

THE USE OF CARTOON MEDIA IN ELEMENTARY SCHOOL ENGLISH LEARNING TO IMPROVE LEARNING OUTCOMES

PENGGUNAAN MEDIA GAMBAR KARTUN DALAM PEMBELAJARAN BAHASA INGGRIS SEKOLAH DASAR UNTUK MENINGKATKAN HASIL BELAJAR

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ABSTRACT

English language learning in primary schools is still not optimal. This is because English is not given explicitly. This factor makes children's interest in learning English decrease. Therefore, teachers are required to make English learning more fun and attract children's attention by adding a variety of learning media in the teaching and learning process. This research is a Classroom Action Research, which is research conducted in the classroom with an emphasis on improving or enhancing learning processes and practices. The application of learning media Cartoon Pictures can improve student learning outcomes on the material Jobs and Professions. In detail, the increase in the percentage of completeness of student learning outcomes in cognitive aspects can be seen in cycle I which in the initial condition only amounted to 31.57 % increased to 72re research needs to explore the use of cartoon media in English language learning in elementary schools in various materials.

Keywords: *Cartoon Pictures, English, Learning Outcomes*

ABSTRAK

Pengajaran bahasa Inggris di Sekolah dasar masih belum optimal. Hal ini disebabkan karena bahasa Inggris tidak diberikan secara eksplisit. Faktor tersebut membuat minat belajar anak terhadap bahasa Inggris menurun. Maka dari itu, guru dituntut untuk membuat pembelajaran bahasa Inggris menjadi lebih menyenangkan dan menarik perhatian anak dengan menambahkan variasi media pembelajaran dalam proses belajar mengajar. Penelitian ini merupakan Penelitian Tindakan Kelas, yaitu penelitian yang dilakukan di kelas dengan menekankan pada penyempurnaan atau peningkatan proses dan praktis pembelajaran. Penerapan media pembelajaran Gambar Kartun, dapat meningkatkan hasil belajar siswa pada materi Jobs and Professions. Secara rinci, peningkatan persentase ketuntasan hasil belajar siswa aspek kognitif dapat dilihat pada siklus I yang pada kondisi awal hanya sebesar 31,57% meningkat menjadi sebesar 73,68%. Setelah dilaksanakan tindakan kembali pada siklus II persentase ketuntasan hasil belajar siswa mengalami peningkatan menjadi 100%. Selanjutnya peningkatan juga terjadi persentase hasil belajar aspek afektif pada siklus I sebesar 68,24% siswa masuk dalam kategori baik dan sangat baik, meningkat menjadi 84,21% siswa yang masuk dalam kategori baik dan sangat baik. Penelitian berikutnya perlu mengeksplorasi penggunaan media kartun di dalam pembelajaran Bahasa Inggris di sekolah dasar di berbagai materi.

Kata Kunci: **Bahasa Inggris, Gambar Kartun, Hasil Belajar**

INTRODUCTION

Language has an important role in shaping the personality and culture of a nation as a medium of communication (Ibda 2017; Sugiono 2022; Daniel et. al., 2022; Nooshin et. al., 2022; Maqbulin, 2022). Indonesia itself has the principle of mastering the mother tongue, national language, and international language, namely English. In the context of Indonesia and other developed countries, foreign language learning plays an important role in the education system, it is included in the advancement of human resources (Patrycja et al., 2021; Sugeng et al., 2022; Clavijo-Olmos, 2022; Hamidulloh et al., 2023). Learning a foreign language is one of the important skills in the current era of globalization to be able to interact and cooperate with others around us (Hamidulloh, 2022).

Today we are moving towards the era of globalization, and teaching languages to children is very important, especially English (Ekowijayanto, 2022). In today's global and technological era, English is one of the foreign languages that play an important role in the international world. Students can reach the world of information and technology by being competent and skilled in using English to access the information and technology environment, so good English language skills are needed (Larasaty et al., 2022; Kevin et. al., 2022, p. 1437). Therefore, it is very important to start teaching English as early as possible (Sugiono, 2019; Kustini, 2022; Emi et. al., 2022).

