IMPROVING STUDENTS’ VOCABULARY MASTERY USING CARTOON FILMS

(A Classroom Action Research Conducted at the Seventh Grade in SMP Negeri 1 Grogol Sukoharjo in the Academic Year 2010/2011)

THESIS

Submitted to Teacher Training and Education Faculty of Sebelas Maret University as Partial fulfillment of requirement for the Undergraduate Degree of Education

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
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ABSTRACT


The objectives of this research are to know whether the use of cartoon films can improve the students' vocabulary mastery and to identify what happens when cartoon films are used as media in teaching vocabulary to the seventh grade students of SMP Negeri 1 Grogol Sukoharjo.

The method used in this research is action research. In this action research, the researcher acted as the teacher in teaching learning process. Meanwhile, the English teacher acted as the observer. The researcher conducted this research from 9th February until 3rd June 2011 at SMP Negeri 1 Grogol Sukoharjo at class VII A. This class consisted of 30 students. In this research, the researcher taught vocabulary by using cartoon films. The research was conducted in two cycles, in each of which there were four meetings. Every cycle consists of four steps: planning, implementing, evaluation, and reflection. The data were collected through pre-observation, observations, interviews, questionnaires, and tests. The tests were conducted before the action (pre-test) and after the action (post-test). These data were compared and analyzed to get a conclusion as the result of this research.

The result shows that cartoon films are attractive and effective media to teach vocabulary. During the action, the researcher found that students had shown their improvement in pronouncing English words correctly. By repeating after the narrator saying in the film, the students can minimized their mispronunciation. Besides, it can build the students’ enthusiasm to learn pronunciation. Moreover, by using pictures with text line in the film, the students were helped to grasp and recall the words better. Furthermore, difficulties in the use of vocabulary in making sentences can be solved by giving correct sentence which is shown by the text line in the cartoon films. In addition, the students were enthusiastic and become active in joining the class. The classroom became interactive. It was proved by the interaction between the researcher and the students. It was indicated by the students’ questions to the researcher when they found some difficulties. It was easy for them to answer the researcher’s questions.

From the vocabulary test, the students’ pre-test mean score, which was 5.04, increased to 7.85 in the first post-test, and increased to 8.53 in the final post-test. Therefore, it can be concluded that by using cartoon films as teaching media, students’ vocabulary mastery can be improved.
APPROVAL OF THE CONSULTANTS

This thesis has been approved by the consultants to be examined by the Board of Thesis Examiners of the English Education Department of Teacher Training and Education Faculty, from Mohammad Nur University, Surakarta.

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MOTTO

Whatever you wish for, you keep …
Have faith in your dreams
and someday your rainbow will come smiling through
No matter how your heart is grieving
If you keep on believing
the dream that you wish will come true
(Cinderella – pick up from Disney)

Obstacles are placed in our way to see
if what we want is really worth fighting for
(Anonymous)
DEDICATION

With love, this thesis is dedicated to:

1. My beloved Mom, and my Dad in memory, thanks for your endless love, support, and prayer for me everywhere and every time.

2. My dearest who brings love, pray, happiness and the sweetest care. Thanks for always accompanying me and always making me laugh even in my difficult times.
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Praise and thanks be to the Lord for His blessing that has given her a spirit and clear mind to finish her thesis as a partial fulfillment in achieving the Undergraduate Degree of English Education.

The writer realizes that this thesis could not be achieved without the help and assistance from others. Therefore, in this occasion the writer would give her appreciation to the individuals and institutions who have given their help during the process of writing so that this thesis is finally finished. She would like to express her deepest gratitude to the following:

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The writer realizes that this thesis is still far from being perfect. Therefore, she accepts gratefully every suggestions, criticisms and comments from those who concern to this thesis. Hopefully, this thesis will be able to give contribution and be useful for the readers especially those who are interested in the similar study.

Surakarta, February 2012

Prima Ardyia
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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is learnt and taught in Junior high school, Senior high school, and university. Based on ‘Kurikulum Tingkat Satuan Pendidikan’ (KTSP) that was declined in 2006, teaching and learning English in Junior high school should be concerned on four language skills. These are listening, speaking, reading and writing. The four skills are supported by the learning of language elements, such as: structure, vocabulary, pronunciation and spelling.

Vocabulary is therefore one of the important elements in language that must be learned by the students. To master the four language skills, students must have a lot of vocabulary. If students have mastered vocabulary, they will be able to master the four skills: reading, listening, speaking and writing. In other words, students will get difficulties in mastering any language skill without mastering vocabulary first. The importance of vocabulary is stated by McCarthy (1990: iii):

“No matter how well the students learn grammar, no matter how successfully the sounds of L2 (i.e. second language) are mastered, without words to express a wider range of meaning, communication in L2 just cannot happen in any meaningful way.”

In fact, teaching English to Junior high school students is not easy, there are many problems occurring during the process in teaching. It is because English is a new language for them. When they are in Elementary school, English belongs to ‘muatan lokal’.

From the students point of view, learning is often seen as a serious and stressful activity. It is proved by our often hearing children complaining about boring school lessons and activities. Many teachers seem to still use the classic method. Teacher usually gives a text, identifies the difficult words, and asks students to look the words up in their
dictionary. However, they are reluctant to open their dictionary. They just waited until the teacher explained it for them or ask them about the difficult words.

Such problems of teaching English to junior high school students were also identified by the researcher when she was doing pre-research in the seventh grade of SMPN 1 Grogol Sukoharjo. The researcher interviewed the English teacher, distributed the questionnaire to the students, and observed the teaching learning process in the classroom. The writer found some problems for the students in studying vocabulary, both of competence and classroom situation.

Reading the questionnaires which had been filled in by the seventh grade students of SMP Negeri 1 Grogol Sukoharjo, the researcher found some problems dealing with vocabulary mastery. The indicators of the problems were: (1) The students found it difficult to pronounce the words correctly; (2) It was difficult for the students to memorize the meaning of words; (3) The students found it difficult to use vocabulary words. These indicators were proved by the result of the pretest the researcher did prior to the research. The result showed that the students’ vocabulary mastery was poor. Their mean score was only 5.04.

In addition, based on the observation during the teaching and learning activities, the researcher found the problems of the situation in the classroom, as follows: (1) the classroom situation was not alive, shown by the students’ feeling bored then being inactive in the teaching learning process; (2) the students’ attention and motivation was low; and (3) the students made noise in English class.

Other problems were found dealing with the classroom situation. First, the teacher did not use various techniques in teaching, the way the teacher delivered the material was less attractive. As a result, many students did not concentrate at the lesson. Second, the teacher used traditional method to teach vocabulary. In teaching learning process, the teacher taught vocabulary mostly by translation at the beginning of the lesson and then had the students take down some words’ meaning. Furthermore, the teacher did not use any media in teaching learning process. Meanwhile, Scott and Ytrenberg (1990: 5) define that, words are not enough, most activities for the young learners should include movement and involve the sense. Therefore, the teacher will need to have plenty of objects and pictures.
The problem the junior high school students encountered in mastering vocabulary surely became the challenge for the teacher to make some changes. There are many techniques that can be used by the teacher in helping the student to master vocabulary. To get the best result on teaching vocabulary for junior high school, it is important to choose appropriate technique for them. This is suggested by Subijakto-Nababan (1993: 5), saying: “guru yang baik pada umumnya selalu berusaha untuk menggunakan metode pengajaran yang paling efektif dan memakai alat atau media yang terbaik”.

Thereby, the students need something new to encourage them to study vocabulary. When the teachers use inappropriately or monotonous techniques in teaching vocabulary, the students can be bored and unmotivated to learn. Students easily learn when they comfortable. One of the techniques is using cartoon films as media. Media are needed to make studying English vocabulary more interesting, it is not enough just to study from a note and explanation. The students need something real and clear to help them more easily memorize vocabulary that they are learning. By using cartoon films to teach vocabulary, teacher can help students to know the meaning of unknown word from the scene of the films.

According to Salim in Arsanti (2000: 9), “film kartun adalah cerita bergambar dan bersuara yang ditayangkan melalui televisi maupun layar bioskop yang didalamiya terdapat kondisi visual melalui tingkah dramatic, gerak ekspresi, dan komunikasi verbal secara dialog, serta musik yang menggunakan irama yang kompleks dan halus”. Another definition comes from Wittich and Schuller (1962: 135), who say that cartoon is pictorial representation or caricature of a person, idea, situation that is designed to influence public opinion. While, Poulson in Analysis of Cartoons (2008) says that basically a cartoon is a form of media where, using animation, characters are shown with simplified features, but still maintaining an ability to recognize. Cartoon films provide colorful and interesting pictures that can attract students’ attention. It provides so many things that it can entertain the students, like: the characteristic, the plot, the colorful objects, the theme, the music, and the story. Besides entertaining, cartoon films can also be used to teach students to study since children are more likely to imitate what they see. Cartoon films combine audio and visual materials, the students can see the real objects and hear the correct English pronunciation. Moreover, with the combination of words and pictures, cartoon film can attract students’ attention and interest.
Other benefits include the promotion of understanding, motivation towards learning, improved attitudes, productivity and creativity. Khuan Wai Bing and Chua Hong Tam (2003) state that cartoon film can be used at any time during the teaching as long as they are relevant to the point or have been designed with a specific purpose. The specific purpose can be to start a lesson (for example to lead into the topic matter, learners often find that the topic matter is made clearer by the use of appropriate cartoon film). Cartoon films can be used as a useful means of improving the learning atmosphere.

Cartoon films also make students enjoy and motivate them to learn English vocabulary. The usage of cartoons can reduce boredom and decrease academic stress and anxiety. Using cartoon films is one solution to make students interested in learning, including learning vocabulary. It is in line with Wittich and Schuller (1953: 138) who state that the cartoon has great stimulative benefit, even for students for limited ability. Cartoon elicits great interest, builds vocabulary and confidence in using it, stimulates conversation and generally increases pupil participation. Moreover, by using cartoon films in teaching vocabulary, teachers can get some advantages as stated by Kemp (1963: 3-4), when such audiovisual materials as photographs, slides, filmstrips, overhead transparencies, and motion pictures are carefully prepared and properly used. Those are:

1. The instruction can be more interesting.
2. Learning becomes more interactive.
3. The quality of learning can be improved.
4. The positive attitudes of students toward what they are learning and to the learning process itself can be enhanced.

Based on the characteristics of cartoon films mentioned above, the writer strongly believes that using cartoon films will solve the problems in teaching vocabulary. By using cartoon films, the writer hopes that students’ vocabulary mastery will improve. The writer expects a lot in each cycle in interesting activities which are indicating students’ improvement in vocabulary mastery.

B. Problems Statement

After presenting the background of the study above, the next step was to state the problems of the study. The writer formulated what she wanted to do, in order to
achieve the target. Based on the background of the study above, the problems of the research were formulated as follow:

1. Can and to what extent cartoon films improve the student’s vocabulary mastery at the seventh grade of SMP Negeri 1 Grogol Sukoharjo?
2. What is the situation when cartoon films are implemented to teach vocabulary at the seventh grade of SMP Negeri 1 Grogol Sukoharjo??

C. The Objectives of the Study

The general objective of this research was to improve the students’ vocabulary mastery by using cartoon film. Based on the previous problems statement, the specific objectives of the study were:

1. To find out whether or not cartoon film can improve students’ vocabulary mastery at the seventh grade of SMP N 1 Grogol Sukoharjo.
2. To describe the situation when cartoon films is implemented to teach vocabulary at the seventh grade of SMP N 1 Grogol Sukoharjo.

D. Limitation of the Problem

The writer realizes that there are many techniques to teach vocabulary, but in this research, the writer focuses on improving students’ vocabulary mastery using cartoon films, the effect of cartoon films on the students’ vocabulary mastery in the teaching-learning process and the situation when cartoon films are implemented to teach vocabulary.

E. The Benefits of the Study

1. For students

It gives spirit and knowledge for students that learning English can be fun and interesting. The students will not feel to be forced in learning English but they will feel happy to learn since they are put in an enjoyable situation.

commit to user
2. *For the researcher*

   To know whether cartoon films are suitable to improve the students’s vocabulary mastery or not. And to give understanding that teaching learning vocabulary can be done in an interesting and fun way.

3. *For other teachers*

   To give some information about teaching technique to teach vocabulary, if they face the same problems.

4. *For English Department*

   To give a reference on the teaching and learning technique using cartoon films to teach vocabulary.

5. *For other researchers*

   To give inspiration to do similar research. And to apply further research in the same field.
CHAPTER II
THEORETICAL REVIEW

In this chapter, the writer provides related literature dealing with vocabulary mastery, media in teaching and learning, cartoon film, and their use in language teaching.

A. Review on Vocabulary
1. The Definitions of Vocabulary Mastery

Many experts have their own definitions about vocabulary. McWhorter (1989: 311) says that vocabulary means the ability to recognize individual words and to associate meaning with the particular combination of letters that form a word. It means that vocabulary contains of recognizing word and its meaning as well as its spelling. Other definitions come from Elliot, Kratochwill, Littlefield, and Travers (1999: 384) who said that vocabulary refers to the meaning of word and not merely its pronunciation. It means that the term vocabulary has at least two aspects: pronunciation and meaning.

According to Ur (1996: 60), vocabulary is the words that are taught in foreign language. The new item of vocabulary may be more than a single word. It is in line with Purwanto (2002: 1), who states that vocabulary is one of the subjects taught when students are learning a language.

Meanwhile, Hatch and Brown (1995: 1) state that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use. It means that vocabulary is defined as words that are used by individual of a particular language.

Vocabulary is one of the important elements in language to learn by students. To master the four language skill, students must have any knowledge of words. If students have mastered vocabulary, they will be able to master the four skills, such as reading, listening, speaking and writing. In other words, students will get difficulties in mastering any language skill without mastering vocabulary first.

Mastery is defined as the complete control of knowledge (Oxford Advance Dictionary). It is in line with Hornby (1995: 6) who defines mastery as complete
knowledge or complete skill. It means mastery is the whole power or ability to direct knowledge. Similarly, Coulson et al (1987: 1050) define mastery as skill, or use of knowledge. It means mastery is the ability to use one of knowledge. Porter (2001: 953) adds that mastery is learning or understanding something completely and having no difficulty in using it.

