,2290698	Low
31	RJ	F	21	66	0,5734177	Medium
32	SA	F	18	37	0,2256098	Low
33	SS	F	36	98	0,9671875	High
34	SAS	M	27	41	0,1972603	Low
35	SAF	M	23	47	0,3064935	Medium
36	SSA	F	10	41	0,3488889	Medium
37	SYM	M	24	50	0,3460526	Medium
38	SZI	M	17	58	0,4879518	Medium
39	ZH	F	23	55	0,4207792	Medium
40	ZM	F	10	41	0,3455556	Medium

The highest score for pre-test is 42 and the lowest score is 10, while the highest score for post-test is 98 and the lowest is 17. For N-gain, it can be described on the following table:

Table 4.8: N-Gain Description

No	Gain Interpretation	Total Students
1	High	3
2	Medium	27
3	Low	10

From the table above, it can be explained that there are 3 students in high effectiveness, 27 students in medium effectiveness and 10 students in low effectiveness. Thus, it can be concluded that teaching vocabulary by using cartoon vocabulary of word wall media in the classroom has average in medium effectiveness level of N-Gain.

4. The Result of N-Gain by using SPSS 24

a. The Normality Test

The Normality test is used to find out the normality of data distribution of the study. This test applies *One Sample Shapiro Wilk Test* in processing the data. The result shows in the table below:

Table 4.9: The result of Normality test onthe experimentclass

Tests of Normality

	Shapiro-Wilk		
	Statistic	Df	Sig.
Experiment	,949	40	,068

Based on the table above by using Shapiro-Wilk test, it can be found that each significance value of the data in experimental class is 0,068. The significance is higher than 0,05 (0.068 > 0,05). Thus, H_0 is accepted and the sample of data distributed normally.

b. The Result of t-test

T-test is one method that is needed to find out Hypothesis test. In this research, one sample T-test is used to examine the average value of a single sample of the data. Here is the result:

Table 4.10: The result of t-test on the experimental class

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Experimental	40	,4387	,18601	,02941

The table above shows the criteria of test based on t-test that has an average value of 0.4387.

c. The Result of Hypothesis test

Tabel 4.11: The result of significance on the experimental class

One-Sample Test

	Test Value = 0					
				Mean	95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Difference	Lower	Upper
Experimental	14,917	39	,000	,43871	,3792	,4982

To examine the hypothesis, the 'sig (2-tailed) value' is used. The result of the data above shows that the value of 'sig (2-tailed)' is 0,000 which means < 0,05. Consequently, in this research, the Ho is rejected and H_1 is accepted. Thus, it can

be concluded that the significant result on experimental class by using cartoon vocabulary of word wall media in the classroom has increased.

E. Open-ended Questions Analysis

In this research, some questions are needed to be asked to all students in the class to get clear information based on the second research question about the advantage of cartoon vocabulary technique of word wall media in the classroom. There are seven questions which are asked to 40 students of this study. In this research, the open-ended questions were analyzed through thematic analysis. Holmberg (2017), states that qualitative research produces a lot of text. ***Coding*** is needed to draw conclusions from the data. The students are also coded as 'S.1' for the first student, 'S.2' for the second student and the code goes up to 'S.40' as the last students. Furthermore, here is the result of the open-ended question:

Q1: What makes you hard to learn English?

The first question is asked to investigate about the difficulty of students to learn English language in general. In this question, the researcher concludes five themes for coding based on the students' answer sheet. Each of the numbers can be seen in following below:

1.1 Reading

There are students who give the reason that reading is difficult to learn. Their opinions are reflected from the following quotation:

"*Karena ada kata-kata yang susah dibaca*" (S.1). The another answer is "*Cara membaca kalimat dalam bahasa Inggris*" (S.2).

The same difficulties are also shared by the other students:

> *"Cara membaca dan pengucapannya"* (S.21), and the last is *"Susah cara bacanya, karena apa yang ditulis, beda dengan apa yang dibaca"* (S.33).

As the result, reading is the first problem for the students in learning English. In reading, the researcher gets that many students are difficult to read the English words. They also difficult to read what are written in English because it will different on what they read, especially in pronouncing some words and reading some sentences.

1.2 Vocabulary

There are students who get the difficulty in learning vocabulary. The quotations are:

> *"Sulit menghafal kosa katanya"* (S.10). The other studentsalso says *"Hafal kosa-katanya, bertahan ingatnya cuma beberapa hari, terus lupa lagi"* (S.36), and the last is *"Ada kata-kata yang belum bisa diartikan"* (S. 27).

Vocabulary is the second problem for the students about the difficulty in learning English. In learning vocabulary, many students are difficult to memorize some vocabularies and translate its meaning. The vocabulary can be remembered only for several days, and then the student will forget it. One student also says that he/she can not memorize the types of vocabulary, such as Noun, Verb and Adjective. Here is his/her reason:

> *"Tidak terlalu hafal dalam kata-kata dasarnya, seperti kata kerja, kata sifat dan kata benda dalam bahasa Inggris, dan sulit mengartikannya dalam bahasa Inggris"* (S.11)

1.3 Writing

There are students who answer that writing makes them difficult to learn English. Here are the quotations from students' sheet:

> *"Jika salah menulis itu artinya bakalan berbeda"* (S.18).The another reason is *"Cara menulisnya"* (S.38)

Based on the students' answer above, the researcher can conclude that writing is also a problem in learning English. Writing in English is different than writing in Indonesia because the letter how to write in English will be different on the way how to read.

1.4 Grammar

There are students who get the difficulty in Grammar. Their opinions are reflected from the following quotation:

> *"Cara menyusun kalimat-kalimatnya"* (S.25).The similar reasonsare also be felt by another student: *"Susah mengingat rumus-rumus Grammar nya"* (S.32), and then *"Menurut saya, bahasa Inggris sulit di hafal rumus Grammarnya"* (S.24).

Grammar is also being the reason why the students are difficult to learn English. The students explain that they are difficult in remembering and memorizing the formula of grammar. Then, to arrange some words to be a good sentence is also difficult for them.

1.5 Speaking

There are seven students who answer that they get the difficulty in speaking. Here are their opinions:

"Waktu ngomongnya agak susah karena lidahnya kurang lancar" (S.35).The similar reason is *"saya suka bahasa Inggris, apa lagi dengan orang yang ngomong tu keren. Tapi saya susah ngomongnya"* (S.37).

Some of the students also hard to understand what are people talking about.Here are the respons:

"Sulit untuk memahami pembicaraan seseorang yang sudah lancar berbahasa inggris" (S.6). Another reason is *"Saya suka bahasa inggris, tapi kalau ada orang yang ngomong cepat-cepat, agak susah juga"* (S.31).

Based on the reasons above, it can be explained that some of students like to speak in English, but they are difficult to speak because their tongues are still not smooth. Then, a few of the students also say that they are hard to understand what are people talking about, especially those who speak English quickly and fluently.