However, the reality is that there are still pros and cons to teaching English in Indonesian schools, especially in the primary grades, because it is only local content and not included in the curriculum. This is indicated by the restriction of English language teaching in the curriculum of 2013 in Indonesia (Anggrarini, 2019). English learning for early childhood (students in elementary school) is very different from adults. Mulyati says that a child's world is a world of play, children prefer to learn while playing (Mulyati, 2019). In early childhood, where learning activities should be fun for children, choosing fun learning activities

is the best course of action fun for students (Larasaty et al., 2022).

Based on the background, the purpose of this study is to explore the use of cartoon drawing media in English language learning in an elementary school located in Madrasah Ibtidaiyah Al-Iman Ganduwetan, Temanggung Regency, Indonesia. In Madrasah Ibtidaiyah Al-Iman Ganduwetan, learning English is challenging because learning outcomes are below the minimum completeness criteria of 68, especially in listening skills and understanding the vocabulary of Jobs and Professions in English. Of the 19 students, only six were complete, while the other fourteen needed to be completed and were still below the minimum completeness criteria of 68. This research is limited to improving student learning outcomes in terms of listening skills and understanding the vocabulary of Jobs and Professions in English. In this case, the researcher asked two research questions: How is the application of cartoon media in learning English? Furthermore, how does the improvement of English learning outcomes in listening skills and understanding of Jobs and Profession vocabulary through cartoon media?

LITERATURE REVIEW

Cartoon-based Learning Media

Cartoon media-based learning media is media used in classroom learning by utilizing cartoon. One of the learning media that is considered capable of increasing the effectiveness of learning is the use of cartoon images (Mustofa Abi Hamid, 2020), including the use of games, digital-based media in language learning is also needed (Farid & Ibda, 2021; Hamidulloh et. al., 2022). The trend of using cartoons in English language learning has been implemented in several countries including Indonesia (Klinmalee, 2022; Hartini, 2022; Putri et. al., 2022). In this sense, cartoons are a better medium of communication and, therefore, worth studying (Toshkinboev, 2022; Ibda, 2022). Cartoons have always been considered an effective medium for several reasons; namely, the language used is usually

simple for learners or children to understand, it is interesting, easy, cheap, and can be digital-based (Dewi et al., 2022; Pelin & Yolcu, 2023; Hamidulloh et al., 2023).

Cartoon images can complement students' basic experience when discussing or practicing (Noraiman & Purwananti, 2022; Ibda, 2019). In addition, the images and sounds displayed in the cartoon make children not bored quickly, so it can stimulate children to want to know more about the story displayed in the cartoon, especially in the learning process that supports the improvement of students' vocabulary (Selly, 2022). Looking at the existing problems, the researcher used English cartoon media as learning media, which is expected to help develop students' English vocabulary optimally. By using this image, it is expected that students can pay attention to the continuity of the learning process and gain new experiences that can support their ability to speak English (Ibda, 2021; Paron, 2022; Sinta et. al., 2022; Parede et. al., 2022).

Conceptually, cartoon media is a form of graphic communication, which is an interpretative image that uses symbols to convey quickly and concisely a message or attitude towards a person, situation, situation, situation, or event. Its ability is very large to attract attention, and influence attitudes and behavior (Amelia, 2018). The use of cartoons is an important way to motivate and engage students. An imaginative and resourceful teacher can enhance children's creativity by using cartoons (Sandamali Gamage, 2019). Therefore, it is concluded that cartoons are media in the form of pictures or cartoons that have advantages in learning activities to explain the contents of serial themes and contain meaning in a meaningful, simple and fun way, and are read quickly by students. While English in this context is an international language where not only one country uses the language to interact with other languages. because English is an international language that can support human needs in communicating in this global era. English learning in elementary school must be packaged in a situation that can attract

students' attention to participate in the learning process (Selly, 2022).