According to the definitions of vocabulary and mastery above, the researcher concludes that vocabulary mastery is the ability to use knowledge of words that are taught when students are learning a foreign language, and it is not only understanding the meaning of words, but also having no difficulty in pronouncing, spelling and using them.

2. Types of Vocabulary

Pikulski and Templeton (2004: 1) categorize vocabulary into the followings:

a. *Expressive Vocabulary*, which is used to refer to both since these are the vocabularies we use to express ourselves.

b. *Receptive Vocabulary*, which is used to refer to listening and reading vocabularies.

c. *Meaning or Oral Vocabulary*, which refers to the combination of listening and speaking vocabularies.

d. *Literate Vocabulary*, which refers to the combination of our reading and writing vocabularies.

Figure 2.1 shows the relationship of the eight different terms.
In general, linguists differentiate vocabulary into two: active and passive vocabulary. Harmer (1991: 150) explains that active vocabulary is the vocabulary which the students have been taught or learnt and which they are expected to be able to use. Meanwhile, passive vocabulary is the words which the students recognize when they meet, but which they will probably not be able to produce. In other words, active vocabulary is productive learning referring to speaking and writing, while passive vocabulary is receptive learning referring to reading and listening.

It is in line with the distinctions of vocabulary types suggested by Haycraft (1997: 44). Active vocabulary, as he defines, is the words which the students can understand, pronounce correctly, and use constructively in speaking and writing. While passive vocabulary is those which students recognize and understand when they occur in context, but which the learners themselves cannot produce correctly. These categories are called using different terms by Gairns and Redmand. They call active vocabulary as productive vocabulary the passive one as receptive. Receptive vocabulary is used to mean language items which can only
be recognized and comprehended in the context of reading and listening material; while productive vocabulary refers to the language items the learner can recall and use appropriately in speech and writing Gairns and Redmand (1998: 64).

In addition, Gairns and Redmand say that it is very important to distinguish the two terms in language learning situation. They emphasize the importance of decision making by the teacher and the writer of the materials about which items are worth learning for productive use and which are only useful for purposes of recognition. It has several implications: the teacher will need to select what the teacher feels will be the most relevant for students’ productive vocabulary and this, in turn, will affect the teacher’s treatment of those items in the classroom. Clearly, because the teacher has superior knowledge of complexities and usefulness of the item to the students’, teacher has a great responsibility. However, the learners may be in much stronger position to decide whether an item is worth acquiring productively; this is particularly true in the case of ESP students. It is also worthy stating at this point that the learner who perceives the vital personal relevance of an item may well acquire it whether the teacher pays great attention to it or not. In contrast, consciously or subconsciously, the learners may reject items being tried to teach by the teacher.

3. Teaching Vocabulary

There are some reasons why vocabulary is taught. As proposed by Nation (1990: 2), vocabulary is taught because of: (1) the considerable research about vocabulary informing that vocabulary related to useful words can give the learners useful skill, especially speaking; (2) the small vocabulary of the learners; (3) the importance of vocabulary in language learning. The importance of vocabulary is also stated by McCarthy (1990: iii):

“No matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meaning, communication in L2 just cannot happen in any meaningful way.”
In teaching vocabulary, it is necessary to consider some elements. Ur (1996: 60-62) suggests some elements that need to be taught in teaching vocabulary. They are:

a. **Form : Pronunciation and Spelling**

   The learner has to know how a word is pronounced (its pronunciation) and what it looks like (spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned.

b. **Grammar**

   The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as the teacher teaches the base form. When teaching a new verb, for example, teacher might give also its past form, if this is irregular (*think*, *thought*), and teacher might note if it is transitive or intransitive.

   Similarly, when teaching a noun, the teacher may wish to present its plural form, if irregular (*mouse*, *mice*), or draw learners’ attention to the fact that is has no plural at all (*advice*, *information*). The teacher may present verbs such as *want* and *enjoy* together with the verb form that follows them (*want – to infinitive, enjoy – V ing*), or adjectives or verbs together with their following prepositions (*responsible for, remind someone of*).

c. **Collocation**

   A collocation is two or more words that often go together. These combinations just sound “right” to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound “wrong”. This is another piece of information about a new item which may be worth teaching. Collocations are also often noted in dictionaries, either by providing the whole collocation under one of the head – words, or by a note in parenthesis.

d. **Aspects of Meaning (I) : denotation, connotation, appropriateness**
The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. For example, *dog* denotes a kind of animal; more specifically, a common, domestic carnivorous mammal; and both *dank* and *moist* mean slightly wet.

A less obvious component of the meaning of an item is its connotation: the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. The word *dog*, for example, as understood by most British people, has positive connotations of friendship and loyalty; whereas the equivalent in the Arabic, as understood by most people in Arab countries has negative associations of dirt and inferiority. Within the English, *moist* has favourable connotations while *dank* has unfavourable; so that you could describe something as ‘pleasantly dank’ would sound absurd.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that a certain word is very common, or relatively rare, or ‘taboo’ in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal discourse, or belongs to a certain dialect. For example, you may know that *weep* is virtually synonymous in denotation with *cry*, but it is more formal, tends to be used in writing more than in speech, and is in general much less common.

e. Aspects of Meaning (2) : meaning relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones.

1) Synonyms: items that mean the same, or nearly the same; for example, *bright, clever, smart* may serve as synonyms of *intelligent*.

2) Antonyms: item that mean the opposite; *rich* is an antonym of *poor*.

3) Hyponyms: items that serve as specific examples of a general concept; *dog, lion, mouse*, are hyponyms of *animal*.

4) Co-hyponyms or co-ordinates: other items that are the ‘same kind of thing’; *red, blue, green, and brown* are co-ordinates.
5) Super ordinates: general concepts that ‘cover’ specific items; *animal* is the super ordinates of *lion, dog, mouse*, etc.

6) Translation: words or expression in the learners’ mother tongue which are (more or less) equivalent in meaning to be item being taught.

In teaching vocabulary, teachers should not teach every word that they know to their students, the teachers need to limit the vocabulary that is introduced – if too much is introduced, the students will be impeded by the need to absorb too many words. Haycraft (1997: 44 - 47) gives certain guidelines on which the choice of vocabulary can be based, they are:

a. **Commonest word**

   It is important to choose words that are commonly used. Teacher should not teach the unusual words for it will take the place of a useful one in the student’s mind. The teacher is helped here by the textbook where vocabulary is graded, and lists of the commonest words are also available.

b. **Students need**

   If a student wants to know a special word, it is usually worth teaching it to him because motivation will ensure him to remember it. We should not teach it to the whole class unless they will all find it useful.

c. **Students’ Language**

   Words which are similar to the students’ language will be easy to learn. So, teacher can choose words based on the students’ language.

d. **Word Building**

   Teacher can choose some words to teach because a general rule can be formed. For instance, teach – teacher, work – worker, etc.

e. **Topic Areas**

   In many ways, it is easier to teach vocabulary which belongs to one area of sequence, as the students will be able to form a pattern of interrelated words in his mind.

f. **Cross Reference**
A lot of words are applicable to different situations or specializations. If we teach vocabulary connected with cars, it is worth choosing terms that are also common to other means of transportation, such as: trains, aero planes, taxis, buses.

\( g. \) Related Structures

Many structures ‘demand’ their own vocabulary. Thus, teacher should choose vocabulary which is synchronized with its structure. For instance, if we teach ‘have got’ we tend to choose the name personal possession. If we are teaching ‘going to’ we are likely to introduce a vocabulary connected with plans.

4. Techniques in Teaching Vocabulary

To get the best result on teaching vocabulary, it is important to choose good and appropriate technique in teaching vocabulary. Gairns and Redman (1986: 76) suggested techniques of introducing new vocabulary, as follows:

a. Visuals

1) Visuals

Visual techniques can be in the form of flashcards, photographs, blackboard drawings, wall charts, and realia. All of these techniques are extensively used for conveying meaning concrete nouns like animals or fruits, and certain areas of vocabulary such as professions, places and description of people and activities.

2) Mime and Gesture

These are often used to supplement other ways of conveying meaning. When teaching an item such as to chew, a teacher might build situation to illustrate it, make use of the blackboard and gesture to reinforce the concept.

b. Verbal Techniques

1) Use of Illustrative Situations (Oral or Written)

This could be the most helpful ways when the items become more abstract. The teacher often uses more than one situation or context to check that learners have grasped the concept.
2) Use of Synonymy and Definition

Teacher often use synonymy with low level students, where inevitably they have to compromise and restrict the length and complexity of their explanation.

3) Contrasts and Opposites

A new item like *big* is easily illustrated by contrasting it with *small* which is already known by the students. In this case, the teacher must have known exactly which vocabulary has been mastered by the students and which has not.

4) Scales

After the students have learnt two contrasted or related gradable items, this can be a useful way of revising and feeding in the new items.

c. Translation

This technique can be a very effective way to convey the meaning because it is not time consuming that might otherwise be spent on a complicated and largely unsuccessful explanation in English, and it can be a very quick way to dispose of low frequency items that may worry the students but do not warrant significant attention. The teacher give the meaning directly, so the students did not need to get involved in the process in finding the meaning.

Another technique comes from Brown and Payne (in Hatch and Brown, 1995: 372-391). They divide the technique in learning vocabulary into five essential steps: (1) having sources for encountering new words; (2) getting a clear image, either visual or auditory or both, for the forms of the new words; (3) learning the meaning of the words; (4) making a strong memory connection between the forms and meanings of the words; and (5) using the words.

5. Problems in Learning Vocabulary

Teaching vocabulary to students is not easy to do, it is clearly more than just presenting new words. There are many problems occurring during the process in teaching them. Since English is a new language for students, the students may encounter difficulties in remembering and grasping them.

Roger (1995: 43) states that the ease or difficulty of vocabulary items depends on a number of factors. They are:
a. **Similarity to L1**

The difficulty of vocabulary items often depends on how an item is similar in form and meaning to the students’ first language. However, words, which are similar in the first language and English, may be misleading rather than helpful. Some English words may look similar in spelling to Indonesian words. For example: ‘air’ could be misled by students as ‘water’, because Indonesian also has the word ‘air’, which means water.

b. **Similarity to English words already known**

Once the students have some English words, then a word that is related to an English word that they are already familiar with will be easier than one which is not. For example, if students have already met the word *friendly*, they should be able to guess the meaning of *unfriendly*. But this may lead to over, for example: students might guess that ‘unusual’ is the opposite of usual to mean ‘not usual’.

c. **Connotation**

Connotation of the word is another difficult aspect that the learners have to get to grip. For example, either *skinny* or *slim* could be used to describe someone who is *thin*. But these two words have very different in their connotation and by choosing one of them however; the speaker actually conveys a particular attitude. *Skinny* is negative connotation, while *slim* is positive connotation.

d. **Spelling and pronunciation**

The spelling of English word can cause problems for students who speak languages with very regular spelling systems. Particular spelling patterns can also cause confusion where the pronunciation concerned. For example, there are many students who confuse the meaning, spelling, and pronunciation of these words: *through, though, thought, tough, thorough*.

e. **Multi-word items**

A lexical item may consist of more than one word, as in a compound like *tennis shoes*, or *rally car* or a phrasal verb such as *to put some one up*. Phrasal verbs are notoriously difficult for learners of English because they are made up of simple words often prepositions or adverbs that are easily confused.
f. **Collocation**

How a lexical item collocates can also cause difficulty. For example, we say that people are *injured* or *wounded* but things are *damaged*. When we say “*That is a wounded car*”, it looks strange. In short, certain words cannot use both by for human and non-human agents.


g. **Appropriate use**

When we use vocabulary appropriately is also problematical. As we know that some words and expressions are restricted to use in particular contexts. For example, *He is pushing fifty, pushing here means almost*. But *pushing* is only used this way with older people, We cannot say *He is pushing three*.

Based on the theories about vocabulary above, it can be inferred that the **definition** of vocabulary mastery is the ability to use knowledge of words that are taught when students are learning a foreign language. It is not only understanding the meaning of words, but also having no difficulty in pronouncing, spelling and using them. Students should master not only receptive but also expressive vocabulary.

a. **Receptive vocabulary** refers to the words the students' read and listen, while

b. **Expressive vocabulary** refers to those they speak and write.

Both were taught in the research.

And factors affecting the ease and difficulty of learning vocabulary are dealing with:

a. **Words meaning** (similarity to L1, similarity to English words already known, connotation, and multi-word items),

b. **Their use in certain context** (collocation, and appropriate use), and

c. **Pronunciation** (spelling and pronunciation).

In fact, those three were really students’ problems in mastering vocabulary in the research.
B. Review on Media in Teaching Learning

1. The Definitions of Media

Sadiman (1993: 6) said that the word *media* comes from Latin and it is the plural of the word ‘medium’, which literally means the intermediary or the introductory. Media is anything used to convey message from the transmitter to the receiver so that it stimulates mind, feeling, attention and students’ enthusiasm, in order to encourage the creation of the learning process of self-learners. He adds that teaching media are often considered as teaching aids which could be defined as any tools that could give concrete experience and learning motivation, and improve students’ comprehension and learning retention. Similarly, Gerlach (1980: 24) said that media are any person, material or events, those establish conditions which enable the learners to acquire knowledge, skills, and attitudes.

According to Heinich, Molenda, Russell (1996: 8), a medium (plural media) is a channel of communication, for example include film, television, diagram, printed material, computers, and instructor. In line with two definitions above, Gagne in Sadiman et al (2002: 6) states that teaching media is any component in students’ environment that stimulates them to study, such as book, film, tapes, etc. While Briggs (Sadiman et al, 2002: 6) defines teaching media as all the physical tools that are able to perform the message and also stimulate the students in learning activity.

National Education Association (NEA) states that media are forms of communication, print, audio-visual and the equipment. Media should be able to be manipulation, can be seen, heard and read.