Q2: Is the cartoon vocabulary technique of word wall media one of the methods that teacher has ever been used in the class?

The second question is asked whether the cartoon vocabulary technique of word wall media has ever been applied by their English teacher in the class or not. Based on students' answer, the researcher concludes two themes for coding. Here is the result:

2.1 Yes, the method has ever been aplied

Based on the result, there are students who say that cartoon vocabulary technique of word wall media has ever been applied. Their opinions are reflected from the following quotation:

"Iya, metode ini merupakan salah satu metode yang pernah digunakan oleh guru" (S.15).The other reasonsare: *"Ya, tapi dulu waktu SD"* (S.25), and then *"Ada, tapi pakai layar"* (S.29).

From the answers, some of students write that this method has ever been applied. One student gives the reason that his/her teacher usually uses a step screen (infocus) to show some pictures. The other reasons show that this method has ever been applied in their classroom at elementary school and by the researcher recently.

2.2 No, the method has not been applied

As the result, some students say that cartoon vocabulary technique of word wall media has not applied yet. The reasons can be seen from the following quotation:

"Tidak pernah, guru disekolah tidak pernah mengajarkan dengan cara seperti itu" (S.10). The other similar answers are: *"Belum belajar vocabulary"* (S.30),and then *"Tidak, karena masih belajar dialog"* (S.32).

From the reason, many students answer that the teacher in their class has not applied this method yet in the classroom. Some of them give reason that they have not learned vocabulary yet, and the method which teacher has applied in the class is more in dialogue.

Q3: Is learning vocabulary by using cartoon vocabulary technique of word wall easier to understand? Why?

The third question is asked to 40 students because it is important based on the second research question about the advantages by using cartoon vocabulary technique of wor wall media in the classroom, so, the researcher wants to know

whether during the teaching and learning activities by using this method can help the students more understand about vocabulary and its types or not. The students must give their reason here to get clear explanation. From the answers, all students say "yes", learning vocabulary by using this method is easy to understand. Here are the themes of student's answer:

3.1 Using picture (Cartoon)

There are students who say that using pictures help them in understanding the vocabulary easily. Their reasons opinions are reflected from the following quotation:

> *"Ya, karena cartoon vocabulary mengunakan gambar yang dapat lebih mudah kita pahami"* (S.21).The other answers are: *"Ya, karena lucu-lucu kartunnya"* (S.25),and *"Iya, suka sama gambarnya yang unik-unik, jadi langsung tau artinya"* (S.38).

The reasons above show that most students give the answer in learning vocabulary using cartoon vocabulary of word wall is easy to understand because they can look at the picture on the wall. Besides that, a few students give similar answers that there are the types of vocabulary such as Noun, Verb and Adjective are mention under the cartoon, so, they understand and easy to differentiate those. The students can also remember easily by seeing the picture on the wall if they forget the vocabulary.

> *"Iya, karena dapat langsung paham dengan kata kerja, sifat, dan benda yang ada pada gambar, dan lebih mudah untuk mengingat"* (S.11) *and "Iya, karena ada gambar, terus dibawahnya langsung ada kosa-kata bahasa Inggrisnya"* (S.30)

As information, in the last time of the class, the researcher also adds another question about **"which one is easier between shows the cartoon or only**

the words which is displied on the wall". That question is important for the researcher to know which one is better. The students explain that is easier by sticking the cartoon rather than only some words.

One student also says that she/he has just known that colour, shape and size are Adjective. Moreover, by sticking this media on the wall of classroom can increase their vocabulary by seeing it always.

3.2 Understanding the meaning of vocabulary

There arestudents who say that they can understand the meaning of vocabulary easily. Here are their opinions:

> *"Iya, karena tanpa mencari artinya, kita sudah tau dengan melihat gambar yang ada di cartoon vocabulary"* (S.9)and *"Ya, saya suka dan paham karena ada gambarnya, gak usah diartikan kedalam bahasa Indonesia sudah tau apa arti atau maksudnya"* (S.26).

From the students' answers, it can be analyze that this method is easy for the students in understanding the meaning of vocabulary. The reason has been proven that without finding the meaning into Indonesia language on dictionary, they know and understand what the meaning is by seeing the cartoon on the wall. In the other words, the cartoon has explained the meaning itself.

3.3 Easy to read

In this theme, a few students say that this method is easy to read. Their opinions are shown from the following quotation:

> *"Tentu, karena dengan melihat gambar dan mambacanya maka pelajaran akan lebih mudah dipahami"* (S.8).The similar answer is *"Ya, karena mudah dibaca dan diingat"* (S.33).

As in the first question, reading is one of problems for the students in learning vocabulary. As the result, a few students says that this method help them in reading. Sticking the cartoon vocabulary on their wall of classroom from several days to several weeks can make the students read it everyday when they need it. If the students forget the vocabulary, they can read it again whenever they want. In addition, the lesson is also easy to be understood and to be remembered.

3.4 Increasing the vocabulary

There are some students who answer that this method has increased their vocabulary. Here are the opinions:

> *"Iya, karena media ini dapat menambah kata-kata bahasa Inggris saya"* (S.15) *and "Mudah, karena dengan mempelajari seperti itu kita akan mudah menguasainya"* (S.16).

From the students' reason, this method helps them to increase their vocabularies. The students can add many vocabularies that they do not know before in fast. Also, the types of vocabulary can be understood easily because the sign of Noun, Verb and Adjective is written beside the vocabulary. One student also says that she/he has just known that colour, shape and size are Adjective. In short, beside the students can increase their vocabularies, they also understand about its types.

> *"Ya, karena dengan metode itu, saya sudah paham mana kata benda, kata kerja dan sifat"* (S.27).The another similar reason is *"Iya, karena metode ini saya jadi tau kalau warna, ukuran dan bentuk adalah kata sifat"* (S.35).

Moreover, by sticking this media on the wall of the classroom can increase student's vocabulary by seeing it always.

Q4: Does learning by using cartoon vocabulary technique of word wall makes you are faster in remembering the vocabulary? Give the reason!

The fourth question is pointed to know about the students' memory in remembering the vocabulary after the researcher applies the treatment. To investigate the answers, all of the students must give their reason and opinion. In this question, the researcher concludes that almost all of the students answer "yes, this method makes faster in remembering" while a few students say "as usual" without give any reason. For students who say "yes", the reasons will be shown on the following below:

4.1 Using Picture (Cartoon Vocabulary)

In this theme, almost all students say that this method is faster in remembering vocabularies. Here are some of the reasons:

"Cepat, karena ketika melihat kartun seperti itu kita jadi mengingat dengan sendirinya" (S.16).The other reasons are: *"Ya, karena saya dapat mengingatnya dengan media gambar yang lucu"* (S.17) *and "Cepat, karena teringat gambarnya"* (S.26).
Using picture is fast to guess. The reasonsare:

"Benar, karena dengan metode ini, saya dapat melihat apa yang sedang diperbuat oleh gambar, dan langsung bisa menebak dan dapat mengingat vocabulary tersebut" (S.11),and then*"Iya, karena dengan lihat gambar, jadi bisa menebak langsung dan mengingat artinya"* (S.39).