Learning Outcomes in English Language Learning

Learning outcomes are the skills students get after going through the learning process, which consist of cognitive, affective, and psychomotor skills (Ching-Hsue et. al., 2022). While the meaning of English learning outcomes in this research is cognitive learning outcomes, namely the achievement of learning objectives in the realm of knowledge with elements of skills to understand, know, memorize, interpret, translate, distinguish, compile, and provide an evaluation (Khasawneh, 2022; Katelijne et. al., 2022). In this research the focus of this article is the meaning of learning outcomes in the cognitive domain, namely understanding the vocabulary of Jobs and Professions in learning English at elementary school.

In learning English in the material of recognizing job names, students are expected to master language skills that are correct, good, and beautiful according to language rules so that students have language politeness and avoid bullying (Hamidulloh & Effi, 2019; Rahman, 2022; Dyah et al., 2022). The rapid development of children's language skills, which starts with understanding symbols or pictures, English can be introduced from a young age. The development of children's language skills happens quickly. It begins with learning symbols or images that help children understand the world around them and provides advantages in terms of long-term memory, long-term retention, and memorization that come from learning language through media or intermediaries (Alam & Lestari, 2019). From this conceptual framework, learning media applied to learning English in elementary schools significantly affects students' cognitive learning outcomes.

Several studies have explored the use of cartoons in English language learning, but few have focused on primary school English language learning, such as the use of cartoons in junior high school English language learning (Noraiman & Purwananti, 2022), the use of cartoons in

English language learning in senior high school (Amiruddin, Satriani, Ummul, 2022), the use of cartoon media in a village school in Pontianak (Handayani, 2022), the use of cartoon media for word mastery (Rizkiyani, 2022), the use of cartoon movie in learning extensive listening (Susanto et. al., 2022), etc. The focus of the skills studied in this research is listening skills and understanding of vocabulary mastered by students about Jobs and Professions material in English. Based on this literature review, very few studies still examine the use of cartoon media in learning English in elementary schools.

METHOD

This research is a classroom action research to improve the process and practice of learning (Susilo, 2011). Researchers carried out two cycles, each cycle consisting of four stages, namely: planning, action, observation, and reflection until the expected improvement or increase is achieved (Yara & Taufik, 2022). Respondents in this study were 5th-grade students of Madrasah Ibtidaiyah Al Iman Ganduwetan, totaling 19 students consisting of 12 boys and 7 girls. This research instrument was taken from 5th-grade data through structured observation. From interviews, determining samples, cycle I & II cognitive assessment tests on aspects of listening skills and vocabulary comprehension on Jobs and Professions in English for grade 5 elementary school students.

Data collection techniques through document study and observation. Furthermore, the data were analyzed using simple statistics: the sum of the scores obtained by students, which were then divided by the number of children in the class. The indicator of success in this study is the concentration of children's learning at the end of the cycle is said to increase if, in the learning process, there is an increase in the number of students whose learning concentration is good from cycle 1 to the next cycle with the criteria of 75 % of the total children in the class, if the target is reached, the cycle is stopped (Elizar, 2022).

To calculate and analyze the success of students in working on English questions using

Cartoon Images, researchers use the following formula:

$$X = \frac{\sum x}{n}$$

X = Class average score

$\sum x$ = Number of student test scores

n = Number of students who participated
= Test

Description

The indicators of success in this research are determined by referring to the success of increasing student learning outcomes that increase in each cycle. The success in question is the completeness of student learning outcomes in cognitive aspects and the completeness of learning outcomes in affective aspects of learning English by using cartoon images in reading and listening activities.