It can be concluded that media are channels of communication used to convey the information from the transmitter to the receiver. Related to teaching and learning, media are teaching aids used in the teaching learning process to convey the information such as teaching materials from the teacher to the students so that the students will be more interested in taking part in the lesson. The examples include books, films, television, diagram, printed material, computers, and instructor, etc.
2. Kinds of Media

In accordance with the development of science and technology, the instructional media grow in step with the development of science and technology. With the development of instructional media, Sadiman (1993: 28-77) states that media can be categorized as follows:

a. Graphic Media
   1) Picture/Photograph
   2) Sketch
   3) Diagram
   4) Charts
   5) Graphs
   6) Cartoon
   7) Poster
   8) Map or Globe
   9) Flannel Board

b. Audio Media
   1) Radio
   2) Magnetic Tape Recording
   3) Language Laboratory

c. Still Projected Media
   1) Frame film
   2) Chain Film
   3) Transparency Media/ OHP
   4) Microfiche
   5) Film
   6) Loop Film
   7) Television
   8) Video
   9) Game and Simulation

In addition, Gerlach and Elly (1980: 274) classified media into five types:
a. Still picture

They form as photograph of any object or events which can be presented in text book, illustration, bulletin board materials, slides, filmstrips, frames, or overhead transparencies.

b. Audio recording

Recording are made on magnetic tape, on disc, or on motion picture sound tracts. These are the actual events or sound effects reproductions.

c. Motion picture/video tape recording

They are moving images produced in color or black and white from live action or graphic representation. Objects or events can be in normal, slow, time lapse or stop motion.

d. Real things

They include people, events, objects and demonstration. Real things are actual objects or events. Simulation is a copy of real situation designed to be as similar as possible to the actual events.

e. Programmed and computer-assisted instruction

They are the sequences of information (verbal, visual, or audio) designed to elicit predetermined responses. The most common examples are programmed textbook or instructional program prepared for computers.

3. The Advantages of Media

Media in teaching and learning process can create effective communication between teacher and students. Media, as a tool in teaching learning process, contain the aspects of learning tools and teacher’s techniques that are very close with teaching methods. It is used to stimulate the students’ motivation and interest to the lesson. Furthermore, teacher can apply the media as a strategy to make students’ learning foreign language easier, more enjoyable, effective, creative and transferrable to the new situation.
Levie & Lentz (1982) explain four functions of teaching media:

a. **Attention**

Media are able to attract the students’ attention in learning something in the class or out of class. Usually, students are more interested to learn something by real object than theory.

b. **Affection**

Affection related to students feeling. Using media can come up the emotion of students. For example, students are more diligent and discipline.

c. **Cognitive**

Cognitive related to the achievement in catching, memorizing, showing, sharing everything to the other. Media help the student to be easier in reaching the target of learning process.

d. **Compensatory**

Media are used to help the students who gain less achievement in understanding the lesson verbally or orally. Moreover, Kemp (1963: 3-4) lists the function of media in general or audio visual aids in particular and their contribution to a language learning as follow:

1) **The instruction can be more interesting.**

Audio visual aid can attract the students’ interest especially those of English learners. If they are interested, they will give much attention to what is being taught or discussed. They will be curious to know about the lesson. This can lead to an interesting language learning processes.

2) **Learning becomes more interactive.**

Many activities can be created through applying visual aids in teaching learning processes, for example watching English program on television. That activity is relatively more interesting than the activity of listening or writing the teacher explanation.
3) The quality of learning can be improved

If there is a good preparation of using visual aids, it will be possible for teacher to create a good language learning process in which the students’ participation is dominant. As a result, the students’ knowledge and skill can be improved.

4) The positive attitudes of students toward what they are learning and to the learning process itself can be enhanced.

The purpose of aids should mean to simplify instruction. They should not make the process of teaching and learning more complicated. If aids become unmanageable, they should not be used.

Furthermore Celce-Murcia (2001:461) give some advantages of media in language learning:

a. Media serves as an important motivator in the language teaching process.

b. Audiovisual materials provide students with content, meaning, and guidance. They thus create contextualized situation within which language items are presented and practiced.

c. Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.

d. Media provides a way of addressing the needs of both visual and auditory learners.

e. By bringing media into the classroom, teachers can expose their students to multiple input sources.

f. Media helps students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.

g. Media provides a means of presenting material in a time-efficient and compact manner, and of stimulating students’ senses, thereby helping them to process information more readily.

From the explanation above, it can be concluded that media plays an important role as teaching aids in the communication between teacher and students in achieving the
instructional objective. Besides that, media can stimulate the students’ motivation and interest to the lesson, so that students will be attracted to join the lesson.

4. Selecting the Media

Media must be selected before they are used in the classroom. According to Brown et al (1977: 78), there are six principles of media selection:

a. Content

Do the media (i.e. video) have significant selection with the lesson? The chosen of certain media must be confirmed to the lesson (message) to be given to the students.

b. Purposes

The use of audio visual aids should contribute to the teaching learning process significantly. It means that media can facilitate the teaching learning process.

c. Price

Before buying certain visual aids, a teacher should consider whether the cost or money is in accordance with the educational result derived from its use.

d. Circumstances of use

In choosing an audio visual aid, a teacher should take into account the environment (school) where he teaches. He should think whether the aid would function effectively in that environment.

e. Learners’ verification

A teacher should think whether the aid has been tested to certain students. He or she should consider if the tested students are similar to the students who he or she teaches.

f. Validation

A teacher must think whether there are data providing that the students learn accurately through the use of the aid.

Moreover, Morgan and Bowen (1982: 3) give their opinion that teacher must consider the following points in deciding aids or media in his lesson plan.
a. The purpose of the lesson related to the scheme of work and the syllabus.
b. The specific objective of the lesson.
c. The characteristic of the class members (age, sex, educational background, and the reason of learning the language).
d. The design of the lesson.
e. Communication problems which may affect the lesson (hesitation for withdrawal caused by shyness, anxiety, or difficulty in relationship within the group).
f. Available resources.

Those principles of media selection are to choose the appropriate teaching media. By using an attractive and good teaching media, it is expected that the goal of teaching English will be achieved and the students are motivated to study English since they will feel they are learning to do something useful with the language. In other words, any special factors which help the teacher to select appropriate media should be used.

5. Procedures of Using Media in Teaching Learning

Besides selecting the media, the use of media should be planned systematically, so that the implementation of the teaching learning runs effectively and efficiently. Sadiman et al (1993: 197-200) states that there are three main steps of using media that cover the stages of preparation, implementation and evaluation & follow-up.

a. Preparation Phase

At this stage, what teacher should do are:

1) Preparing the media that will be used carefully, whether they can support the presentation of the material or not. Teacher may follow the instructions within a manual guide, if any. Teacher should prepare the equipment needed to support the media. S/he also needs to specify whether the media should be used individually or in group. S/he has to adjust the position of the space so that all students can receive messages properly.

2) Explaining to students anything that must be provided and prepared to learn by using the media.
b. **Implementation Phase**

At the implementation stage, teacher should consider the followings:

1) Explaining the objectives to be achieved.
2) Preparing the equipments supporting the media.
3) Setting the atmosphere for pleasant class and adjust the conditions to the purpose, establishing the use of media on classical, small group, or individual.
4) Facilitating students to learn in comfort. Teachers need to arrange the students’ seat so that the delivery of messages can be worked well.
5) Informing to students about the relationship of the media used with the subject matter.
6) Explaining to students the main points of the lesson material.
7) Giving the task to the students related to the activities taking place in the class.
8) Providing opportunities for students to question-answer session if there is something they have not understood yet.

**c. Follow-Up**

The purpose of this activity is to explore whether the goal has been achieved and to establish an understanding of instructional material in relevant to convey through the media. After finishing the explanation with the expository approach, teacher can do a follow-up by giving test, discuss the material, working on tasks or talking about things that are less obvious and difficult to understand.

According to Abidin (2003), teacher should make use of media according to certain steps and systematic plans. The steps are as follow:

1) *Formulating the objectives of learning by using media*
2) *Teacher Preparation*

   In this phase, teacher selects and determines the media s/he is going to use to achieve the learning objectives. In this case, teachers have to concern on some principles and considerations.
3) **Class Preparation**

In the phase, the students should be prepared before they join the class using media. Teacher must be able to motivate them so that they can analyze and comprehend the materials by using media.

4) **Teaching presentation and media use**

It concerns on teacher's skill to succeed presenting the materials by using the media. It is important because the use of media is for the sake of the effectiveness and efficiency in achieving the learning objectives.

5) **Students' learning experience**

In this phase, students learn through media.

6) **Evaluation**

In this phase, learning activities are evaluated, to what extent the objective is achieved. It will also reflect to what extent the influence of the media is in their role as an aid to support students' achievement. The result of the evaluation can be used as means of consideration for the next learning activities.

To conclude, media of any kind are advantageous to help students achieve their learning objectives, stimulate their motivation and interest in the lesson, and attract them to get involved in the lesson. However, teacher needs to be selective in using media in the classroom. S/he should able to choose the appropriate media to support his/her teaching by considering several factors, such as: the content and purposes of the lesson, price and circumstance of use of the media, characteristics of the class communication problems, learners verification and validation, and available resources as well. Besides, teacher has to follow a systematic procedure to use the media in the class through preparation, implementation, and follow up.

C. **Review on Cartoon Film**

1. **The Definition of Film**

Some experts have their own definition of film. Hornby (1995: 434) defines films as a story, etc. recorded as a set of moving pictures to be shown on television or the
cinema. According to Allen and Gomery (1985: 136), film is an art which portrays man’s interpretation of life. Basically, film and movie are the same thing. And Unwin and McAleese (1978: 571) state that movie is originally a slang term for cine film, moving pictures, now often used to describe equipment and materials used by amateur film makers. It expresses a certain theme, idea, or story.

From the definitions of film about, it can be concluded that film is an art which portrays man’s interpretation of life. It expresses a certain theme, idea, or story, to be shown on television or the cinema.

2. The Kind of Film

According to World Book of Encyclopedia (1996: 86-89), Films are broken down into:

a. Feature Films

Feature films are entertainment films that usually form the main part of cinema programme. It deals with such popular subject, as love stories, historical events, biographies of famous people, science fiction, adventure in exotic setting, etc.

b. Animated Films

They generally consist of drawing and paintings by artist called cartoons. Others are films recorded by puppets in miniature film sets.

c. Newsreels

Newsreels are short films that report important or interesting events.

d. Documentary Films

Documentary films present information on many subjects. They show men life and work throughout the world. They explain events in science and processes in technology, and illustrate various aspects of life in nature.

e. Educational Films

They provide information especially for school and other educational establishments. They present information in clear and simple way by using
various techniques, such as: animation, moving diagrams, and changes in speed of photography.

f. Television Films

Television Films are especially made by film and television companies to provide information and entertainment.

g. Amateur Films

They are made by people not engaged professionally in the film industry. Many people, including teachers and school children, make films as hobby.

3. The Definition of Cartoon Films

According to Salim in Arsanti (2000: 9):

“film kartun adalah cerita bergambar dan bersuara yang ditayangkan melalui televisi maupun layar bioskop yang didalarnya terdapat kondisi visual melalui tingkah dramatik, gerak ekspresi, dan komunikasi verbal secara dialog, serta musik yang menggunakan irama yang kompleks dan halus.”

Another definition comes from Wittich and Schiller (1962: 135), who say that cartoon is pictorial representation or caricature of a person, idea, situation that is designed to influence public opinion. While, Poulson in Analysis of Cartoons (2008) says that basically a cartoon is a form of media where, using animation, characters are shown with simplified features, but still maintaining an ability to recognize.

Moreover, in Oxford American Word Power Dictionary (1998) cartoon is a movie or television program that tells a story by using moving drawings instead of real people and places.

From the definitions above, it can be concluded that cartoon film is a movie or television program that tells a story by using animation and characters of real people and places that are shown with simplified features, in which there is a visual condition through dramatic behavior, the motion expression, and verbal communication in a dialogue.
Since cartoon films cannot all be used to teach, the researcher selected the relevant ones to suit her teaching. In the research, she used those which can be played with text line (English subtitle) given, which has short duration, and which used relevant vocabulary degree to SMP students. Besides, the researcher also selected the films to suit her teaching materials. By selecting the proper cartoon films, it was expected that the students could be more active and motivated in the class, reduce their boredom, and help them comprehend and recall the English words as well.

4. The Advantages of Cartoon Films

Champoux (2003: 7) states:

“the different types of movies have several functions in the program of teaching. One of them is an animated (cartoon) film. Animated (cartoon) film has the potential of serving these functions more strongly than live-action films, especially from its extraordinary symbolism and character development.”

Moreover, Run in Champoux (2003: 7) adds that:

“film as a case is using a well-chosen film as a video case helps develop students’ analytical skills and brings life to otherwise abstract concepts. Animated (cartoon) film fits this function well and can give engaging viewing experience”.

Other functions, he added that film can be used as experience. He explained that film can assist students in framing an experience around the movie scene, replace the current visual material to a use of printed material. Animated film offers scenes that can serve as targets use and bring diversity to the classroom experience.

Wittich and Schuller (1962: 137-139) give three advantages of cartoon, as follows:

a. For Motivation

By its nature, an effective cartoon readily attracts attention and arouses interest. This suggests at once that appropriate cartoon materials can be useful motivation devices in the classroom. For one thing, cartoon on current topics, if
suited to lesson objectives, are effective discussion starters. For example, *Spongebob Squarepants* in the episode of ‘Learning to Drive’ is a good stimulus to present and explain the students about how to drive a car. For another thing, the humor in cartoons has great stimulative benefit, even for students with limited ability. Students do not have to think hard when watching cartoon. Furthermore, cartoon elicits great interest, build vocabulary and confidence in using it, it stimulates conversation, and generally increases pupil participation in class.

Besides, cartoons selected for specific purposes and for appropriate levels of sophistication can at the very least provide a refreshing tie-in with life outside the classroom, plus a stimulating variety and change of pace in instructional techniques. At best, cartoons can open up a whole range of worthwhile learning activities. In other words, cartoons have a wide range of benefit for learning. At minimum, cartoons can help stimulate students’ motivation and interest, and at most, they can help students refresh their mind about what they have already learnt through such a fun activity.

*b. As Illustrations*

Cartoons provide teachers with two valuable assets—good illustrations of significant learning points, and change of pace and variety in presentation of material to the class. To restate, cartoon helps teachers explain and reinforce students about certain important points. Besides, it signifies the teachers’ movement from one to another teaching phase and modifies his/her presenting the material as well.

c. *For Pupil Activity*

Classroom production of pupil cartoons is likewise a useful activity. Literature and grammar provide opportunities for cartoons as illustrations of the knowledge acquired. Through this statement, Wittich and Schuller suggest that cartoons are suitable illustrations for explaining concepts of literature and grammar.