The picture is also easy to be seen. Here are the reasons:

"Cepat, karena dengan cara tersebut kita tinggal melihat gambar kartun tersebut dan dengan sendirinya kita bisa mengingat vocabulary nya" (S.18).The similar reason is *"Cepat, karena kalau lupa lagi, tinggal lihat lagi gambar dan kosa-kata nya"* (S.34).

Based on reasons above about students' memory in remembering the vocabulary, it can be investigated that using picture is faster to remember because

the cartoon is displied on the wall with the vocabulary and its types inside. The picture also shows a cute cartoon which includes a daily vocabulary. Beside that, cartoon helps the students to guess directly what the cartoon is tell about, and then they can remember the vocabulary and its meaning. Furthermore, the cartoon is also easy to be seen in terms of if the students have forgot some vocabularies, they can look again at the picture on the wall.

4.2 Useful in Students' English Knowledge

There are a few students who say that this method is useful for their English knowledge. The reasons are:

"Iya, karena metode ini sangat bermanfaat bagi pengetahuan bahasa Inggris saya" (S.15).Another reason is *"Mudah mengingat, karena ketika melihat orang sakit kita tau apa bahasa inggrisnya"* (S.4).

One other remaining student also practices this treatment on his/her room with the reason it will be easy and fast to remember because every time she/he enters the room, many vocabularies will be seen by it.

"Iya, lebih cepat, dan sudah saya terapkan dikamar supaya setiap masuk ke kamar jadi terlihat kosa-kata yang ditempel" (S.32).

Based on the explanation and the reason above, the researcher finds that this method is useful for them who want to increase their English knowledge. One of the students gives interesting answer that when she/he look to someone who is sick, she/he know what will going to say because that words have ever been shown on the wall. The researcher gets that the words which she/he means is the words "get well soon". And now, those words are useful for her/him. Moreover,

this method is also useful to be practicedon the wall of the students' room in their house.

4.3 Sticking

There are a few students who say that sticking is help students in learning vocabulary. Here are the reasons:

> *"Iya, karena kadang-kadang waktu mau lihat kosa kata, langsung teringat gambar yang ditempel"* (S.27). The similar answer is *"lumayan diingat karena ditempel di dinding kelas"* (S.33).

Sticking is interesting way for students to learn vocabulary. Most students feel interest and anthusiasm when stick cartoon on the wall. Sticking is run well during teaching learning process, especially when the students matching the cartoon into the right word of vocabulary. Besides interesting, sticking the cartoon vcabulary on the wall is easier to remember rather than memorize.

> *"Iya, karena dengan ditempel gitu lebih cepat diingat dibandingkan menghafal"* (S.35).

Q5: Do you find any trouble when the cartoon vocabulary technique of word wall media is applied in your classroom?

The fifth question is asked to understand about the difficulty that occurs on the students during the method is applying in the class. Based on students's answer sheet, there are two points that the researcher can conclude. First point isa few students say "there is any difficulty", and the last point is almost all students say "there is no difficulty". Furthermore, it will be explained as the following:

5.1 There is any difficulty

For the students who answer cartoon vocabulary of word wall has difficulty, the researcher concludes some reasons from that. Here are the reasons:

5.1.1 Hard to read

"Ada, karena ada juga kata-kata yang susah dibaca" (S.1)

5.1.2 Some media can not be seen clearly

"Ada, karena saya duduk dibelakang, jadi ada tulisan yang tidak terlalu nampak" (S.25).Another reason is *"Ada, sebagian gambarnya kurang kelihatan"* (S.33).

5.1.3 There is any picture that difficult to guess

"Iya, karena ada juga gambar yang tidak bisa ditebak" (S.28)

5.1.4 Confusion

"Iya, karena terkadang metode ini membuat saya pusing" (S.12)

Based on students' answers about some problems during teaching learning process, the researcher concludes that there are some words which are difficult to read. For the student who sits behind, some part of the pictures and the written cannot be seen clearly. Then, one student states that sometime the words are confuse.

5.2 There is no difficulty

Most of the student answer that cartoon vocabulary of word wall has no difficulty. Here are the reasons that researcher gets based on students' answer sheet:

5.2.1 Using Pictures

"Tidak, karena ada gambar yang menjelaskan apa yang dimaksud" (S.3).Another reason is *"Tidak, karena belajarnya sambil bermain, dan gambar kartunnya lucu-lucu"* (S.9).

5.2.2 Interesting

"Tidak, karena belajar vocabulary itu menyenangkan" (S.5).The similar reason is *"Belum pernah, bahkan metode ini sangat seru dan menyenangkan"* (S.26).

5.2.3 Easy to understand

"Tidak, karena guru yang menerapkannya begitu jelas, sehingga kami mudah memahami vocabulary" (S.7).Another reason is *"Tidak, karena belajar dengan cara tersebut lebih mudah dipahami"* (S.10).

5.2.4 Easy to remember

"Tidak, karena vocabulary technique sangat mudah diingat" (S.15).The similar reason is *"Tidak ada, karena kita menjadi mudah dalam mengingatnya"* (S.16).

5.2.5 Sticking

"Tidak ada kesulitan, karena ruangan kelas jadi cantik dengan ditempelkan vocabulary yang ada gambar cartoon nya" (S.32),and then *"Tidak, karena belajarnya sambil nempel-nempel dan bermain"* (S.40).

Another one additional opinion:

"Tidak ada, karena setiap masuk kelas, bisa lihat gambar dan kosa-kata yang ditempel, jadi nambah lagi kosa-katanya" (S.38).

From the result, almost of the students answer "there is no difficulty", in terms of cartoon vocabulary of word wall is interest, easy to understand and to remember. The cartoons are cute and also this technique is applied while playing inside a game. In addition, the wall of students' classroom becomes more beautiful.

Q6: Do you feel the benefit after studying vocabulary by using cartoon vocabulary technique of word wall media?

In this question, 39 students say "Yes", there is an advantage, but only one student who say "No" without gives any reason. For the students who say "Yes", the researcher gets five advantages that will be shown in following below:

6.1 The Vocabulary has Increased

There are some students who say their vocabulary has increased. Here are their reasons:

> *"Ya, dengan adanya metode ini, ilmu tentang vocabulary saya semakin banyak"* (S.17). *The other reasons are "Ada, saya dapat lebih tahu tentang kata-kata dalam bahasa Inggris, yang sebelumnya tidak pernah saya ketahui"* (S.21).

From the students' reason above, the researcher gets that one of the advantages after using this method is the students' can increase their vocabulary. They also can add the new words in English that they do not know before.

6.2 The Pictures Give Some Motivations

There are a few students who state that this method has given some motivations for them. The reasons are:

> *"Ada, gambarnya sangat bermanfaat untuk diingat, bahkan ada gambar yang memberikan semangat"* (S.37).The similar reason is "*Iya, karena bukan cuma satu vocabulary aja yang ditampilkan, tapi ada juga beberapa kalimat motivasi yang ada pada gambar"* (S.38).