RESULT AND DISCUSSION

Implementation of Cartoon Media in English Learning

English cartoon drawing media at Madrasah Ibtidaiyah Al-Iman Ganduwetan is an alternative learning media chosen by grade 5 teachers on Jobs and Professions material to improve listening skills and vocabulary understanding of Jobs and Professions material in English. This is because it is interesting for teachers and students themselves. The application of English cartoon media is carried out through the stages of planning, implementation, and evaluation. Teachers prepare lesson plans that are adapted to the characteristics of English cartoons which are carried out in each cycle in this study. In learning, the teacher invites students to have group discussions that make students more active and understand the English material, which has been a cause of phobia for students.

In the learning process with English cartoon learning media, teachers need careful preparation, such as preparing pictures that will be presented in student worksheets. In addition, during the implementation in cycle I there was

still many students who did not want to ask the teacher, whether it was because of fear or reluctance, and finally, during the learning process, there are some children who are still busy by themselves in class, such as breaking the concentration of their friends with their jokes. Some English cartoons were chosen according to the student's characteristics, such as cartoons about jobs and professions. Here are some of the English cartoons used in the lesson:

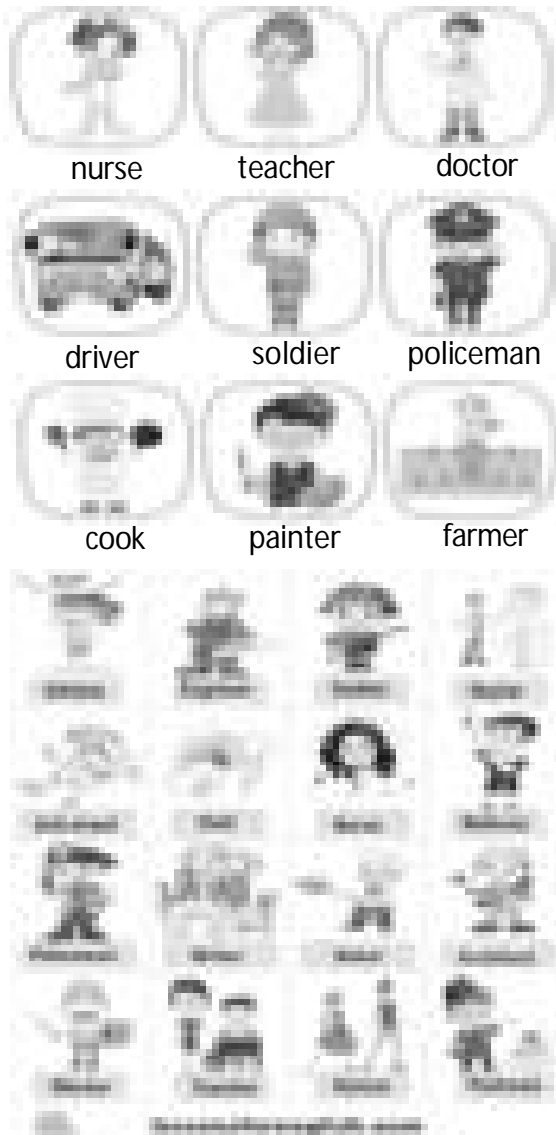


Figure 1: Cartoon about Jobs and Professions

For its implementation, students are given English cartoons and explained by the teacher. Here is the documentation of the application of English cartoon media:



Figure 2 : Atmosphere when the teacher explains the English cartoons



Figure 3: Atmosphere when the teacher explains the English cartoons.

Improving English Learning Outcomes through Cartoon Media Pre-cycle Result

Before implementing the action with picture media, initial observations were made to determine the concentration of children. The initial observation results, is summarized in the following table 1.

Table 1 Results of Analysis of Pre-test Score of Grade 5 Students

No.	Description	Achievements
1.	Class average	54.48
2.	Highest score	80
3.	Lowest score	20
4.	Students who completed	6
5.	Students who did not complete	13
6.	Classical completeness	31.57 %

Data analysis of pre-test scores of 5th-grade students of Madrasah Ibtidaiyah Al-Iman Ganduwetan is minimal because it still needs to be below the minimum completeness criteria. The average class score was 54.48, the highest score was 80, the lowest score was 20, only 6 students were complete, 13 were incomplete, and the classical completeness amounted to 31.57%.