Based on the statement above, it can be concluded that cartoon films gives several benefit to the students in the teaching learning process. They can be both a good stimulator and a helpful illustrator.
5. Selecting Cartoon Films

Wittich and Schuller (1962: 137-139) state that there are certain qualities which are typical of effective cartoons, and knowledge of these qualities is helpful in selecting cartoons for teaching purposes. To answer “What is good cartoon?” Wittich and Schuller give some guided for evaluation and selection of cartoons. They are:

a. Appropriateness to Experience Level

The first consideration, of course, is that the meaning of the cartoon be understandable by the class in which it is to be used.

b. Simplicity

Assuming that the cartoon’s meaning is understandable, there are certain desirable physical characteristic common to good cartoons. One of these is simplicity. The better cartoon contains only the essentials.

c. Clear Symbols

A third quality of effective cartoon is clarity of symbolic meanings. Teachers must be careful to select cartoon whose symbols are not too abstruse for their pupils.

6. The Role of Cartoon Films in Teaching Vocabulary

Vocabulary is one of the important elements in a language to learn by students. To master the four language skill, students must have a lot of knowledge in vocabulary. In other words, students will get difficulties in mastering any language skill without mastering vocabulary first.

To get the best result on teaching vocabulary for junior high school, it is important to choose appropriate technique for them. In finding the best technique, Subijakto-Nababan (1993: 5) states: “guru yang baik pada umumnya selalu berusaha untuk menggunakan metode pengajaran yang paling efektif dan menakai alat atau media yang terbaik”. In this research the role of cartoon film as the media and teaching aids to teach vocabulary for junior high school students.

The reason why the writer chose cartoon film to teach students’ vocabulary was because in their age, they have spent their spare time watching cartoon films. For them it
is enjoyable and interesting. They like to see the dynamic moving pictures presented in cartoon film, in fact they admire the characters from cartoon films, and they easily to copy what their idol say, and do.

Actually, cartoons are not only entertaining but also used in educational programmes (Allan, 1985: 26). Cartoon films can be used in children language learning. Moreover, Stempleski and Tomalin (1999: 3) say that the combination of motion pictures as visual stimuli and audio stimuli in cartoon films can present language more comprehensively. Brown et al (1959: 173) said that learning from films showings can be increased by repeated showings, pre-testing, or post-testing with knowledge of results given to the students. Films (in this case is cartoon film) have important values for teachers and students. They added that films have special advantages in learning; films can help to overcome important intellectual barrier to learning, for example students who lack interest in a topic may be drawn to it by a moving, dramatic, and colorful film.

Marselli in Arsanti (2000: 19) states that audiovisual media, in this case cartoon films, conveys the idea by presenting the concrete object. For example, through the cartoon film children will learn names of object by seeing the object in the film. Thus, it will help students to memorize the names of object. It is helpful for students to understand the meaning of the vocabulary presented in the cartoon film.

Pahin and Power in Kasihani (2005: 7) stated that students learn English by listening, imitating and spelling it. Cartoon films combine audio and visual materials. They give not only visual stimuli but also audio stimuli to the viewers, so the students can hear the right pronunciation in English from the characters in cartoon films. It will stimulate children to learn the right pronunciation. Moreover, students were more interested in hearing how the correct pronunciation from their favorite cartoon character (of course, still under controlled and guidance from teachers) than from their teachers who only give examples.

7. The Procedures of Using Film in Teaching

Hamalik (1962: 106-108) suggests some principles of using film in classroom. Here are the steps:

commit to user
a. **Teacher Preparation**

1) Teacher prepares the lesson units.
2) Teacher chooses the appropriate film to achieve his/her learning objectives.
3) Teacher integrates the film with his/her lesson plans.
4) Teacher previews the film prior to the class. By doing so, s/he can gain complete data about the film s/he is going to use.
5) Teacher explicitly maps the correlation between the film and other learning activities, such as: activities in laboratory, activities in library, class discussion, creation, and so on.

b. **Class Preparation**

1) Teacher prepares the classroom and all required equipments.
2) Teacher prepares the students' readiness for learning through film.

c. **Presentation**

Presenting teaching materials by using film is common. Film should be learned. Even if it is needed, it may be replayed several times. Teacher has to make sure that the classroom is dark, who is going to be the operator, and so forth. S/he should also control the room acoustic, atmosphere, and seats.

d. **Follow – up and application**

After the film has been played, follow-up activities are necessary to reinforce students' mastering the skills and knowledge they have already learned. It can be in the form of test, demonstration, experiments, and project works. After that, field trip and interview are carried out.

e. **Recording**

Records in the form of notes, both bibliographic and notes on film's correlation to the materials contain assessment, students' reaction to the film, and suggestions of the curriculum than can apply the film.

Using film is particularly useful, not only because students enjoy the medium, but it also allows them to practice listening comprehension and spoken-language skills. Part of teaching film involves teaching the vocabulary, whether it is using the moving pictures themselves or leading discussions about films. At
http://www.ehow.com/how_4443505_teach-english-through-films.html, there is a suggested instruction in teaching vocabulary using film:

1) Making a lesson plan and deciding on its focus. For example, whether it is for conversation fluency, listening comprehension or vocabulary building. The level of the students, goal of the lesson and possible problems with the film vocabulary, such as slang or pronunciation, should also be taken into account.

2) Organizing materials for film-related vocabulary. There are many resources for films, ranging from offline printable worksheets to Power Point Presentations and interactive websites. After that it preparing and testing the materials to ensure they work and to gauge the length of time the teacher will need.

3) Having fillers or activities on hand in case the lesson slows down or teacher has extra time s/he needs to fill. Twenty questions can be modified to consist of film vocabulary, either by general topic or specific films.

4) Introducing film as a conversation topic. It could be brainstorming film genres, jobs in film or a discussion of favorite films in small groups.

5) Following teacher’s lesson plan but not being too strict with it. Allowing slower classes more time and more advanced classes the chance to cover extra ground. Noting any problems students have with film vocabulary, like pronunciation or usage.

6) Concluding the lesson with a group feedback or revision and assigning homework that follows up on the film vocabulary, such as defining film terms or writing an essay on a favorite or least favorite film.

Based on the procedure of using media in the classroom suggested by Sadiman (1993: 197-200) and Abidin (2003), and procedure of using film in the classroom suggested by Hamalik (1962: 106–108) and the one found in http://www.ehow.com/how_4443505_teach-english-through-films.html, the researcher has summarized them into and apply the following:

1) **Teacher Preparation**
   a) Teacher prepares the course unit.
b) Teacher selects and determines the cartoon film she is going to use to achieve the learning objectives.

c) Teacher integrates the film to her lesson plan.

d) Teacher previews the film prior to the class. By doing so, she can gain complete data about the film she is going to use.

2) **Class Preparation**

   a) Teacher prepares the classroom and all required equipments.

   b) The students should be prepared before they join the class using cartoon film. Teacher must be able to motivate them so that they can analyze and comprehend the materials by using media.

3) **Presentation the Film**

   a) **Opening**:
   
      1. Teacher greets the students.
      2. Teacher checks the students’ attendants.
      3. Teacher tells the students the topic going to be learnt.

   b) **Main Activities**:
   
      1. Teacher explains the students what they have to do while watching the cartoon film, those are: remembering the vocabulary, repeating the pronunciation, and answering the questions about the vocabulary.
      2. Teacher lets the students watch the cartoon film.
      3. Teacher stops in certain scene then reviews the vocabulary that was presented.
      4. Teacher asks the meaning of the vocabulary in Indonesian language, and then asks them to remember it.
      5. Teacher checks the students’ understanding of the vocabulary from the cartoon films, then ask students to note it.
      6. Teacher drills the students’ pronunciation.
      7. Teacher checks and corrects the students’ pronunciation.
      8. Teacher asks students to make sentences using vocabulary that had been learnt.

*commit to user*
(9) Teacher makes note about any problems students have in vocabulary, its pronunciation, and its usage.

c) Closing
(1) Teacher gives some task about vocabulary that had been learnt.
(2) Teacher evaluates the students’ answer and gives short explanation about it.
(3) Teacher reviews the lesson and asks the students’ understanding.
(4) Teacher ends the lesson.

4) Evaluation
a) Teacher gives test.

b) By using the result of the test and the result of teacher’s note, teacher evaluates the learning activities whether the objective is achieved or not.

D. Rationale

Vocabulary is one of the important elements in language which should be mastered by the students. But in fact, learning vocabulary for Junior high school students was not easy. There were many problems occurring during the process in teaching and learning, since English is a new language for them. Reading the questionnaires which had been filled in by the seventh grade students of SMP Negeri 1 Grogol Sukoharjo, the researcher found some problems dealing with vocabulary mastery:

1. The students found it difficult to pronounce the words correctly.
2. It was difficult for the students to memorize the meaning of words.
3. The students found it difficult to use vocabulary in four language skills.

In addition, based on the observation during the teaching and learning activities, the researcher found some problems of the situation in the classroom, as follows:

1. The classroom situation which was not alive, proved by the students’ feeling bored then being inactive in the teaching learning process.
2. The students’ attention and motivation were low.
3. The students made noise in English class.
To solve the problem, the teacher can use some media in teaching vocabulary to help them deliver the materials more easily. One of the media that can be used in teaching vocabulary is cartoon film. Cartoon film provides colorful and interesting pictures that can attract students’ attention. It provides so many things that it can entertain the students, like: the characteristic, the plot, the colorful objects, the theme, the music, and the story. They will enjoy studying with something that they like. Beside entertaining, cartoon film can also be used for educational purposes, including to solve the problem in teaching and learning vocabulary. For example, through the cartoon film children will learn names of object by seeing the object in the film. Thus, it will help students to memorize the names of object. It is helpful for students to understand the meaning of the vocabulary words presented in the cartoon film. The next problem is pronunciation. To resolve these, cartoon films are combined with audio and visual materials. They give not only visual stimuli but also audio stimuli to the students, so the students can hear the right pronunciation in English from the characters in cartoon films. So, by watching cartoon films, children are encouraged to know a lot of words and learn the meaning of the words. The use of cartoon films in learning English vocabulary provides children with pleasure and entertainment. They can also learn many new vocabularies that they have never learned before. It can be said that cartoon films are an entertaining and motivating medium for students. So that the student will be attracted to join the lesson, and the teaching learning process will not only be learnable but also enjoyable.

Due to the explanation above, the writer applied cartoon films as a teaching aid in teaching vocabulary to junior high school students. By looking at the theory, the writer assumed that by using cartoon films, the vocabulary of the students would improve.

E. Hypothesis

Based on the assumption above the hypothesis was formulated as follows: by using cartoon films in teaching and learning process, the students’ vocabulary mastery improves.
CHAPTER III

RESEARCH METHODOLOGY

A. Context of the Research

1. Setting of Time and Place

This classroom action research was carried out from February 9th to June 3rd, 2011 in SMP Negeri 1 Grogol Sukoharjo, which is located in the east of Perum Telukan, Grogol, Sukoharjo, Jawa Tengah.

This school consists of three grades, they are the seventh grade, the eighth grade and the ninth grades in which each grade consists of eight classes. There are 24 classrooms, teacher office, headmaster office, administration room, a computer laboratory, a counseling room, a health room, a hall, multimedia room, library, science laboratories, mosque, canteens, OSIS room, basketball yard, and also parking area. Each classroom is completed with some facilities which are set to support teaching learning process, such as whiteboard, blackboard, a clock, tables and chairs which are fit with the number of the students, a teacher’s desk and chair. The members of the students are around 884 students and the total numbers of teachers are 55 teachers.

2. Subject of the Research

The subjects of this study were the seventh grade students of SMP Negeri 1 Grogol Sukoharjo in the academic year of 2010/2011. The classroom of VII A is located in the back yard of SMP Negeri 1 Grogol Sukoharjo, precisely in the north side of yard. There are 40 students consisting of 18 boys and 22 girls in class of VII A. This classroom is wide enough for 40 students. The situation of VII A is comfortable enough to study. It has good lighting and facilities. Because this class does not have LCD (Liquid Chrystal Display) yet, the researcher used AVI (Audio Visual) room in this research.

AVI room is a special room for teachers who want to use audio visual media in their teaching. This room is located between computer laboratory room and counseling room. It is facilitated with LCD, a set of computer, and sound system.
B. The Method of Research

1. The Nature of Action Research

This research is categorized as a classroom action research. Elliot (1991: 54) states that action research integrates teaching, teaching development, curriculum development, and evaluation, research reflection into unified conception of a reflective educational practice.

Similarly, Ebbut in Hopkins (1993: 44) states that action research is about systematic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions.

Furthermore, Wallace (1999: 4) states that action research is basically a way of reflecting on a teacher’s teaching (or teacher training, or management of an English department, or whatever it is the teacher does in ELT). It is done systematically by collecting data on teacher’s everyday practice and analyzing it in order to come to some decisions about what the teacher’s future practice should be.

According to Mason and Bramble (1997: 42), action research is a research which is designed to uncover effective ways of dealing with real world problems. The research is not confined to a particular methodology or paradigm. It may utilize qualitative or quantitative methodology or a mixture of both. Action research is distinguished more by attention than methodology. Richard and Platt (1992:4) state that action research is a teacher-initiated classroom research which seeks to increase the teacher’s understanding of classroom teaching and learning and to bring about improvement in classroom practice.

From the definition above, it can be concluded that action research is a systematic study of action to overcome educational problems and to bring about improvement in classroom practice dealing with real world problems by collecting data on teacher’s everyday practice and analyzing it by means of their own reflection upon the effect of these action in order to come some decisions about what the teacher’s future practice should be.
This action research was aimed to overcome the students’ problems in improving their vocabulary mastery by using cartoon films, and develop teacher’s creativity in teaching vocabulary. It is also expected that the research effects positive change of the social and educational situation on the seventh grade class.

2. The Characteristics of Action Research

Burns (1999: 30) suggests a number of common features which can be considered to characterize action research:

a. Action research is contextual, small scale and localized. It identifies and investigates problems within a specific situation.
b. It is evaluative and reflective as it aims to bring about change and improvement in practice.
c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
d. Changes in practice are based on the collection of information or data which provides the impetus for change.

Bramble and Mason (1997: 43) illustrate several points about action research. The results of the research have direct application to real-world problems. Then, elements of both quantitative and qualitative approaches can be found in such studies. Finally, treatments and methods that are investigated are flexible and might be change during the study in response to the results as they are examined.