The second advantage that researcher finds is the pictures are useful to be remembered. The cartoon vocabulary of word wall also gives the students' some motivation which is shown by the cartoon. In the other words, some cartoons

show the motivation's words that can motivate the students to learn vocabulary interestingly.

6.3 This Method Could be Practiced at Home

There are a few students who say they have practiced this method in their home. Here are the reasons:

"Bermanfaat dan sudah saya ikuti dirumah supaya bisa melihat vocabulary yang lupa" (S.31).the similar answer is *"Iya, karena bisa juga dipraktekkan dirumah"*(S.36).

Based on the reasons above, the researcher gets the third advantage on this method. The advantage is a few students have practiced this method at their room. In the other words, they get an inspiration to apply the method on the wall of their room.

6.4 Understanding the Types of Vocabulary

There is a student who say cartoon vocabulary of word wall help his/her in understanding the types of vocabulary. Here is the answer:

"Iya, karena saya sudah paham apa itu Noun, Verb dan Adjective" (S.39).

The last advantage that can be found by the researcher on cartoon vocabulary technique of word wall media is this method help the student to understand the types of vocabulary. This statement has been proven that in the pre-test, many students are difficult to find out the types of vocabulary in Adjective and Verb. And now, many students understand about Noun, Verb and Adjective.

Q7: How do you feel during this cartoon vocabulary technique of word wall media is applied in 4 meetings? Is there any unpleasant encounter?

The last question is intended to know what the students' feeling in the fourth meetings during the researcher applies the treatment. Based on students' answer, the researcher gets three points in their feeling. In the first point, there are a few students who answer "there is any unpleasant encounter". In the second point, there are some students who answer "as usual", and the last point, many students answer "all meetings are pleasant". For the students' opinions, it can be explained from the following below:

7.1 There is Any Unpleasant Encounter

For the students who find any problem in each of the meetings. The researcher concludes some reasons from that. Here are the reasons:

7.1.1 Noisy

"Tidak ada, hanya ada salah satu pertemuan yang terlalu ribut karena ada bermain game nya" (S.32).One student also gives similar reason, *"Senang, ada karena agak ribut"* (S.34).

7.1.2 Problem in Sticking

"Semua pertemuan menyenangkan, tapi saya tidak kebagian nempel di dinding" (S.27).

Based on the reason above, it can be understood that although a few students feel happy in all meetings, but they also finds any problem in each of the meetings. In the other words, there is a meeting which is less comfortable, one of the students says that she/he does not have a chance to stick the paper of cartoon on the big paper, and two students say sometimes the situation is noisy.

7.2 As Usual

There are some students who say that each of the meetings is as usual. Here are their answers:

"*Biasa saja, tidak*" (S.1).The other similar answers are "*Biasa saja, semuanya menyenangkan*" (S.36), and "*Perasaan saya biasa saja, tidak*" (S.7).

Based on the answers above, it can be explained that the students do not get any unpleasant encounter, which mean, all meetings are good for them, they feel happy and comfortable. Yet, those students feel the course is "as usual" without give any specific reason.

7.3 All Meetings are Pleasant

Most students answer that all meetings are pleasant. Their opinions are reflected from the following quotation:

7.3.1 Happy and comfortable

"*Senang!, tidak ada, karena selama 4 kali pertemuan, kami banyak mengetahui tentang vocabulary*" (S.7).The another reason is "*Selama 4 kali pertemuan, saya merasa senang dan tidak ada pertemuan yang tidak menyenangkan*" (S.9).

7.3.2 Interesting

"*Tidak, karena selama pertemuan ini sangat seru*" (S.28).The similar reason is "*Tidak, semuanya sangat seru. Terimakasih telah mengajari kami*" (S.24).

7.3.3 Spirit

"*Senang, karena dengan ditempelkan cartoon dan kata didalam kelas, saya jadi semangat untuk belajar bahasa Inggris*" (S.25).

7.3.4 Playing while Learning

"*Tidak ada pertemuan yang tidak menyenangkan, karena bisa bermain sambil belajar*" (S.16). The another reason is"*Tidak, semuanya sangat seru,*

apalagi dibagian menebak kosa-kata, kemudian ditempelkan pada gambar yang cocok" (S.40).

7.3.5 The Vocabulary has Increased

"Senang!, tidak ada, karena selama 4 kali pertemuan, kami banyak mengetahui tentang vocabulary" (S.7).The another similar reason is *"Senang. Tidak ada, karena bisa banyak mengetahui tentang vocabulary"* (S.18).

From the students' reasons, almost of them say that they feel happy, comfortable and interest in all of the meetings. For the students who feel happy, the reasons are because they get many vocabularies, easy to remember and memorize, can play while learning, and then go to the wall and stick the cartoon's picture, especially in guessing the vocabulary and its types before stick it on the big paper.

Based on all of the answers from the seven questions above, it can be concluded that English is difficult for almost of the students in class VIII-1. One of the reasons is because of lack in the vocabulary's knowledge. Then, they choose to learn vocabulary by memorizing and keep repeating it for several times. Cartoon is one method that can help students to understand and remember vocabulary although there is a weakness such as less visible for the students who sit behind. Cartoon is also useful for students to be applied on the wall of their room.

F. Discussion

The aim of this research is to investigate the use cartoon vocabulary technique of word wall media in increasing students' vocabulary learning by analyzing the quantitative data and to find out the advantages through its method

by analyzing the qualitative data. For the first research question, the researcher categorizes the target and point of vocabulary that could be seen in the table 4.3. In the result of pre-test, there is no student who gets the target, but there are 3 students who can get the target of vocabulary for noun, 1 student for verb and 1 student for adjective. The researcher also uses N-gain to investigate the differences between pre-test and post-test for each student that could be seen in the table 4.7. For the result, many students get an average at $0,3 \quad g < 0,7$ (medium effectiveness). Next, to know the different is significant or not, it has been shown in SPSS analysis. The result shows that the value of 'sig (2-tailed)' is 0,000 which means $< 0,05$. In short, it can be summarized that cartoon vocabulary technique of word wall media can increase students' vocabulary learning.

For the second research question, the answer could be analyzed through open-ended questions. From the students' answers, there are many advantages by using cartoon vocabulary technique of word wall media in the classroom. The advantages can be found on the 3rd 4^{th,} 6th and the last question. Those are found that this method is easier to remember because the cartoon is displied on the wall with the vocabulary and its type inside. Then, that is easy to understand because they can look at the picure on the wall. Next, by using this method, the students' vocabularies have increased and get the new vocabulary. The last, the atmosphere in the class is interesting. Beside that, this method gives an inspiration to the students to stick it on their room.

