

## **Chapter V: Conclusion and Suggestion**

This chapter presents the conclusion of this study which been conducted. After overall conclude the writer suppose give a few suggestion for the reader.

### **Conclusion**

This chapter presents the conclusion of this research which based on the analysis of finding and discussion. It is concluded as below:

Firstly, Base on the pre-test, the students had a difficult to express and to understand the words because lacking of vocabulary. It was because the students were less on interest to learning English subject and they had a passive way in learning English such as they just seat in the desk and just follow teacher instruction. This kind of learning process is lead the students on boredom zone and it made the teacher difficult to reach out the lowest student in the class.

Secondly, to handle this situation by watched cartoon series as a media was the best way to attract the students' interest to learning English subject in particular to enrich their vocabulary. Because cartoon series were fun, entertain, has an eye contact catching, attractive, full of color and full of information of new words.

Thirdly, after using the technique watching cartoon series as a media visual in English learning process, the students' ability in mastering vocabulary was enriched. It was totally proved the significant of differences between pre-test and post-test it means that before the writer use media cartoon series and after use

the cartoon series. The total number score in pre-test was 386 with the mean score 12.8 but the otherwise the result of total score of post-test is 589 with the mean score 19.6. Moreover, it was clearly proved that the objective of this research is received.

Finally, although the pre-test and post-test are proved that the objective was received but to make it totally clear is the hypothesis verification showed that the hypothesis was received because  $t_{count} 11.75 \geq t_{list} 1.699$  means that  $t_{count}$  was bigger than  $t_{list}$ . As a consequence of that, by teaching English subject using cartoon series as media visual to enrich students' vocabulary could be attract the student interest to learning English and enriched students' vocabulary.

### **Suggestion**

Based on the accurate data in SMP N 3 Gorontalo proved that this study was received. It was believe that teaching vocabulary through watching cartoon series can enrich students' vocabulary mastery. Therefore, there are suggestions for the writer; the final result of the students' score is 73 although it needs 75 score for the standard of the score, it means that the score not reach the standard of maximum score 75, it caused the period of the treatment was just 6 meetings. And if it more than six meetings the score will be gain the standard of maximum. As a consequence of that, the teacher had to using this media as often as possible to make the students become habit and familiar with this kind of activity. Further, the improvement will be more significant and the score will be reached the standard of maximum.

Besides the statement above, the writer had some notes to the reader related this study as follows:

### **For Teacher**

This study suggest that the title Enriching students' vocabulary mastery through cartoon series for seven grade students of SMP N 3 Gorontalo 2015/2016 academic year become the reference to teacher to teach the student more attractively and it will be improve with another media, whether using game , newspaper, comic and etc.

### **For the Student**

This study is kind for example how to enrich vocabulary and how to collect the group of words. The suggestion to the student is try to will get the new vocabulary and memorize it. The steps how to collect the vocabulary are: firstly, chosen the media as long as fine with it, secondly notes your word/ new word than translate it: the last one if student find the exotic one just open the dictionary to figure it out.

## REFERENCES

- Arikunto S. (2002). *Penelitian suatu pendekatan praktek*. Jakarta : PT Rineka Cipta.
- Arikunto S.(2006). *Prosedur penelitian : suatu pendekatan praktek*. Edisi revisi. Jakarta : PT Rineka Cipta.
- Arikan A, T. (2010). Effective English Language teaching from perpectives of propective and in service teacher in turkey. *Electronic Journal of Social Sciences*, Vol.9 (31), 209-223.
- Ames, W. (2016, 2 3). *Caricature and Cartoon*. Retrieved from Britanica,Inc: <http://www.britanica,inc.com>
- Answar B. M. (2002). *Media pembelajaran*. Jakarta: Ciputat.
- Arsyad, A. (2006). *Media pembelajaran*. Jakarta: Raja GrafindoPersada.
- Anwar (2013). Kurikulum 2013. Retrieved from (12, 20 2016) Notodiputro <http://www.pendidikan-diy.go.id/file/mendiknas/kurikulum-2013-kompetensi-dasar-smp-ver-3-3-2013.pdf>.
- Cohen, L. M. (2000). *Research Method in Education (5th Edition)*. London: Rountledgefalmer.
- Collins .(2001). *Collins Cobuild English Dictionary for Advanced Learners*. New Edition. Birmingham: Harper Collins Publisher