The characteristics of action research can be identified as follows: Action research is carried out by practitioners. The results of the research have direct application to real-world problems. Action research provides collaborative investigation by teams of colleagues, practitioners and researchers. The treatments and approach that are investigated are flexible.

Based on the characteristics of action research above, this research was appropriately undertaken as classroom action research in order to bring about educational
change and improvement in vocabulary mastery. The use of cartoon films in this research is flexible and can be monitored.

3. The Model of Action Research

The model of action research used in this research is the model developed by Kemmis and Mc Taggart in Burns (1999: 32). According to them, classroom action research is composed of cycles consisting of four steps namely: planning, action, observation and reflections. In the implication of action research, those steps make a spiral. It means that when we do one step, we can come back to previous step to see what we are already done or we than new cycle not from beginning. Each step is explained as follows:

a. Planning

Before implementing the action, the researcher needed to make general plan. At this stage the researcher prepared documents and equipments needed in doing the action in order to improve the students’ vocabulary mastery using cartoon films.

b. Action

Action is act to implement the plan. The researcher did the planning which had been made. The researcher carried out the lesson plans which had been made. In this research, the researcher used cartoon films in teaching and learning process in order to improve students’ vocabulary mastery.

c. Observation

Observation is a step where the researcher observed the effects of the critically informed action in the context in which it occurs. The researcher observed all activities happening in the classroom and made notes related to the process of teaching and learning. The researcher did observation during teaching and learning process.
d. Reflection

Reflection is a step to reflect the effects of the action as the basis for further planning. Reflecting is needed as the basis for further planning. In this step the researcher reflected what she had done through a succession of stages.

Visually, the steps in action research by Kemmis and Mc Taggart in Burns (1999: 32) can be illustrated as follows:

![Action Research Spiral (Kemmis & McTaggart)](image)

(Adapted from MacIsaac in Varasarin, 2007)

Figure 3.1 Action Research Spiral (Kemmis & McTaggart)

4. The Procedure of the Action Research

This action research used the model developed by Kemmis and McTaggart in Burns (1999: 32). In this model, the implementation of the action research included four steps, namely planning, action, observing and reflection. These four steps were included in part of procedures of action research. The procedures of action research in this research are as follows:

1. Identifying problem

In this step, the researcher identified the problems occurring in the class. The problems refer to the factors making the students difficult to master vocabulary. To
identify the problems, the researcher observed the teaching learning process, gave questionnaire, interviewed the teacher and conducted a pre-test.

\textit{a. Using Pre-test}

The researcher gave vocabulary test to know the students’ competence in mastery in vocabulary.

\textit{b. Observation}

The observation was held in order to know the students’ vocabulary mastery, the students’ behavior during teaching-learning process, teaching method used by the teacher and to know the class management.

\textit{c. Interview}

The researcher made an interview to the teacher to know the problems that they face during the teaching learning process.

\textit{d. Questionnaire}

The researcher gave questionnaire to the students to know the students’ opinion about their recent English lesson and what problem they face in learning vocabulary.

\textbf{2. Planning the action}

General plan was made before implementing the action. The researcher prepared everything related to the action as follows:

\textbf{a.} She prepared the materials and sheets for classroom observation (to know the situation of teaching-learning process when the technique is applied).
\textbf{b.} She made lesson plan and designs the steps in doing the action.
\textbf{c.} She prepared teaching aids (the cartoon films).
\textbf{d.} She prepared exercises and post-test (to know whether students’ vocabulary mastery improves or not).
\textbf{e.} Then implemented the lesson plans which have been made.
\textbf{f.} The researcher gave post test 1 and evaluates the result to decide on the next cycle action.
g. When the teacher had finished applying all the lesson plans, the researcher gave post test 2 (final test) and evaluated the result.

h. Then, she compared the result of the pre test, the post test 1 and the post test 2 (final test) and identified the scores comparison.

3. Implementing the action

In implementing the action, the researcher did the planning which had been made. The researcher applied the lesson plans the researcher had made. The researcher used cartoon films in teaching and learning process in order to improve students’ vocabulary mastery. The real implementation was as follows:

a. The researcher prepared materials containing some exercises and practices taken and adapted from book and other sources.

b. The researcher gave short explanation and guides the students to understand the topic.

c. The researcher explained the vocabulary name of object by showing the object in cartoon films.

d. The researcher played the cartoon films and asked students to listen the right pronunciation from the characters in the film that would be imitated by the students in the class.

e. The researcher explained using of vocabulary by showing the text line in cartoon films.

f. The researcher asked about the students’ feeling and their comment dealing with cartoon films and the activities done in the classroom.

4. Observing the action

The observation was done during the teaching and learning process. In this step, the English teacher of SMP N 1 Grogol Sukoharjo acted out as the observer. She observed all activities happening in the classroom and take notes related to the process of teaching and learning. There were some aspects observed: class situation, students’ behavior, teacher’s technique in delivering the materials and students’ response when they were given the materials. The result of the observation was written in field notes as the data, while the researcher wrote her observation result in diaries. The English teacher
as the observer gave some input and suggestion to the researcher. The observer also took some photographs of the teaching and learning process.

5. Reflecting the action

The researcher made an evaluation towards what she had observed to find the weakness of the teaching activity having been carried out. The weakness was revealed from whether the students active or passive during the teaching learning process and whether their scores after pre and post-test increased or decreased. If their scores increased, it means that the researcher could continue the next cycle with same action. But, if their scores decreased it means that the researcher had to revise the action with some advances as needed, so that finally the effectiveness of using cartoon films to improve students’ vocabulary mastery was determined. The evaluation was taken down as field notes.

6. Revising the plan

Revising plan is needed when the action cycle does not make any improvement on the students’ vocabulary mastery. Based on the weaknesses which were found in reflecting process, the researcher revised the plan for the next cycle.

C. Techniques of Collecting Data

In this research, the writer used techniques of collecting the qualitative and quantitative data. The techniques of collecting data that used are observation, interview, record, field note, diaries and tests. In detail, the techniques of collecting data are as follows:

a. Qualitative Data

The qualitative data in this research were collected by using some techniques including:

1) Observation

The observer observed and took notes of all that happen before and during the implementation of cartoon films in the classroom. There were some
aspects to be observed, namely: class situation, students’ behavior, teacher technique in delivering the materials and students response when they were given the materials. The observation was aimed to know the situation of the teaching learning process when the media was used.

2) *Interview*

This technique was held at the beginning and the end of the research to know the teacher’s view of the teaching-learning process. The interviews was conducted to teacher.

3) *Document analysis*

The document in this research consists of lesson plans, students’ worksheet, questionnaire, teacher diaries, and field notes.

4) *Photos*

In this research, photographs were taken while the actions were implemented. In this research, photographs were used to record activities happening in the class as it can give real description about the teaching learning process.

b. *Quantitative Data*

The quantitative data were collected by using tests. The tests were given three times: in the beginning of the research and in the end of each cycle. These tests were conducted to measure the students’ vocabulary mastery improvement. Then the post test result were compared to the students’ score before the actions were implemented.

After the data had been taken from the documents (questionnaires, diaries, field notes, interview notes, and student worksheets) and they were supported by the mean score that was found from the tests, the writer could find the improvement of the students’ vocabulary mastery after they watched cartoon films.

<table>
<thead>
<tr>
<th>Steps of the Research</th>
<th>Participants</th>
<th>Techniques of Collecting data</th>
<th>Data</th>
<th>Techniques of Analysis</th>
</tr>
</thead>
</table>

Table 3.1 *Table of Collecting Data*
The data collected in this research were qualitative and quantitative data. The qualitative data were analyzed by using Constant Comparative method, while quantitative data were analyzed using statistic descriptive technique.

a. Qualitative Data

To analyze qualitative data, the writer used constant comparative method. Strauss and Glasser in Moleong (2004: 288-289) say that in general, the data analysis process includes: data reduction, data classified, data synthesis, and ended by action hypothesis. They are as follows:

1. Data Reduction
   a) Unit identification. First, the smallest unit that is found in the data is identified. It must have close relationship with the research problems.
b) Having got the unit, the next step is making codification. It means that we have to code every unit in order to know where the data come from.

2. Categorization

a) Categorization arrangement. It is aimed at choosing every unit that has the same characteristics.

b) Every category must be labeled.

3. Synthesis

a) To synthesis means that to look for the relationship between one category to the others.

b) Then related one category to the others must be given a label again.

3. Stating “Action Hypothesis”

Formulate proportional statements that come from the data.

b. Quantitative Data

The quantitative data gained from the tests support the qualitative data. The results of the tests (pre-test and post-test) were analyzed. The data of the pre-test and post test from audio recording were replayed to check how the students pronounce words. It was to ensure the accuracy of the students’ scores. Then, the students’ pre test and post test scores were presented in the form of mean scores. The mean of the pre-test scores and post-test scores were used to analyze the teaching learning process. It was done to compose the students’ vocabulary mastery before and after the implementation of the research.

The mean of the students’ score in the post test of cycle 1 and the post test of cycle 2 can be calculated with the formula as follows:

\[
\bar{X} = \frac{\sum X}{n}
\]

\(X\) = Mean score

\(\sum X\) = Total score

\(n\) = Total students
Finally, by analyzing the observation result and test result, the writer can make a conclusion whether cartoon films can improve students’ vocabulary or not.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes and discusses the data collected from the research. The aims of this research are to improve the students’ vocabulary mastery using cartoon films and to describe the situation when cartoon films are implemented to teach vocabulary.

A. Introduction

This research is about improving students’ vocabulary mastery using cartoon films. Researcher conducted this research in class VII A of SMP Negeri 1 Grogol Sukoharjo from February 9, 2011 until June 3, 2011. The actions of this research were done in AVI (Audio Visual) room. In this research, the researcher became a practitioner, who implemented the action in teaching learning process in the classroom, and the researcher was helped by Mrs. SP, the English teacher, who observed the teaching learning process from the beginning until the end of the research. The schedule of the research can be seen in table 4.1.

Table 4.1 The Schedule of the Research

<table>
<thead>
<tr>
<th>Activities</th>
<th>Date</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewing the teacher</td>
<td>February, 9, 2011</td>
<td>To identify the students’ problem in learning vocabulary.</td>
</tr>
<tr>
<td>Observing teaching learning process</td>
<td>February, 9, 2011</td>
<td>To identify the problems during teaching learning process.</td>
</tr>
<tr>
<td>Giving the first questionnaire</td>
<td>February, 9, 2011</td>
<td>To identify the students’ problem in learning vocabulary.</td>
</tr>
<tr>
<td>Pre Test</td>
<td>May, 4, 2011</td>
<td>To identify the students’ vocabulary mastery.</td>
</tr>
<tr>
<td>Cycle 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st meeting</td>
<td>May, 6, 2011</td>
<td>To implement the action plan.</td>
</tr>
<tr>
<td>2nd meeting</td>
<td>May, 9, 2011</td>
<td>To implement the action plan.</td>
</tr>
<tr>
<td>3rd meeting</td>
<td>May, 11, 2011</td>
<td>To implement the action plan.</td>
</tr>
<tr>
<td>4th meeting</td>
<td>May, 13, 2011</td>
<td>To implement the action plan.</td>
</tr>
<tr>
<td>Post Test 1</td>
<td>May, 16, 2011</td>
<td>To measure the students’ vocabulary mastery after the action.</td>
</tr>
<tr>
<td>Interviewing the students and teacher</td>
<td>May, 16, 2011</td>
<td>To know the students’ opinion about the action.</td>
</tr>
<tr>
<td>Cycle 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st meeting</td>
<td>May, 25, 2011</td>
<td>To implement the action plan.</td>
</tr>
<tr>
<td>2nd meeting</td>
<td>May, 27, 2011</td>
<td>To implement the action plan.</td>
</tr>
<tr>
<td>3rd meeting</td>
<td>May, 30, 2011</td>
<td>To implement the action plan.</td>
</tr>
<tr>
<td>4th meeting</td>
<td>June, 1/2011</td>
<td>To implement the action plan.</td>
</tr>
</tbody>
</table>
B. Research Implementation

1. Identifying the Problem

Before the researcher implemented the research, she had conducted pre research. In conducting the pre research, she interviewed the English teacher to know the condition of the students, distributed the questionnaire to the students, observed the teaching learning process in the classroom, and gave pre-test. Based on the result of pre-observation, the writer found some problems as follows: 1) students had low vocabulary mastery. It is proved by: first, the students found it difficult to pronounce the words correctly. Second, they have difficulty to remember the meaning of words. Third, the students found it difficult to use vocabulary words. 2) The classroom situation was not alive. It is proved by: They felt bored and became inactive in the teaching learning process; second, the student’s attention and motivation was low; third, the students were noisy in English class.

After finding the problems faced by the students in English class, the researcher conducted a pre-test. The pre-test was done before doing the teaching learning process. The test was done in order to know the vocabulary mastery of the students. The mean of the students’ scores in the pre-test was 5.04. The more detail of the result of the pre-test is presented below.

<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>Pronunciation</th>
<th>Meaning</th>
<th>Usage</th>
<th>Total Pre-Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part I</td>
<td>Part II</td>
<td>Part III</td>
<td>Part IV</td>
</tr>
<tr>
<td>1</td>
<td>18</td>
<td>3</td>
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<td>4</td>
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<td>26</td>
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<tr>
<td>27</td>
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<td>6</td>
<td>5</td>
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<tr>
<td>28</td>
<td>18</td>
<td>4</td>
<td>6</td>
<td>1</td>
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<tr>
<td>29</td>
<td>24</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>
Based on the pre-observation and pre-test conducted by the researcher, it can be identified that the vocabulary mastery of the seventh grade students in SMP Negeri 1 Grogol Sukoharjo was still low. It should be improved by implementing a teaching technique which can overcome the problems. In implementing the teaching learning process, the researcher used cartoon films to improve the students’ vocabulary mastery.

2. Implementing the Action Research

a. Cycle 1

1) Planning

The following are the steps of planning activities.

a) Discussing with Observer
There were many things that the researcher shared with the observer. They were about the selection of the topic that would be taught by the researcher in the classroom which is suitable for the students based on syllabus, and the appropriate level of vocabulary to the seventh grade students.

Both observer and the researcher came to an agreement that there were three elements of vocabulary to be scored: pronunciation, covering memorization of the meaning of vocabulary, and the use of the vocabulary.