From the explanation above, it can be understood that using cartoon vocabulary technique of word wall media can increase students' vocabulary learning and create interesting situation in learning activity. The effectiveness has also been done by three previous researchers as explained in chapter two. However, beside an advantage, there is also a weakness in every method. This method has shown a shortcoming such as the vocabulary cannot be seen clearly for the students who sit behind.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The main purpose of this research is to investigate whether cartoon vocabulary technique of word wall media is effective to increase students' vocabulary learning in the classroom, andalso to find out student's perception about the advantages of this method. After the researcher applies the method in the class, the students gain $0,3 \leq g < 0,7$ (medium effectiveness) for the average score, and five students also reach the target vocabulary that the researcher gives for each vocabulary type. Then, the significance is 0,068 and it is higher than 0,05, so that H_0 is accepted and the sample of data distributed normally. The next is to answers the first hypothesis, the value of 'sig (2-tailed)' is 0,000 that mean is smaller than 0,05. Thus, Ho is rejected and H_1 is accepted. Based on the result, the hypothesis clarifies that cartoon vocabulary technique of word wall media can increase students' vocabulary learning.

Based on the result of finding the advantages of method, the researcher concludes that most students feel happy and interest in learning vocabulary. Moreover, most students also say that this method is easy to understand and remember because the cartoon vocabulary and its type are stuck on the wall for several days. Besides the vocabulary, this method also gives a good impact on other English skills, such as reading and writing.

B. Suggestion

Based on the conclusion above, the researcher would like to give some suggestions for teachers and the next researchers.The researcher hopes that cartoon vocabulary of word wall media could be helpful for students in increasing their vocabulary learning.Then, the researcher recommends that there are some vocabularies could be stuck on the wall of classroom to make the students remember the vocabulary if they have forgotten it. The teachers also can add some pictures, those could be cartoon as the researcher have applied, or other techniques such as comic strip, real image or something that can be drew by coloring. In the other word, those could be supported for vocabulary. For more attractive, the teachers can add another idea to attract students' interest.

The researcher hopes that this research can be a reference to teachers who want to teach the students about vocabulary, especially in helping students' memory. For students, the researcher hopes this method can motivate them to apply it on their own room, because that is more useful for student who wants to add his/her vocabulary. The researcher also hopes that this research would help the next researcher to do the research on the same case.

REFERENCES

Aboutcom. (2017). *Aboutcom Education*. Retrieved 12 April, 2017, from http://k6educators.about.com/od/educationglossary/g/gwordwalls.htm

Alison, M., & Susan, M.G. (2005*). Second Language Research: Methodology and Design*. Marwah, New Jersey, London

Anggriani, A. D. (2008). *The Use of Cartoon to Improve Students' Vocabulary at MIM Srebegan,* 3. Retrieved 15 June, 2017, from http://eprints.ums.ac.id/2430/

Arikunto, S. (2002).*Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT Rineka Cipta

Barker. C, Pistrang. N, & Elliot, R. (2002). *Research Methods in Clinical Psychology, An Introduction for Students and Practicioners, Second Edition*. England: John Wiley & Sons, Ltd

Brown, D. 2004. *Language Assessment Principles and Classroom Practices.*Longman: the United States of America.

Bryant, M. (2015) "History Today." *The First Cartoon*, vol. 55, no. 11, Nov. From www.historytoday.com/mark-bryant/%E2%80%98-first-cartoon%E2%80%99.

Burchers, S. (2013). *Vocabulary Cartoons SAT Word Power.* Library of Congress Catalog: the United States of America

Businessdictionarycom. (2017). *BusinessDictionarycom*. Retrieved 6 June, 2017. From http://www.businessdictionary.com/definition/researchdesign.html

Cunningham, P. M.,& Allington, R. L. (1999). *Classrooms that work: They can all read and write.* New York: Addison-Wesley Educational Publishers, Inc.

Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data: complementary research strategies*. SagePublications.

Decarrico, J.S. (2001). *Vocabulary learning and Teaching.*Boston: Heinle

Dewi, N. (2012). *Improving Students' Vocabulary Mastery through Word Wall* (Master's thesis, English Department of Education Faculty State Islamic Studies Islamic Institute (STAIN) Salatiga). Salatiga.

Dudley, M. (2004). *Vocabulary building: Sometimes less is more*. In G. Tomkins & C.Blanchfield (Eds.), *Teaching vocabulary: 50 creative strategies, grades K-12.* Upper Saddle River, NJ: Pearson.

Dykes, F., & Thomas, S. (2010). *Strategies for every teacher's tool box*. Principal Leadership

Erin L. (2011). *Interactive Word Walls and Students Perceptions of Vocabulary*. (Thesis). San Marcos: Texas State University. Retrieved April 12, 2017, from http://jurnal.unimed.ac.id/2012/index.php/jelt/article/view/920/272

Fahmi, M. R. (2014). *The Influence of Short Message Service (SMS) on Students' Vocabulary: a Study at MAN Model Banda Aceh.* (Thesis). Darussalam: Universtas Islam Negeri Ar-Raniry.

Firawati, (2004).*Teaching Vocabulary trough Pictures.*(Thesis). Makassar: FKIP Unismuh.

Fauziati, E. 2008. *Teaching of English as a Foreign Language (TEFL)*.Surakarta: Muhammadiyah University Press.

Fortin, Catherine. (2009). *Teaching Languages: Using a Word Wall in Language Study*. From http://languagestudy.suite101.com/article

Gains, R., & Redman, S. (1986). *Workingwith Words.*America: Cambridge University Press.

Ganz, J. (2008). *Word morphology as a strategy for vocabulary instruction*. Ohio Reading Teacher.

Givón, T. (1993). *English grammar: a function-based introduction* (Vol. 1). Amsterdam: John Benjamins.

Green, (1993).*Teaching Vocabulary with Word Wall.* New York.

Gursky, K. (1999)*Interactive Word Walls,* California. Retrieved March 20, 2017, from http://www.theschoolbell.com/links/wordwalls/words.html

Hake, R. R. (1999). *Analyszing Change/Gain Score Woodland Hills*. Dept.of Physics: Indiana University. [Online]. Retrieved October 30, from http://physic.indiana.edu/sdi/analyzing. Change-Gain: pdf.

Hamilton. (2014). *Cartoon-Comic History*. Retrieved Februari 04, from https://www.slideshare.net/kehamilt/cartoon-comichistory.

Heyman, J (1998). *Questionnaire Design: An Ecpert Approach*. Austin: University of Texas. Retrieved November 28, from www.infosurv.com: pdf

Holmberg, N, (2017). *Best Practices for Coding Open-ended Questions.* Retrieved December 08, from http://blog.getthematic.com/blog/coding-open-ended-questions

Hornby, A. S. (1987). *Oxford Advanced Learner's Dictionary of Current English*. Great Britain: Oxford University Press.

Jennifer, W. (2009).*The Basic Word Wall.*(Article, Vol 1). Retrieved August 23, 2010 from http://www.Suite101.com/content/the-basic-of-a-word-wall-a 178812.