- Coombi , C. (2011, 03 02).Assessing vocabulary in classrooms. Retrieved from <http://marifa.hct.ac.ae/files/2011/07/Assessing-Vocabulary-in-the-Language-Classroom.pdf>
- Creswell, J. (2014). *Research Design*. United State of America: SAGE Publising.
- English tonight.(2014, 02 22).2014 *English Tonight, LLC* Retrieved from <http://english-tonight.com/watching-cartoons-can-improve-your-english/>.
- Fang, Z. (2012). *Adolescent literacy in the academic disciplines:General principles and practical strategies*, eds. T.L.Jetton and C. Shanahan, 34–68. New York: Guilford.
- Handoko, R. (2010). *Statistik untuk penelitian kesehatan dengan aplikasi program R danSPSS*. Yogyakarta :PustakaRihama
- Harmer.James. (2004).*How to Teach English*.London:Longman
- Hanson and Pandua. (2011). *Teaching Vocabulary ExplicitlyPasific Resources for Education and Learning*.London: Oxford University.
- Hatch and Brown (1995).*Vocabulary semantic and English education*.Cambridge University Press.
- Heaton, J(1991). *A functional Approach to Vocabulary*. London: Longman.
- Happer and Row. (1981).*Basic language*.Harper and Row,Inc.
- Hornby (1995). *Oxford Advanced Learners's Dictionary of Current English*. New York :Oxfor University press
- Hamalic O, (2002).*A Teaching media*. Oxford university,oxford learner's pocket dictionary : Oxford university Press.

Kridalaksana(2008).Kamus Linguistics.Fourthedition: GramediaPustakaUtama.

Lewin, (2002).*Qualitative, Quantitative and Experimental*. Jakarta: RinekaCipta.

Ludwig (2013).Type of media Australia.Wordpress Entries (RSS) andComments (RSS). Retrieved from (2013, 07 06)

<http://programmerjoe.com/2013/07/06/7-kinds-of-media/>

Lonergan Jack (1995). *Video in Language Teaching*. Sydney. Cambridge University.

Linse, Caroline T (2006).*Practical English Language Teaching,young learner: young learners*. New York.NY :McGraw-will

Lasseter, J. (1987). *Principles of traditional animation applied to 3d computer animation in Computer Animation:Computer Graphics*. Retrieved from (2016.02.22). <http://www.siggraph.org> .33-44.Siggraph.

Moeller., O. k. (2009). The essentials of Vocabulary Teaching : from theory to practice. (C. G. Bloom, Ed.) *Crown prints,Vol 1*, 1-6. Retrieved 02 28, 2016.

Mukhlis.(2002).*Introduction to Bakhtin's Theory Language*. Tokyo: T.KuwanoTransl.

Nielsen(2008).*data survey*.Retrieved from(2016.01.15)

<http://www.repository.unib.ac.id>

- Oswalt Angela, M. (2010, 06 04).Types of media.*MentalHelp.net*(internet addiction and Media issue). Retrieved 03 28, 2016, from <http://www.mentalhelp.net/articles/type-of-media/>
- Plays, T. (2008).Purposive sampling.InL.M.Given(Ed).*The Sage Encyclopedia of Qualitative research methods*.(vol 2). Sage: Los Angeles,pp.697-8.
- Shaw (1981). Noun phrase and truth in nyanya and western pragmatics . Hongkong: *journal of Indian lumsden philosophy*, vol1 .Retrievedfrom (10, 4 2016)
- Sudirjo (1988). Recognize and read cartoon .*own-free-website*. Retrieved from (2015, 10, 04) <http://cigdemarmutoglu.tr.gg/Articles.htm>.
- Shibata, Y., 2000. *Lesson Plan, Educational technology cyclopedia*, in Japanese: Jikyoushupan, p276.21
- Sugiyono (2007).*MetodePenelitianKuantitatif, Kualitatif : R&D* . Bandung: Alfa Beta.
- Sugiyono (2011).*MetodePenelitianKuantitatif, Kualitatif* . Bandung: Alfa Beta.
- Sunu. (2006). *The Effectiveness of Teaching Vocabulary by using Puppet Toys*. Retrieved 01 19, 2017, from <http://eprints.ums.ac.id/2430/1/A320040303.pdf>
- Soaresm.(2014). *Disadvantages of cartoon*. Retrieved from (2016. 02 05) <http://www.researchgate.com>.
- Tuckman. (1978). *Conducting Educational Research* (Fifth Edition ed.). (C. Wada, Ed.) New york: Earl McPeek.

Tanjung (2007). Enforcing students' vocabulary through scrabble game.

Retrieved 01.19.2017

from <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/282/1/1016>

20-ANDI%20SAPUTRA%20TANJUNG-FITK.pdf

Willis (1992). *Experimental Technique*. Retrieved 03 28, 2016, from Wiley

online library: <http://onlinelibrary.wiley.com/doi/10.1111/j.1747->

1567.1992.tb00711.x/pdf

Zarei, (2009). The effect of bimodal, standard, and reserved subtitling on L2

vocabulary recognition and recall. *SID. Journal*, 5 Vol.1 : 65-84.

Zhang, Y & Wu, L (2011). A novel algorithm for APSP problem via simplified delay pulse coupled neural network. *Journal of Computational System*, 7 Vol.3, 737-744.