To find the accurate data of the classroom situation during the teaching and learning process, the researcher provided observation note for the observer.

b) Making Lesson Plan

The researcher had to prepare the lesson plan as her guide in teaching before implementing the action. The researcher also had to prepare the materials; she prepared materials from internet and some relevant books. The researcher chose materials which are suitable for the students based on the topic in syllabus. She chose cartoon films that are appropriate to the topic discussed in the lesson plans which can be easily understood by the students.

c) Preparing students’ Worksheet

The purpose of preparing worksheet is to provide students with appropriate ways of directing attention to the lesson, and to focus the students’ mind on the objectives of learning. In designing the students’ worksheet the researcher adapted some materials by considering the students’ level of language and activities that were challenging to do.

d) Designing Post-test

Post-test was a means to assess students’ achievement after they had sufficient opportunities for learning. The result of the post-test was for assessing the success of the students and making adjustment in the lesson plan for the next cycle. Post-test was held at the end of each cycle covering three elements: pronunciation, memorization of the meaning of vocabulary, and use of the vocabulary.

2) Action

In this step the researcher implemented the teaching technique using cartoon films. In implementing the action, the researcher used the lesson plan that had been prepared before. The first cycle consisted of four meetings and post test.
a) First Meeting

The researcher conducted the first meeting on Friday, May, 6 2011 in Room AVI. The researcher was helped by Mrs. SP, the observer. The students of 7A had just finished doing fun walk, which is held monthly. The researcher waited for the students in Room AVI. Two days prior to the meeting, when the pre-test was held, she had informed them to come to the room for English lesson. After all students had come to the room, the researcher greeted the students and checked the students’ attendance. She did not introduce herself because she had done it in the pre-test two days before.

She started teaching by doing some pre-activities; she gave some guided questions about the student’s favorite characters in cartoon film, and how they look like. She asked the students orally. Some students participated actively in this brainstorming section. The researcher then played the cartoon film, Cinderella. They were so excited with the humor in the film that they forgot their being exhausted after having fun walk. Having finished playing the film of Cinderella, researcher asked the students “How does Cinderella look like?” “How is she?” then they answered “Cantik, Miss”. “What is cantik in English?” and they answered “Beautiful, Miss”. “Then, what next?”, “Kind, Miss”. “Diligent, Miss”. They actively participated to answer the questions orally.

After that, the researcher distributed the worksheets and asked students to pay attention to their worksheet. She explained word by word to describe people’s appearance and characteristics. She also explained the meaning of those words in Indonesian and gave example of how to pronounce them. After that, the researcher read the descriptive text about Cinderella. The researcher asked the words’ meaning in Indonesian, and the students answered actively because they had ever watched Cinderella before. This helped them guess the meaning of the words. However, they had not understood the meaning of some words. The students actively asked about the words.

After that, the researcher drilled the students on pronouncing the vocabularies to describe people, while giving some corrections on students’ mispronouncing some words. They found it difficult to pronounce “old”, “generous”, “fat”. 
After she had finished drilling the pronunciation, the researcher asked the students to answer the questions in the worksheet in five minutes. Then, the researcher asked them to read their answers and corrected them. After that, she played a cartoon film entitled Avatar: the Legend of Aang. They were so happy to see their favorite film. When the film ended, she asked them to write vocabularies that can describe Aang’s, Katara’s, and Sakka’s (three characters in the film) appearance and characteristics.

Because they were fans of the characters, they did the task happily. A moment later, the researcher asked the students if they had finished the task. They said, “Sudah, Miss”. She then asked “Who can write the answer on the whiteboard?”. They competed to write their answer. After examining the students’ answers, she asked them to make some sentences using the list of the vocabulary to describe Aang, Katara, and Sakka. The researcher moved around the class to examine students’ sentences. In fact, most of them found it difficult to make sentences. It was shown by their mistakes in writing sentences, for example “Katara is wavy hair”. The researcher told them that the sentence was incorrect and it should have been “Katara has wavy hair”. She then asked the students to read their description. Only a few students had performed when the bell indicating the end of the English class rang.

The researcher then closed the lesson, gave a home assignment -- to describe their favorite cartoon character. They were so excited and confirmed the researcher if they might describe their own favorite cartoon character. Then, she ended the class by saying goodbye.

b) Second Meeting

The second meeting was conducted on Monday in May, 9, 2011. The researcher started the lesson by greeting the students and checking the students’ attendance. Then, she reviewed the lesson of the last meeting. Because in the last meeting the researcher had given homework, the researcher asked them to read their description.

The researcher asked them whether they knew cartoon film “Mulan”, then she asked them to pay attention to the character of Mulan. She then played the cartoon film “Mulan”. The students watched the film attentively, because they were interested in the humor in the film. After that, she pointed some students to describe Mulan (physical and
personality). After that, the researcher distributed the worksheet. She read the example of the descriptive text about “Mulan”. She asked the students the meaning of the words in Indonesian, and the students answered actively because they had watched Mulan before. This helped them guess the meaning of the words in the text. The researcher then drilled the students on pronouncing the words used in the text and pointed some students to repeat after her until they could pronounce the words correctly. Some of them found it difficult to pronounce “straight”, “outspoken”, and always pronounced “kind” as “kin”.

Afterward, the researcher asked the students to do Task 2 which is an exercise to match the words from the meaning and Task 3 which is an exercise to complete sentences based on the picture description in the worksheet, and then pointed some students to write their answer on the whiteboard.

After that the researcher divided the students into pairs, and asked them to choose one of their classmates, and then describe the physical and personality of the student. The students look interested in doing it. After the students had finished the work, the researcher pointed some students to read their description in front of class, and asked the rest to listen to them seriously. They had to make sure if the sentences written by their classmates were correct. Since the time was up, the researcher ended the lesson and said goodbye.

c) Third Meeting

The third meeting was conducted on Wednesday in May 11, 2011. The researcher started the lesson by greeting the students and checking the students’ attendance. Then she reviewed the lesson of the latest meeting. After that, she started teaching by doing some pre-activities. She gave some guided questions about whether the students like cooking or not, what food they usually cook, what they needed to cook (ingredients and tools) it and what the steps are. She asked the students orally.

The researcher played the cartoon film “Cooking” (Donald cooks Waffle Bread) and asked them to pay attention to the ingredients, tools, and the steps in the film. Then, she played the cartoon film “Cooking”. After that, the researcher explained the vocabulary that was presented in the film, the vocabularies are pour, add, mix, bake, flour, milk, eggs, bowl, and oven. After that, the researcher distributed the worksheet. She read the example of the Procedure text “How to Make Cheese Omelet”. She asked the
students the meaning of the words in Indonesian, and the students answered actively because there were some words involved in the film. This helped them guess the meaning of the words in the text. The researcher then drilled the students on pronouncing the words in the Box 1 (bake, chop, cut, grill, mix, sauté, boil, combine, fry, heat, etc). The researcher pointed some students to repeat after her until they could pronounce the words correctly. Some of them found it difficult to pronounce “bake”, “chop”, “combine” and “slice”.

Then, the researcher asked the students to do Task 2 (matching words with their synonyms) and Task 3 (rearranging the sentences into a good paragraph) in the worksheet, then pointed some students to write their answer on the whiteboard. After that, the researcher asked them to do Task 4 (making simple sentences from the words ‘heat’, ‘grill’, ‘blend’, ‘grate’, ‘stir’). Most of them found it difficult to make sentences. It was shown by their just rewriting the sentences in the text. After the bell rang, the researcher ended the teaching learning.

d) Fourth Meeting

The fourth meeting was conducted on Friday, May 13, 2011. The researcher started the lesson by greeting the students and checking the students’ attendance. Then she reviewed the lesson of the latest meeting. The researcher asked the students a few questions that are taught in the previous lesson to find out how well they remembered the lesson.

The researcher played the cartoon film “Cooking” (The Cooker, and Guffi) and asked them to pay attention to the film. The cartoon film was still the same as the film played in the third meetings, but in different part. After that she pointed some students to answer the question orally, “Who is in the kitchen?”, “What is he cooking?”, “What are the tools used by the cooker?”, “What does Guffi do?”, “What does Guffi cook?”, “What are the tools used by Guffi?”, the students answered actively more easily since the answers were found in the film. After that, the researcher distributed the worksheet. She read the example of the Procedure text “How to Make Fried Rice”. She asked the students the meaning of the words in Indonesian, and the students answered actively because there were some words having been taught in the previous meeting. This helped them guess the meaning of the words in the text. The researcher then drilled all of the students to
pronounce the text “How to Make Fried Rice”. After that, the researcher pointed some students to repeat after her until they could pronounce the words correctly. Some of them found it difficult to pronounce “into small pieces”, “break”, “serve”, and “mix”.

Then, the researcher asked the students to do Task 2 (finding the verb used in the procedure text “How to Make Fried Rice”) and Task 3 (matching each word in column A with its meaning in column B) in the worksheet. She then pointed some students to write their answer on the whiteboard. After that, the researcher asked them to do Task 4 (completing the following sentences with the words in the box). After the bell rang, she closed her teaching and announced that next meeting there would be a post-test.

3) Observing the Action

When the researcher implemented the vocabulary mastery using cartoon films, the activities were observed by Mrs. SP as the observer. The researcher prepared an observation form to be filled by the observer in each meeting. Those observation forms are very useful as the basis for observing the action and as the researcher’s reflection to make plan for the next steps. There were some aspects which were observed: the development of teaching and learning activities, teacher’s technique in delivering the materials, classroom management, the use of media, the use of language, and classroom situation. The English teacher as the observer gave some input and suggestion to the researcher. The following is the observer’s comment summarized in Table 4.3.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The activities of Teaching and Learning Process</td>
<td>The teacher had better point a student to answer rather than let them answer all at once. Besides, in the end of the meeting the researcher often forgot to review the lesson and let the students ask questions. She should do the review and let the students ask questions.</td>
</tr>
<tr>
<td>2. Teacher’s technique in delivering the materials</td>
<td>The researcher gives interesting pre-activities to attract the students’ attention. The materials taught had fitted the learning objectives. Please do not speak more slowly in order the students to understand your explanation easily.</td>
</tr>
<tr>
<td><strong>3. Classroom Management</strong></td>
<td>The researcher was less firm in controlling the students. She should be more firm in giving punishment to the students who made noise and did not pay attention to the lesson. Give more attention to the boy students who sit in the back rows.</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>4. The use of media</strong></td>
<td>The use of media was good enough and could help reinforce the explanation of the materials. The use of media was good and can help presenting the material more easily. But the time allotment was less effective.</td>
</tr>
<tr>
<td><strong>5. The use of language</strong></td>
<td>The researcher still very often used Indonesian when giving instruction to the students. Her intonation was quite clear and loud so the students who sit at the back could hear her.</td>
</tr>
<tr>
<td><strong>5. Classroom Situation</strong></td>
<td>The researcher gave a lot of feedback to the students. The researcher made some exercise about the film played for the students that made the students attracted and actively answer the questions. Students were interested in lesson. Students paid attention to the cartoon film and to the lesson.</td>
</tr>
<tr>
<td><strong>6. Lesson Plan and Teaching Materials</strong></td>
<td>The researcher did not include scoring rubric and instruments by the evaluation stage within her lesson plan. She should include them in her lesson plan. The materials were relevant to the syllabus and seventh graders.</td>
</tr>
</tbody>
</table>

In general, using cartoon films made students’ attention focused on the lesson. Using films made students motivated because the materials were entertaining. The film

*commit to user*
helped students visualize the clues. These clues gave students clearer context to interpret the meaning of vocabulary.

The eagerness of the students could also be seen when cartoon film was played. Most of them enjoyed learning the materials.

Nevertheless, the result of Cycle 1 was not satisfactory yet because there were some weakness during the implementation of the vocabulary mastery using cartoon films.

Based on the observer’s field notes, the researcher realized that she still had many weaknesses. Although the second meeting was better, there are still some weaknesses that should be fixed in the next cycle.

4) Reflecting the Action

After analyzing the observation result in the cycle one, the researcher did reflection in order to evaluate the teaching and learning process she did so far. She found that there was students’ progression in mastering vocabulary. Observation result showed that there were some improvements achieved by the students after doing the action.

The researcher noted the students’ improvement in mastering the vocabulary. First, the students could grasp the vocabulary meaning. In the beginning of the second, third, and fourth meeting the researcher asked about the vocabulary in the previous meeting, and they still remembered the meaning of vocabulary that were taught in the previous meeting. There was an improvement in the pronunciation. Some students could pronounce the words that they were failed to pronounce when in the pre test or the words that they were mispronounced before. Second, there was an improvement in the students’ score in the meaning of vocabulary test section. The result of the research can be seen in the table 4.4.

\textit{Table 4.4 The Improvement of Students’ Achievement of Cycle 1}

<table>
<thead>
<tr>
<th>A. Vocabulary Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem</td>
</tr>
</tbody>
</table>

\textit{commit to user}
1. Difficulty to pronounce the words correctly. Students make so many mistakes when pronounced the words. In some words, the students read the English word according to the letters. For example, they pronounced the English word “have” not as (hʌv), but ‘ha-ve’. They mispronounced ‘dimple’, ‘bake’, ‘spread’, ‘cook’, ‘peel’ in the pre-test. While watching the cartoon films, the researcher asks students to repeat the narrator from the films to pronounce the words, and the researcher correct if there is any mistake. Researcher played ‘play-time’ of the cartoon film inviting to repeat pronouncing the words after the narrator. By using the list of word in ‘Vocabulary Box’, the researcher drilled the students on pronouncing the words and pointed some students to repeat after her until they could pronounce the words correctly. Students’ pronunciation was improved, proved by post-test result in pronunciation test section. Most of them could correctly pronounce the words, such as: “old”, “fat”, and ”kind”, etc. But some of the students still mispronounced them.

<table>
<thead>
<tr>
<th>Students’ pronunciation was improved, proved by post-test result in pronunciation test section. Most of them could correctly pronounce the words, such as: “old”, “fat”, and ”kind”, etc. But some of the students still mispronounced them.</th>
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</tr>
</tbody>
</table>

2. Difficulty to memorize the meaning of words. Students could not answer the teacher’s question related to the lesson about the meaning of words/object. They forgot the meaning of new word easily that already taught. By using the object and the text line given in the cartoon films, the researcher explained the meaning of words. She paused the certain scenes which had shown the object, and then explained the meaning of those words. After that, the researcher played the scene asking questions in the cartoon film. Then, the researcher gave a text containing words from the film asked their meaning to the students. Students memorize the meaning of words were improved, proved by post-test result in meaning question section. Students could answer the questions about words’ meaning correctly. For example, they knew the meanings of cut, break, pour, stir, add, mix, short, thin, slim, fat, etc.