Jerry. (2010). *Instructional Strategy Teaching Word Wall*. New York

Kim, D., & Gilman, D. *Effects of Text, Audio, and Graphic Aids in Multimedia Instruction for Vocabulary Learning*. Educational Technology & Society. (USA : Indiana State University, 2008) 11(3)

Kenney, Z. (n.d.). Vocabulary Building Strategies by Vocabulary Cartoons. Retrieved April 17, 2017, from http://www.vocabularycartoons.com/

Laksana, H. K. (1993). *Kamus Linguistik*, Jakarta: PT Gramedia Pustaka Utama

Leni, (2006).*Teaching Voca*bulary *Through Pictures To Kindergarden Students.* Thesis Jakarta :Fakultas Tarbiah.Syarif Hidayatullah.

McCarthy, M. (1990).*Vocabulary*. Oxford: Oxford University Press.

McNeal, K. (2004). Mastering words: Making the most of a word wall. In G. Tomkins & C. Blanchfield (Eds.), *Teaching vocabulary: 50 creative strategies, grades K-12* (pp. 6-9). Upper Saddle River, NJ: Pearson.

Meriamwebster. (n.d.). *Learners' Dictionary*. Retrieved June 18, 2017, from http://www.learnersdictionary.com/definition/cartoon

Miles, M.B., &Huberman, A.M. (1994). *Qualitative data analysis: an expanded sourcebook*. Sage Publications.

Mukti, P. A. (2012). *Improving Students' Vocabulary Mastery Using Cartoon Films* (Master's thesis, English Education Department Teacher Training and Education Faculty Sebelas Maret) University Surakarta: Surakarta.

Nation, I. S.P. (2001).*Learning Vocabulary in anotherLanguage*. Cambridge: Cambridge University Press.

Nunan, D. (1991). *Second Language Teaching and Learning*. Boston: International Thomson Publisher Company.

Paterson, K. (2005). *Grammar Spectrum*. Oxford: Oxford University Press.

Paulson, H. (2008)*"Cartoonist":The Henry Poulson Comics and Cartoons*: n. page. Web. 15 May 2017.

Perwitasari, I. A. (2012). *Improving Students' Vocabulary by Using Cartoon for the Fourth Grade Students of SDN Ngemplak 01 Kartasura in 2011/2012 Academic Year*. Retrieved April 19, 2017, from http://eprints.ums.ac.id/19762/

Petter,(1985).*Technique in Teaching Vocabulary.*Oxford University Press.

Popping, R (2008). *Analyzing open-ended questions by means of text analysis procedures.* Michigan: University of Michigan.

Realisticdiplomas. (2017). *The History of Cartoon.* Retrieved February 06, 2018 from http://www.realisticdiplomas.com/custom.aspx?id=153

Rycik, M. (2002).*How Primary Teachers are Using Word Walls to Teach Literacy Strategies*. Retrieved August 09, 2009 from http://findarticles.com/p/articles/mi_qa4064/is_200207/ai_n9098510/?tag=rbxcra.2.a44

Siska, N. (2011). *The Influence of Using Word Wall Toward Students' Vocabulary Mastery at MTS Al-Furqan Dumai* (Master's thesis, Islamic University of Sultan Syarif Kasim Riau,) (p. 65). Pekan Baru. doi:http://repository.uin-suska.ac.id/354/1/2011_2011817.pdf

Southerland, L. (2011). *The effects of using interactive word walls to teach vocabulary to middle school students* (Unpublished master's thesis). University of North Florida. doi:http://digitalcommons.unf.edu/etd/390

Sowell, E. (2001).*Educational Research*. Copyright 2001

Sudjana, (2002). *Metode Statistika*. Bandung: Tarsito.

Sudjana, N., &Rivai, A. (2007). *Media Pengajaran*. Bandung: Sinar Baru Algensindo.

Sugiyono, (2008).*Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV Alfabeta.

Sutrisno, H. (2004). *Methodology Research-I*.Yogyakarta: ANDI

Wallace., &Michael, J. (1989). *Teaching Vocabulary.*New York ELBS: Oxford University Press.

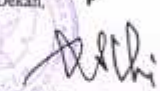Wijana, P. D. I. (2004). *Kartun.* Yogyakarta: Ombak.

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nom Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelo Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menja UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Ranh Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam N Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menera Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang ke Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan :
Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Kegu UIN Ar-Raniry Tanggal 2 Desember 2016

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk Saudara:
1. Habiburrahim, S.Ag, M.Com, MS, Ph.D   Sebagai Pembimbing Pertama
2. Abdul Manar, M.Hum   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Riska Wahida**
NIM : **231324302**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Increasing Students' Vocabulary Learning through Using Cartoon Vocabulary Technique of Wordwall Media in The Classroom**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 5 Desember 2016
An. Rektor
Dekan,

Dr. Mujiburrahman, M. Ag
NIP. 19710908200112 1001

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : B-6432/Un.08/TU-FTK/ TL.00/08/2017
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

04 Agustus 2017

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Riska Wahida
N I M	: 231 324 302
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: VIII
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
A l a m a t	: Cot Mesjid, Lueng Bata - Banda Aceh

Untuk mengumpulkan data pada:

MTsN 2 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Increasing Students' Vocabulary Learning through Using Cartoon Vocabulary Technique of Word Wall Media in The Classroom

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

Said Farzah Ali

Kode 7592

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
MADRASAH TSANAWIYAH NEGERI 2 BANDA ACEH
Jln. Tgk. Imeum Lueng Bata, Banda Aceh-23247
Telp. (0651)34186; e-mail : mtsn.bandaaceh2@gmail.com

NSM	1	2	1	1	1	1	7	1	0	0	0	2

SURAT KETERANGAN
Nomor : B-502/Mts.01.07.2/TL.00/09/2017

Kepala Madrasah Tsanawiyah Negeri 2 Banda Aceh, dengan ini menerangkan bahwa :

Nama   : RISKA WAHIDA
NIM   : 231324302
Program Studi   : Pendidikan Bahasa Inggris

Benar yang namanya tersebut di atas telah mengadakan penelitian pada MTsN 2 Banda Aceh pada tanggal 12 s/d 23 Agustus 2017 dalam rangka memenuhi persyaratan bahan penulisan Skripsi sebagai salah satu syarat untuk menyelesaikan Studi pada UIN Ar-Raniry Banda Aceh dengan judul :

"INCREASING STUDENTS' VOCABULARY LEARNING THROUGH USING CARTOON VOCABULARY TECHNIQUE OF WORD WALL MEDIA IN THE CALSSROOM"

Demikian surat keterangan penelitian ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Banda Aceh, 25 September 2017
Kepala,

Drs. Ferdial
NIP. 19650304 200003 1 009

Lesson Plans

Sekolah	: MTsN 2 Banda Aceh
Matapelajaran	: BahasaInggris
Kelas/Semester	: VIII/ I
MateriPokok	: Teks lisan dan tulis untuk menanyakan dan menyatakan sifat orang, binatang, dan benda
AlokasiWaktu	: 8 JP (4xpertemuan)

A. Kompetensiinti (KI)

KI   Menghayati dan mengamalkan ajaran agama yang dianutnya

KI2   Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, respon sif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI3   Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KompetensiDasar (KD)

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

1.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikatif fungsional.