The class percentage for children who had good concentration was achieved at 31.57 %, as can be seen from the statistics above. The class percentage data shows that students' learning concentration is still minimal and needs treatment from the teacher, namely through image media as learning media so that students can concentrate on learning.

Cycle I Results

The results of observations of student concentration in cycle I at the first and second meetings in the activity of finding differences in the image media distributed appropriately can be seen in the table below:

Table 2 Results of Post-test Score Analysis Cycle I

No.	Description	Achievements
1.	Class average	82.37
2.	Highest score	100
3.	Lowest score	50
4.	Students who completed	13
5.	Students who did not complete	6
6.	Classical completeness	73.68 %

Table 2 shows the results of the analysis of post-test scores in cycle I are obtained. For the results, the average class score is 82.37, the highest score is 100, the lowest score is 50, 13

students are complete, 6 students are not complete, and the minimum completeness is 73.68 %. When compared to the results of the pre-test score, of course, there is an increase. The average pre-test score was 54.48 to 82.37 in cycle 1, for the highest score in the pre-test score of 80 increased to 100. The lowest score in the pre-test was 20 to 50 in cycle I. For the number of students who completed the pre-test, 6 increased to 13 in cycle 1. For students who did not complete, 13 in the pre-test decreased to 6 in cycle 1. For minimum completeness in the pre-test, 31.57 % to 73.68 %.

In cycle I, researchers carried out the initial stage, namely planning. At this stage, researchers compiled lesson plans and other learning tools. Furthermore, at the implementation stage the teacher has carried out the learning by the lesson plan but some are still missed. By the results of student observations on cognitive aspects, there were 73.68 % of students scored above the minimum completeness criteria, and 26.32 % of students scored below the minimum completeness criteria.

The systematic learning carried out by the teacher in cycle I was good during its implementation, but the focus of the teacher's attention was not comprehensive to the child so there were still some children who did not focus on their activities or were seen as less confident in the tasks given to the child, so the child was still looking at the tasks done by his friends and occasionally running to and for to see the work done by friends. Teachers need to carry out an individual approach, the child can be asked what makes him focus. Do not ask the child why the child is not focused, but ask how to make the child want to do a task until it is finished. That way, the teacher can start looking for other activities that will provoke the child's focus. Observe what kind of conditions the child needs when the child can focus.

In cycle, I, applying picture media has experienced a change in the percentage of good categories affecting the percentage of sufficient categories. For the less category, the percentage number did not change. The results of data analysis obtained from cycle I show that the success indicators determined in this class

action research have not yet been achieved, which is at least 75 % of the total number of students.

During the learning process in cycle I, it can be reflected that students already look quite enthusiastic about the learning process. During the learning process, there were many questions and answers between students in their groups, and some also asked the teacher. This was the effect of using cartoon media. Thus, a second cycle is needed as a continuation of the first cycle. It is hoped that with the second cycle there will be another increase in the level of children's learning concentration.

Cycle II Results

The action in cycle II was carried out like cycle I, using cartoon media to find the average class score, highest score, lowest score, students who were complete, students who were not complete, and classical completeness. In the second cycle, action research was continued to obtain optimal results. The focus of learning is optimal and by the research success indicators previously determined by the researcher. The results have improved as can be seen in the table below:

Table 3 Results of Post-Test Score Analysis Cycle II

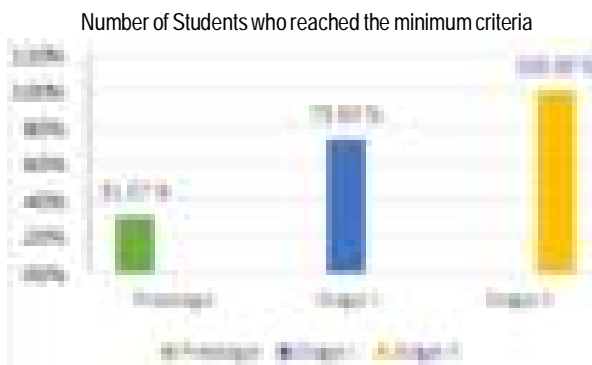
No.	Description	Achievements
1.	Class average	86.03
2.	Highest score	100
3.	Lowest score	75
4.	Students who completed	19
5.	Students who did not complete	0
6.	Classical completeness	100%

In cycle II, the initial stage that researchers did was to make lesson plans and other devices and also compile worksheets. Furthermore, at the implementation stage the teacher has carried out the learning by the lesson plan and at this stage, the teacher has carried out the learning well. In the learning outcomes of students in the cognitive aspect by conducting the second test, the researcher obtained the results of 100 % of students who completed the minimum completeness criteria and 19. This proves that there has been an increase in students after the second cycle of action,

this is due to the use of cartoon media used by the teacher.

From the results of the study, it can be seen that although there are still children who have not been able to focus (pay attention well) and remember the learning that has been done, the success rate has reached 100 % for the good and very good categories, so the next cycle is not needed and the action research is stopped. A summary of the results improvement of each cycle can be seen in the graph below:

Graph 1 Improvement in Cognitive Aspect Learning Outcomes Cycle I and Cycle II



From the table above, it is known that there is an increase in children's learning concentration after participating in the implementation of activities in both cycles I and cycle II. In cycle I, which initially only reached 73.63 %, there was a significant increase, reaching 100 %.

Based on the exposure of classroom action research data above, it can be analyzed by comparing the results of the learning process in cycle I and cycle II, which shows an increase in children's learning concentration after the application of learning with image media. Identifying students' concentration can be measured through learning concentration indicators. Namely, students pay serious attention to the material through cartoon media, respond to questions from the teacher, actively ask questions, and answer questions from the teacher. While quantitatively, learning concentration data can be seen from classical completeness, proven by pre-test of 31.57 %, cycle 1 to 73, 68 %, and cycle 2 to 100 %. In line with the results of research which states, that utilizing cartoon image media can improve the implementation of learning (Votik, 2021). The results of previous

research also show that the role of cartoon image media can attract students' attention well so that it supports the achievement of an effective learning process (Rafael et al., 2022).

Before the implementation of learning with picture media, most children lacked concentration in learning. They were sometimes more concerned with their busyness than paying attention to what the teacher said. In response to these problems, with the application of picture media, children's learning concentration has increased. The increase is also quite significant because it can achieve success indicators with scores that exceed the lowest indicator score in the research provisions, namely 75 %. Based on the results of research ranging from pre-cycle to cycle II conducted in class V MI Al Iman Gandu Wetan in English subjects, the use of cartoon image learning media helps students to improve learning outcomes.

CONCLUSION

A. Conclusion

The implementation of cartoon media can improve children's learning concentration MI Al Iman Ganduwetan, Temanggung, Indonesia.

This is indicated and proven by an increase in the percentage of children's concentration in learning. Children's concentration from cycle 1 increased in cycle 2. The increase in children's learning concentration after participating in the implementation of activities using picture media is quite significant. This shows that picture media can be used to increase learning concentration in early childhood.

In detail, the increase in the percentage of completeness of student learning outcomes in cognitive aspects can be seen in cycle I which in the initial condition only amounted to 31.57 % increased to 73.68 %. After the action was taken again in cycle II, the percentage of student learning outcomes completeness also increased to 100 %. Furthermore, an increase also occurred in the percentage of learning outcomes in the affective aspect in cycle I of 68.24 % of students in the good and very good categories, increasing to 84.21 % of students in the good and very good categories.

B. Recommendation

The next research needs to be explore the use of cartoon media in English language learning in elementary schools in various materials.

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