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</tr>
</tbody>
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3. Difficulty to use vocabulary in four Students could not make a sentence correctly. They also filled the blanks of incomplete sentences with incorrect By using the text line given from the films, the researcher gives example in how to make sentences using the Students’ vocabulary in use the word was improved, proved by post-test result in using vocabulary section. Some of the students could

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</tr>
</thead>
</table>
language skills. words because they did not know the meaning of the words and the sentences. vocabulary words. By doing so, the researcher could insert some explanation about grammar and word choice to the students. answer the questions about the use of vocabulary correctly. But most of them made sentences incorrectly in other words cannot use the words. Many students made sentences incorrectly. For examples: “Cinderella is a slim”, “She is a outspoken”, “Mrs. sari she has long hair”.

### B. Classroom situation

<table>
<thead>
<tr>
<th>Problem</th>
<th>Before Action Research</th>
<th>Treatment in Cycle 1</th>
<th>After the implementation of cycle 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The class was not alive; They felt bored then became inactive in the teaching learning process.</td>
<td>Most of the students did not ask to the teacher when they faced difficulties. Moreover, most of the students could not answer researcher’s questions. They looked sleepy and yawned, and even some students laid their head on their table.</td>
<td>Researcher played cartoon film containing funny humor. Moreover, the researcher gave worksheet and homeworks about their favorite cartoon characters.</td>
<td>Students participated in teaching learning process. Some of them were willing to answer questions, voluntarily wrote their answers onto the board, and they actively asked questions if they are asked by the researcher.</td>
</tr>
<tr>
<td>2. The student’s attention and motivation was low.</td>
<td>They did not pay attention to the lesson.</td>
<td>Researcher made interesting questions the answer of which could be found in the cartoon film so that the students could focus their attention when watching the film and keep their mind in the lesson.</td>
<td>Students were interested in the materials. They were motivated because in every beginning of the class, they watched the cartoon film which can attract their attention and help them learn more enjoyably.</td>
</tr>
<tr>
<td>3. The students were noisy.</td>
<td>They always talked to their friends and making noisy or doing non-academic activity in English class.</td>
<td>Researcher pointed some students to answer her question or to repeat pronouncing after her. When the researcher pined a student to answer her question and pronounce word, the researcher always confirmed his answer to other students to make sure if it was correct or not.</td>
<td>Students reduced their noise and paid attention to the cartoon films. Students did the exercise related to the cartoon films actively. But some students could easily give up when they found difficulties. They were unwilling to try again. Instead, they copied their friends’ answers.</td>
</tr>
</tbody>
</table>
The problems that had been improved:

1. The students’ difficulties in memorizing the meaning of words.
2. Some students’ mispronounce English words.
3. The classroom situation which was not alive.
4. The students’ attention and motivation which were low.
5. The students’ always talking to their friends or playing in class.

The problems that still need improvement:

1. The students’ difficulties in the use of vocabulary.
2. Most of the students’ difficulties in pronouncing the words.

In cycle one, the mean score of the students increased. It could be seen by comparing the result of the pre-test and post-test during the implementation of the action. The mean score of the post-test result done at the end of the cycle one was 7.85. It was better than the mean score of the pre-test which had been done before the action, 5.04. The more detail result of post test 1 can be seen in table 4.5. The format of the test was still the same as the previous one (Pre Test).

<table>
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<tr>
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Table 4.5 The Result of Post Test 1
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Mean Score | 22.5 | 4.8 | 5 | 4.875 | 3.125 | 10.775 | 7.849 |

Highest Score | 30 | 5 | 5 | 5 | 15 | 9.84 |

Lowest Score | 12 | 3 | 5 | 0 | 5 | 6.15 |

From the reflection of the observation result, the writer concluded that the implementation of teaching English using cartoon film was able to improve the students’ vocabulary mastery. The teacher however still found several problems about vocabulary use and pronunciation in the first cycle, so she needed to conduct the second cycle. The problems in cycle one should be solved. It seemed necessary for her to use the same method but in different way.

b. Cycle Two

1) Revised Plan

Based on the results of the reflection above, it could be seen that the action showed both the positive results and weaknesses. Therefore, the researcher thought that it was necessary to make the next planning and to conduct the next cycle in order to solve the problems and the weaknesses that appeared in the first cycle. In the next cycle the researcher made a revised plan to teach vocabulary in Cycle 2 based on the observation and reflection from teaching learning process in Cycle 1 and she planned to conduct four meetings in Cycle 2. The topic in Cycle 2 is Descriptive text.
First of all, the researcher planned to concern more on the vocabulary use by giving some more exercises on it. To improve students’ vocabulary use in Cycle 2 the researcher had them make some sentences and to fill incomplete sentences with the words explained/involved in the film, so that they knew the meaning of the words and they would feel it easier to make sentences and to fill the incomplete sentences. The researcher gave more time to practice the use of vocabulary in Cycle 2. In each meeting, there were 2 tasks for practicing the use of vocabulary, in Cycle 1 there was only one task.

Next, the researcher would focus on pronunciation by doing more drilling and more focus on the students whose pronunciation was still poor. To improve students’ pronunciation, the researcher played some cartoon film of ‘Disney Magic English’ to teach some words. Then, she did repetition of the words’ pronunciation, drilled the students, and had them practice pronouncing the words randomly. She then pointed some students who still got difficulty in pronunciation. The researcher would give more time to practice pronunciation in Cycle 2, every meeting there was two tasks for pronunciation practice, unlike in cycle 1 in which there was only one task.

The researcher also planned on giving warning and punishment to the students who did not pay attention to the lesson by giving some questions dealing with words’ meaning, pronunciation, and use. She would also give the students the equal chance to ask questions.

2) Action

This second cycle was basically similar to the first cycle. The researcher used the same technique in teaching vocabulary, by using cartoon films, but with different themes. In Cycle 2, the themes were Mountain, Sea, City, and Pet. This cycle was conducted in four meetings.

a) First Meeting

The researcher conducted the first meeting on Wednesday, May, 25, 2011 in Room AVI. The researcher was helped by Mrs. SP, the observer. The researcher came first to set the LCD projector, and waited for the students in Room AVI. After all students had come into the room, the researcher greeted the students and checked the students’ attendance.
She told the topic they would study, *Describing Mountain*. She started teaching by doing some pre-activities; she gave some guided questions about the mountain, she asked the students orally. “Anybody knows what mountain is?”, “Class, have you been to a mountain?”, “What can you see in the mountain?”, “What do usually you do on the mountain?” Some students participated actively in this brainstorming section although most of them answered the questions by using Indonesian language.

The researcher then played the cartoon film, *Mountain* (Disney Magic English). In the film, there was a text line to explain the picture/scene in the film, for example when it shows Donald in the mountain, there was a text line “Donald in the mountain”, “He is camping”. Then, she asked the students to pay attention to some activities that can be done on a mountain based on the film. After showing the film, the researcher asked the students to do Task 1 in the worksheet, in which they had to write the name of the activity that they had found in the film.

After that, she read the descriptive text of “Mount Bromo”, she asked the students the meaning of the words in Indonesian, and the students answered actively because some words in the text were explained in the film. This helped them guess the meaning of the words in the text. After that, the researcher explained the words in the text and in the Box 1 (which contained vocabulary about Mountain). Then she pointed some students to ask the meaning of the words “What is Lake in Indonesian?”, “What is Camping?” “What is ice climbing?” Students found it easy to answer the questions, since some words in the text was explained in the film, although they answered with wrong pronunciation. After that, she gave example of how to pronounce some words in the film listed in Box 1 and then the researcher drilled the students on pronouncing the words, and pointed some students who still got difficulty in pronunciation, then she gave some corrections on students’ mispronouncing some words. They found it difficult to pronounce “mountain”, “lake”, “edge”, “sunrise”, “ice”, “climbing”.

After finished drilling the pronunciation, the researcher asked the students to answer the questions in Task 2 and Task 3 in the worksheet in five minutes. But they were confused of how to answer questions in Task 3 (*Circle the word which has different rhyme*), so she asked the students to answer the question together.
with her, but she still gave chance to the students to speak their own answer. If it was wrong, the researcher would ask other students to answer. After giving the correct answer of Task 3, the teacher asked the students to do Task 4. They had to complete the text with the words in the box. They got easier to do Task 4 because they had known the meaning of the chosen word in the box from the film. After pointing some students to write their answer on the whiteboard and gave the correct answer, the researcher asked the students to do Task 5 (making sentences from the words recreation, scenery, camping, mountain, and hiking). She walked around the class to help the students who find it difficult to make sentences. Since the bell rang, the researcher told the students that Task 5 was for their homework, and then she ended the teaching learning.

b) Second Meeting

The researcher conducted the second meeting on Friday, May 27, 2011 in Room AVI. As usual, after the researcher greeted the students and checked the students’ attendance, then she reviewed the lesson of the last meeting. Teacher pointed some students and asked question to them to check whether they remembered the previous lesson or not. Most of them still remembered the vocabulary about Mountain. Because in the last meeting the researcher had given homework, the researcher asked ten students to write their sentences. Teacher checked and corrected the students’ sentences.

She told the topic they would study, Describing Sea. She started teaching by doing some pre-activities; she gave some guided questions about the sea, she asked the students orally. “Anybody know what sea is?”, “Class, have you been to a sea?”, “What can you see in the sea?”, “What do usually you do in the sea?” Some students participated actively in this brainstorming section although most of them answered using Indonesian language.

The researcher then played the cartoon film, The Sea (Disney Magic English). In film The Sea there was text line to explain the picture/scene in the film, for example when it shows Beach, there was text line “It is Beach”, “Guffi playing in the beach”. She asked students to pay attention to the animals that they found in the film “The Sea”. After showing the film, teacher asked students to do
Task 1 in the worksheet. They had to write the name of animals/things that they had found in the film.

After that, she read the descriptive text of “Bunaken Sea”, she asked the students the meaning of the words in Indonesian, and the students answered actively because some words in the text (seashore, sand, fish, whale, starfish, etc) was explained in the film. This helped them guess the meaning of the words in the text. After that, the researcher explained the words in the text and in the Vocabulary Box (which contains of vocabulary word of Sea). Then she pointed some students to say the meaning of the words “What is Sand in Indonesian?” “What is Octopus?” “What is Whale?”. Students answered actively because they felt it easy to answer since some words in the text was explained in the film, although they answered with wrong pronunciation. After that, she gave example of how to pronounce words in the film and in Vocabulary Box, then the researcher drilled the students on pronouncing the words, and pointed some students who still got difficult in pronunciation, then gave some corrections on students’ mispronouncing some words. They found it difficult to pronounce “Octopus”, “Turtle”, “sunbath”, “seashore”, “sightseeing”. After finished drilling the pronunciation, the researcher asked the students to answer the questions in Task 3 (Circle the word which has different rhyme with the word) in the worksheet in five minutes. After give the correct answer of Task 3, the teacher ask students to do Task 4, they had to translate the sentences into Indonesian language, although they used dictionary they still found it difficult to answer Task 4, so the researcher went around to help the students who find it difficult to do Task 4. After pointed some students to write their answer in the whiteboard and gave the correct answer, the researcher asked the students to do Task 5 (make sentences from the words sea, beach, sand, waves, and fish). First, she wrote some sentences to the whiteboard to give example. The researcher asked 5 students to write their sentences. Teacher checked and corrected the students’ sentences. Since the time was up, the researcher ended the lesson and said goodbye.

e) Third Meeting

The researcher conducted the third meeting on Monday, May, 30, 2011 in Room AVI. The researcher was helped by Mrs. SP, as the observer. The researcher came first to set the LCD projector, and waited for the students in Room AVI. The students had just finished doing ceremony, which is held weekly.
After all students had come to the room, the researcher greeted the students and checked the students’ attendance.

She told the topic what they would study, Describing the City. She started teaching by doing some pre-activities. As soon as possible, she reviewed the last meeting by gave some guided questions about the mountain, she asked the students orally. “Anybody know what the city is?” “Class, can you mention the names of city that have you been visited?” “what can you see in the city?” “what can you do in the city?” Most of them answered using Indonesian language. The researcher told their answer in Indonesia into English.

The researcher then played the cartoon film, Mountain (Disney Magic English), then she asked students to pay attention to things that they can see in city in the film “The City”. The researcher explained the meaning of words in the film, after that, she read the descriptive text of “Jakarta”. She asked the students the meaning of some words in Indonesian, and the students could answer it because some words in the text were used in the film and was explained by the researcher. This helped them guess the meaning of the words in the text. After that the researcher explained the words in the text and in the Vocabulary Box (which contains of vocabulary word of City). Then she pointed some students and asked them the meaning of the words “What is Noisy in Indonesian?” “What is Crowded?” “What is traffic light?”. After that, she gave example of how to pronounce words in the film and in the vocabulary box then the researcher drilled the students on pronouncing the words, and pointed some students who still got difficulty in pronunciation, then gave some corrections on students’ mispronouncing some words. They found it difficult to pronounce “busy”, “crowded”, “skyscraper”, “supermarket”. After finished drilling the pronunciation, the researcher asked the students to answer the questions in Task 2 (Match the following words of place with their appropriate meanings). After pointing some students to write their answer in the whiteboard and gave the correct answer, the researcher asked students to do Task 3 (Complete the text “Yogyakarta” with the words in the box.)

After pointing some students to read their answer and gave the correct answer of Task 3. Then, the teacher asked students to do Task 4, they had to
translate the sentences in English into Indonesian Language, because they still got difficulty to do that although they used dictionary, so the researcher asked them to do Task 4 in pair or in group of three, so they could discuss the answer with their friend. The researcher went around helping the group of students who found it difficult to do Task 4. After that, the researcher pointed some students to read their answer and then she gave the correct answer. After the bell rang, the researcher ended the teaching learning.

d) Fourth Meeting

The researcher conducted the fourth meeting on Wednesday, June, 1, 2011 in Room AVI. The researcher was helped by Mrs. SP, the observer. The researcher came first to set the LCD projector, and waited for the students in Room AVI. After all students had come into the room, the researcher greeted the students and checked the students’ attendance.