3.7 Memahami fungsi sosial, struktur teks, dan unsure kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunannya

4.8 Menyusun lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.

C. IndikatorPencapaianMateri

1.1 Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional

1.2 Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi fungsional secara konsisten

3.7.1 Mengidentifikasi kata sifat yang terdapat pada orang, binatang, dan benda

3.7.2 Merespon pertanyaan tentang sifat orang, binatang dan benda

4.8.1 Menggunakan kata Tanya untuk menanyakan sifat orang, binatang dan benda dengan benar

4.8.2 Menulis kata untuk menyatakan dan menanyakan sifat orang, binatang, dan benda dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks

D. TujuanPembelajaran

Pada akhir pembelajaran, siswa mampu meningkatkan vocabulary serta dapat membedakan Noun, Verb dan Adjective dengan baik dan benar yang *dilandasi sikap jujur, disiplin, percaya diri, dan bertanggung jawab*.

E. MateriPembelajaran (RinciandariMateriPokok)

a.	Fungsi sosial	:	Mengidentifikasi, mengenalkan, memuji dan mengagumi
b.	Struktur teks	:	a. Noun b. Verb c. Adjective

Unsur kebahasaan :

1. Kata tanya: What? Which? How?
2. Kata benda, kata kerja dan kata sifat yang sering ditemukan di lokasi yang terkait
3. Kata ganti: It, they, this, that, those, these
4. Ucapan, tekanan kata, intonasi, ejaan, dan tulis tangan

F. MetodePembelajaran

Pendekatan   : Scientific Approach

Metode   : Cooperative Learning

Media   : Gambar, kertas karton, kertas HVS

Sumber   : Buku Bergambar, Internet

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Kesatu

a. Pendahuluan/ Kegiatan awal (5 menit)

- Salam, tegur sapa dan do'a

- Mengabsen siswa

- Menunjukkan tujuan pembelajaran

- Guru memberikan motivasi tentang pentingnya belajar bahasa Inggris dengan mengetahui vocabulary-nya terlebih dahulu untuk meningkatkan semangat siswa dalam belajar

b. Kegiatan Inti (33 menit)

Langkah Pembelajaran	Kegiatan Pembelajaran
Observing (20 menit)	• Guru memberikan lembaran pre-test kepada murid untuk mengetahui jumlah vocabulary yang diketahui murid
Questioning (Di dalam menit observing)	• Guru bertanya kepada murid tentang kesulitan mereka dalam menemukan tipe-tipe vocabulary
Experimenting (10 menit)	• Guru memperlihatkan sebuah gambar dari cartoon kepada murid • Guru meminta setiap kelompok untuk menemukan vocabulary apa saja yang terdapat pada gambar tersebut
Associating (dalam menit experiment)	• Guru berkeliling di setiap kelompok dan murid dapat bertanya mengenai sesuatu yang tidak dipahami dari gambar cartoon tersebut
Communicating (3 menit)	• Guru menjelaskan tentang vocabulary yang terdapat pada gambar

c. Kegiatan Penutup (2 menit)

- Guru member penegasan terhadap materi pembelajaran
- Guru meminta siswa menyimpulkan topic pembelajaran
- Salam penutup

2. PertemuanKedua

a. Pendahuluan/ Kegiatanawal (8 menit)

- Salam, tegur sapa dan do'a
- Mengabsen Siswa
- Menunjukkan tujuan pembelajaran
- Guru melakukan persepsi dengan memperlihatkan sebuah gambar kepada siswa untuk menemukan beberapa vocabulary yang terdapat pada gambar

b. Kegiatan Inti (30 menit)

LangkahPembelajaran	KegiatanPembelajaran
Observing (5 menit)	• Guru memberikan contoh vocab dari noun, verb, dan adjective melalui gambar yang di tempelkan ke dinding • Dalam kegiatan ini, guru akan memfasilitasi siswa untuk membentuk 5 kelompok
Questioning (1 menit)	• Guru bertanya akan kesiapan para kelompok untuk memulai perlombaan melatih kecepatan dan ketepatan dalam menemukan tipe vocabulary
Experimenting (20 menit)	• Guru memberikan 5 gambar yang berbeda dan meminta setiap kelompok untuk menemukan vocabulary apa saja yang terdapat pada gambar tersebut dengan cepat dan tepat
Associating (di dalam menit experimenting)	• Guru berkeliling di setiap kelompok untuk melihat kemampuan dari masing-masingkelompok
Communicating (4 menit)	• Guru menjelaskan tentang gambar serta memperbaiki bersama-sama dengan para murid akan jawaban yang kurang tepat dari setiap kelompok

c. Kegiatan Penutup (2 menit)

- Guru member penegasan terhadap materi pembelajaran
- Guru meminta siswa menyimpulkan topic pembelajaran

- Salam penutup

3. Pertemuan Ketiga

a. Pendahuluan/ Kegiatan awal (5 menit)

- Salam, tegur sapa dan do'a
- Mengabsen Siswa
- Menunjukkan tujuan pembelajaran

b. Kegiatan Inti (33 menit)

Langkah Pembelajaran	Kegiatan Pembelajaran
Observing (5 menit)	- Guru menjelaskan lebih detail dan member contoh tentang kata kerja (verb) dan kata sifat (adjective) - Guru membagi murid kedalam 2 kelompok
Questioning (2 menit)	Guru bertanya kepada murid tentang pemahaman mereka tentang verb dan adjective
Experimenting (20 menit)	- Guru menempelkan 2 karton besar yang berisi noun, verb, dan adjective beserta tipe nya pada dinding kelas - Guru menempatkan beberapa lembar gambar kartun di atas meja dan mempersilahkan setiap 2 murid pada satu kelompok untuk maju kedepan kelas - Guru meminta 2 murid tersebut untuk mengambil 1 lembar kartun, kemudian menjelaskan ciri-ciri dari gambar kartun tersebut pada kelompok mereka. - Apabila jawabannya benar, maka si murid menempelkan gambar kartun tersebut sesuai dengan vocabulary yang telah disediakan
Associating (dalam menit experiment)	Guru memantau agar murid lain yang sedang menonton agar tidak membocorkan jawaban apabila mereka mengetahuinya
Communicating (4 menit)	Guru membaca dengan suara lantang vocabulary yang telah ditempelkan, diikuti dengan murid.

c. Kegiatan Penutup (2 menit)
- Guru member penegasan terhadap materi pembelajaran
- Guru meminta siswa menyimpulkan topic pembelajaran
- Salam penutup

4. Pertemuan Keempat

a. Pendahuluan/ Kegiatan awal (2 menit)

- Salam dan do'a

- Mengabsen siswa

- Menunjukkan tujuan pembelajaran

b. Kegiatan Inti (37 menit)

Langkah Pembelajaran	Kegiatan Pembelajaran
Observing (4 menit)	• Guru mengulang kembali pembelajaran yang telah di ajarkan, terkait Noun, Verb dan Adjective
Questioning (2 menit)	• Guru bertanya kepada murid tentang pemahaman mereka terhadap vocabulary • Murid dapat bertanya apapun terkait pembelajaran vocabulary yang telah di ajarkan
Experimenting (20 menit)	• Guru memberikan lembaran post-test kepada murid
Associating (dalam menit experiment)	• Guru berkeliling dan memantau murid agar mengerjakannya dengan kemampuan sendiri
Communicating (11 menit)	• Guru meminta 4 murid (2 laki-laki dan 2 perempuan) untuk melakukan proses wawancara terkait metode dan pembelajaran yang telah diajarkan

c. Kegiatan Penutup (1 menit)
- Guru member penegasan terhadap materi pembelajaran
- Salam penutup

H. PENILAIAN

1. Nilai dihitung disesuaikan dengan jumlah vocabulary yang diketahui murid
2. Nilai maksimal = 100
3. Nilai siswa
   - 1 point untuk noun   : 0,6
   - 1 point untuk verb   : 0,7
   - 1 point untuk Adjective   : 0,7

No	Vocabulary yang ditargetkan	Point yang diberikan	Keterangan
1	N 50	Noun = 30	Noun : 30/50 = 0,6
2	V 50	Verb = 35	Verb : 35/50 = 0,7
3	A 50	Adjective = 35	Adjective : 35/50 = 0,7
Total	**150**	**100**	

Banda Aceh, 26 Juli 2017

Mahasiswi Penelitian

RiskaWahida
231324302

Pre-test

Syiban malisi

VIII-I

No.   B ingris

Vocabulary

NOUN	VERB	ADJECTIVE
Book = Buku	read = membaca	smile = senyum
Car = mobil	Eat = makan	angry = marah
Table = meja	Sleep = tidur	Fat = gemuk
dictionary = kamus	go = Pergi	diligent = rajin
Shoes = sepatu	cooking = memasak	Lazy = malas
Blackboard = papan tulis hitam	Buy = membeli	thirsty = haus
bag = tas	Destroyer = menghancurkan	hungry = lapar
O.clock = jam	run = lari	~~Fast~~ Flash = cepat
window = Jendela	fly = terbang	
bycycle = sepeda	swiming = Berenang	
mosque = mosjid	Play game = bermain game	
wall = Pagar	~~Fast~~ Fast	
stone = batu		
miror = cermin		
Canon = meriam		
Pencil sharpener = kiok pensil		
Penol case = kotak pensil		
Picture = gambar		

18 + 11 + 8 = 37

Post-test

36

NOUN

Sunshine = sinar matahari

bag = tas

car = mobil

bicycle = sepeda

window = jendela

chair = kursi

table = meja

Pen = pena

Shoes = sepatu

mosque = masjid

Class = kelas

wall = pagar

Lamp = lampu

Penal Case = kotak pensil

mirror = cermin

Bone = batu

hammer = palu

Butter fly = kupu²

snake = ular

Ladders = tangga

Vacanation = liburan

Home = rumah

Fish = ikan

Sock = soken (kaus kaki)

O'clock = Jam

Canon = meriam

Arrow = panah

Ruler = rol

Air condicionor = AC

Garage = garasi

yard = lapangan

Hell = neraka

bir = burung

20

verb

sleep = tidur

Try = coba

~~tonggon~~

~~Anger~~

smell = mencium bau

~~Easy = stlok~~

Punch = memukul

Plan = rencana

eat = makan

Destroyer = menghancurkan

Attack = menyerang

Drink = minum

wish = berharap

Hug = memeluk

woxying = khawatir

Remember = ingatan

Follow = mengikuti

Surender = menyerah

together = bersama

Accept = menerima

Stole = mencuri

Buy = membeli

21

ADJECTIVE

Laugh = tertawa

angry = marah

~~hungry~~ Huxigry = lapar

thristy = haus

~~Sena~~

diligent = rajin

imposible = tidak mungkin

Colour = warna

~~Drama~~

smile = senyum

Busy = sibuk

Sick = sakit

Free = bebas

Afraid = takut

enough = cukup

calm = tenang

Tired = capek

Look = melihat

Lazy = malas

secret = rahasia

happy = senang

Forever = selamanya

visible = terlihat

Open-ended Questions

<u>JawablahPertanyaan di bawahinidengantenangdanjujuryaadik-adik!</u> ☺

1. Apa yang membuat anda sulit dalam mempelajari bahasa inggris?

    Jawab:_____

2. Apakah **cartoon vocabulary technique of word wall media** adalah salah satu metode yang pernah digunakan oleh guru anda selama di kelas?

    Jawab:_____

3. Apakah belajar vocabulary dengan menggunakan cartoon **vocabulary technique of word wall lebih** mudah untuk dipahami? Mengapa?

    Jawab:_____

4. Apakah pembelajaran dengan menggunakan **cartoon vocabulary technique of word wall** membuat anda lebih cepat dalam mengingat vocabulary? Berikan alasannya!

    Jawab:_____

5. Apakah anda mengalami kesulitan selama diterapkannya penggunaan **cartoon vocabulary technique** of word wall selama ini? Mengapa?

    Jawab:_____

6. Apakah anda merasakan manfaat setelah mempelajari vocabulary dengan menggunakan metode **cartoon vocabulary technique of word wall** ini?

    Jawab:_____

7. Bagaimana perasaan anda selama metode **cartoon vocabulary technique of word wall** ini diterapkan dalam 4 kali pertemuan ini? Apakah ada salah satu pertemuan yang tidak menyenangkan?

    Jawab:_____

The Activity of Cartoon Vocabulary of Word Wall

Students' Activity

Curriculum Vitae

1. Full Name   : Riska Wahida
2. Place Date of Birth   : Banda Aceh, 18 Juli 1995
3. Gender   : Female
4. Religion   : Islam
5. Nationality   : Indonesia
6. Marital status   : Single
7. Occupation   : Student
8. Address   : Cot Masjid, Lueng Bata
9. Phone Number   : 0823 6439 6095
10. Student's Reg. Number   : 231324302

11. The parents
    a. Father's Name   : Surya
       - Occupation   : Tailor of Mattress
    b. Mother's Name   : Raudhati
       - Occupation   : Housewife
12. Address   : Cot Masjid, Lueng Bata

13. Educational Background
    a. Elementary school   : MIN Lambhuk, Graduated in 2007
    b. Junior High School   : MTsS Oemar Diyan, Graduated in 2010
    c. Senior High School   : MAN Model Banda Aceh, Graduated in 2013
    d. University   : UIN Ar-Raniry, Graduated 2017

Banda Aceh, Desember 16th, 2017

(RiskaWahida)