Then she reviewed the lesson of the latest meeting. Teacher pointed some students and asked questions to them to check whether they remembered the previous lesson or not. In fact, most of them still remembered the vocabulary about The City.

She told the topic they would study, Describing Pet. She started teaching by doing some pre-activities; she gave some guided questions about the pet, she asked the students orally. “Anybody knows what pet is?”, “Class, Anybody of you has pet?”, “what does it look like?”. Some students answered enthusiastically about their pet. They said that they had pet, such as dog, cat, fish, etc, but they could not tell how their pet look like.

The researcher then played the cartoon film, “Animal Friends” (Disney Magic English), then she asked the students to pay attention to the film. After showing the film, the teacher asked the students what animals they found in the film “Animal friend”, “Students, can you mention the animal that you can find in the film?”. After that, she read the descriptive text of “My Pet”, she asked the students to predict the meaning of the words in Indonesian. After that, the researcher explained the words in the text and in Vocabulary Box (it’s containing of vocabulary word of Pet). Then, she pointed some students to ask the meaning of the words “What is Fur?”, “What is Claw?” “What is Fin?”. After that, she
gave example of how to pronounce some words used in the film and in Vocabulary Box. Then, the researcher drilled the students on pronouncing the words, and pointed some students who still got difficulty in pronunciation. Then she gave them some corrections on their mispronouncing some words. They found it difficult to pronounce “tail”, “fluffy”, “fur”, “ears”, “bark”. After finished drilling the pronunciation, the researcher asked the students to answer the questions in Task 2 (Circle the word which has different rhyme) and Task 3 (Match the following animals with their description) in the worksheet in ten minutes. They no longer found it difficult to answer Task 3.

After giving correct answer in Task 2 and Task 3, the teacher asked students to do Task 4 and Task 5. They had to complete the text with the words in the box in five minutes. They did Task 4 more easily because they had known the meaning of the chosen words in the box from the film. After she pointed some students to read their answer, and gave the correct answer, the researcher asked students to do Task 5 (making sentences from the words dog, fur, tail, cat, and ears). First, she wrote some sentences to the whiteboard to give example then she went around helping the students who found it difficult to make sentences. Since the bell rang, she ended the teaching learning.

3) Observation

In Cycle 2, Mrs. SP still acted as the observer. Just like in Cycle 1, in this cycle the researcher prepared an observation form to be filled by the observer in each meeting. Those observation forms are very useful as the basic for observing the action and as researcher’s materials for reflection. The aspects to observe were also the same: the development of teaching and learning activity, teacher’s technique in delivering the materials, classroom management, use of media, language use, and classroom situation. The English teacher, as the observer, gave some input and suggestion to the researcher. The following is the summary of the observer’s comment.
Table 4.6 Observation of Teaching and Learning Process in Cycle 2

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<tr>
<th>Aspect</th>
<th>Comment</th>
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<tr>
<td>1. The activities of Teaching and Learning</td>
<td>The researcher got better in the time management so that she could provide enough time let the students review the lesson and ask questions. Overall, the teaching learning process was good</td>
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<tr>
<td>2. Teacher’s technique in delivering the materials</td>
<td>The researcher gives interesting pre-activities to attract the students’ attention, just as what she did in Cycle 1. The materials taught had fitted the learning objectives.</td>
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<tr>
<td>3. Classroom Management</td>
<td>The researcher could manage the students better, and was firmer when warning those who did not pay attention to her explanation.</td>
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<tr>
<td>4. The use of media</td>
<td>The use of media was good enough and could help reinforce the explanation of the materials. The use of media was good and can help presenting the material more easily.</td>
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<tr>
<td>5. The use of language</td>
<td>The researcher had used English in giving instruction to the students, and when the students were confused about the researcher’s instruction in English, the researcher taught bilingually to make the students understand the researcher’s commands and instructions.</td>
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<tr>
<td>6. Classroom Situation</td>
<td>The researcher made some interesting exercises about the film played for the students that made the students attracted and actively answer the questions. Cartoon films made the students feel enjoy and no pressure in doing the exercises. The students were enthusiastic joining the lesson.</td>
</tr>
<tr>
<td>6. Lesson Plan and Teaching Materials</td>
<td>The researcher had included scoring rubric and instruments by the evaluation stage within her lesson plan. The materials were relevant to the syllabus and</td>
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</table>
seventh graders.

From the table above, it can be seen that there was an improvement from Cycle 1 to Cycle 2 from the points of view: classroom activity development, classroom management, the use of language, classroom situation and lesson plan.

4) Reflecting the Action

After implementing the second cycle, the researcher compared the result of first cycle and the result of second cycle. There were some improvements between the first cycle and the second cycle.

In Cycle 2, the researcher found some improvements. The teaching learning process became more effective than before. The class was also well-managed. The students were more enthusiastic and become more active in joining the class because they felt comfortable with the cartoon films. It was proved by the students reducing their noise and paid attention to the lesson, they were easy to ask to come in front of the class, and they answered teacher’s questions actively, the next point was the students’ progress in determining details information that they can find from the films. When the researcher reviewed what they had seen in the cartoon film about the topic they were going to learn, most of the students could mention the details information about the film. It was because cartoon films stimulated them to be relax to learn vocabulary, it made the students feel enjoy and no pressure in doing the exercises. Besides, they became more active because they were able to answer questions and tasks given by the researcher. It was because all questions and answers could be learnt through the cartoon films. They paid attention to the cartoon films, so they can easily answer the questions.

There were also some improvements in students’ vocabulary mastery. The students were more able to use the vocabulary words. It was shown by the students’ exercises in their worksheet which had only fewer mistakes in make sentences or in another exercise in using vocabulary words. The students’ pronunciation were also improved, the quantity of students who can pronounce certain words correctly was increased. The improvement of students’ vocabulary mastery and classroom situation were summarized in Table 4.7 as follows:
**Table 4.7 The improvement of Students’ Achievement and Learning Process at the End of Cycle 2**

<table>
<thead>
<tr>
<th>Problem</th>
<th>After the implementation of cycle 1</th>
<th>Treatment in Cycle 2</th>
<th>After the implementation of cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Difficult to pronounce the words correctly.</td>
<td>Students’ pronunciation was improved, proved by post-test result in pronunciation test section. Most of them could correctly pronounce the words, such as “old”, “fat” and “kind”, etc. But some of the students still mispronounced.</td>
<td>The same as in Cycle 1, while watching the cartoon films, the researcher asked the students to repeat the narrator from the films to pronounce the words, and the researcher corrected if there was any mistake. The researcher played the ‘play-time’ within the cartoon film inviting the students to repeat pronounce the words after the narrator. By using the list of word in ‘Vocabulary Box’, the researcher drilled the students on pronouncing the words and pointed some students to repeat after her until they could pronounce the words correctly. Only in Cycle 2, the researcher gave more time to practice pronouncing the vocabulary. In each meeting, there were 2 tasks for pronouncing the vocabulary, in Cycle 1 there was only one task. The researcher focused on pronunciation by doing more drilling and more focus on the words.</td>
<td>The students could pronounce the words correctly. It is proved by increasing the quantity of students who can pronounce certain words correctly.</td>
</tr>
</tbody>
</table>
### 2. Difficult to memorize the meaning of words.

<table>
<thead>
<tr>
<th><strong>Students</strong></th>
<th><strong>Teachers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students memorize the meaning of words were improved, proved by post-test result in meaning question section. Students could answer the questions about words’ meaning correctly. For example, they know the meanings of cut, break, pour, stir, add, mix, short, thin, slim, fat, etc.</td>
<td>As in Cycle 1, by using the object and the text line given in the cartoon films, researcher explained the meaning of words. She paused the certain scenes which had shown the object, and then explained the meaning of those words. And then, the researcher played questions about words’ meaning contained in the film. Then, the researcher gave a text containing words used in the film and asked their meaning to the students.</td>
</tr>
<tr>
<td>The students who make pronunciation was still poor.</td>
<td>The students were able to memorize the meaning of words. It is proved by the students can easily memorizing the meaning of the vocabulary when answering researcher’s question related to the previous lesson about the meaning of words/object and their ability to complete the task about meaning of words.</td>
</tr>
</tbody>
</table>

### 3. Difficult to use vocabulary in four language skills.

<table>
<thead>
<tr>
<th><strong>Students</strong></th>
<th><strong>Teachers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ vocabulary use the word was improved, proved by post-test result in using vocabulary section. Some of the students could answer the questions about the use of vocabulary correctly. But most of them made sentences incorrectly in other words cannot use the words. Many students made sentences incorrectly. For examples: “Cinderella is a slim”, “She is a outspoken”, “Mrs. sari she has long hair”</td>
<td>In general it was the same as Cycle 1, by using the text line given from the films, the researcher gave example of how to make sentences using the vocabulary words. By doing so, the researcher inserted some explanation about grammar and word choice to the students.</td>
</tr>
<tr>
<td>The students were able to use vocabulary.</td>
<td>It was shown by the students’ exercises in their worksheet which had only fewer mistakes in make sentences or in another exercise in using vocabulary words.</td>
</tr>
</tbody>
</table>

### B. Classroom situation

- Commit to user
### Problem
1. The class was not alive; They felt bored then became inactive in the teaching learning process.
2. The student’s attention and motivation was low.
3. The students were noisy.

### After the implementation of cycle 1
1. Students participate in teaching learning process. Some of them were willing to answer questions, voluntarily wrote their answers onto the board, and they actively asked questions if they are asked by the researcher.
2. Students were interested in the materials. They were motivated because in every beginning of the class, they watched the cartoon film which can attract their attention and help them learn more enjoyably.
3. Students reduced their noise and paid attention to the cartoon films. Students did the exercise related to the cartoon films actively. But some students could easily give up when they found difficulties. They were unwilling to try again. Instead, they copied their friends’ answers.

### Treatment in Cycle 2
1. The researcher played funny humorous cartoon film, moreover, researcher gave the students exercise and tasks about their favorite cartoon characters. She also gave the students the equal chance to ask questions.
2. The researcher composed interesting tasks the answer of which could be found in the cartoon film. Therefore, the students could focus their attention when watching the film and keep their mind to the lesson. The researcher moved around the class to see how the students worked on the tasks and to check if there was a student copying their mates’ work.
3. The researcher gave warning and punishment to the students who did not pay attention to the lesson by giving some questions dealing with words’ meaning, pronunciation, and use. The researcher gave her special attention to those who easily gave up doing their task and helped them.

### After the implementation of cycle 2
1. They were easy to ask to come in front of the class, and they answered researcher’s questions actively even though they are not pointed by the researcher, the next point was the students’ activeness progress in doing the task from the researcher. They looked happy doing their task.
2. The students were enthusiastic and become active in joining the class because they feel comfortable with the cartoon films.
3. Students paid attention to the lesson and to the cartoon films. The classroom became interactive. It was proved by the interaction between the researcher and the researcher. It was indicated by the students asked questions to the teacher when they faced difficulties.
The test score:
The means score of the post test 1: 7.85
The means score of the post test 2: 8.53

The problems solved:
1. Students get difficulty to memorize the meaning of words.
2. Students found it difficult to pronounce the words correctly.
3. The students found it difficult to use vocabulary.
4. The class was not alive; They felt bored then became inactive in the teaching learning process.
5. The students’ attention and motivation was low.
6. They always talked to their friends or played in class.

One of the indicators that the action is successful is the improvement of the students’ mean-score. The mean score of the pre-test was 5.04. While the mean score of the post-test in cycle 1 was 7.85. And the mean score of the post-test in cycle 2 was 8.53. From the comparison between the mean score of the pre-test and post-test, it can be identified that the implementation of cartoon films could improve students’ vocabulary mastery. The more detail result of post test 2 can be seen in Table 4.8. The format of the test was still the same as the previous one (pre-test and post-test 1).

### Table 4.8 The Result of the Post Test 2

<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>Pronunciation</th>
<th>Meaning</th>
<th>Usage</th>
<th>Total Post-Test 2 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part I</td>
<td>Part II</td>
<td>Part III</td>
<td>Part IV</td>
</tr>
<tr>
<td>1</td>
<td>27</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>21</td>
<td>5</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>27</td>
<td>5</td>
<td>4</td>
<td>5</td>
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<tr>
<td>4</td>
<td>27</td>
<td>4</td>
<td>3</td>
<td>5</td>
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<tr>
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<td>21</td>
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<td>5</td>
</tr>
<tr>
<td>6</td>
<td>24</td>
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<td>3</td>
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<tr>
<td>7</td>
<td>27</td>
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<td>5</td>
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<tr>
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<td>8</td>
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<td>3</td>
<td>5</td>
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<td>9</td>
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<tr>
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<td>3</td>
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<tr>
<td>31</td>
<td>27</td>
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<td>5</td>
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<tr>
<td>32</td>
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<tr>
<td>33</td>
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<tr>
<td>34</td>
<td>30</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>35</td>
<td>27</td>
<td>5</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>
C. Research Findings

The findings of the research were gathered from several sources of data. They included pre-observation report, field notes, interviews, questionnaires, research diaries, photograph, lesson plans, and the score of pre-test and post-test. The findings answered the research questions stated in chapter 1. The research findings were as follows: the improvement of the students’ vocabulary mastery and the improvement of the classroom situation in the English class when cartoon films were implemented. This section focuses on answering research questions in Chapter I as well as describing other findings during the implementation of cartoon films in teaching vocabulary.

The problems identified were the students’ vocabulary mastery which was low and the classroom situation which was not alive proved by the students’ interest and motivation are low as well. The researcher proposed a solution to the problems that was using cartoon films in teaching vocabulary. The implementation of cartoon films in vocabulary class consisted of two cycles; the first cycle consisted of four meetings and
the second cycle consisted of two meetings. In each meeting the students’ vocabulary mastery improved, so did the classroom situation because the students’ motivation and interest increased. Two major aspects in students’ improvement are: 1) the students’ competence in vocabulary mastery, 2) the classroom situation when cartoon films were implemented in vocabulary class. The improvement of students’ vocabulary mastery and classroom situation were summarized in Table 4.9 as follows:

**Table 4.9 The Improvement of Students’ Achievement and Learning Process at the End of Cycle 2**

<table>
<thead>
<tr>
<th>A. Students’ Vocabulary Mastery</th>
<th>Before Action Research</th>
<th>After the implementation of cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Difficult to pronounce the words correctly.</td>
<td>Students make so many mistakes in pronounced the words. In some words, the students read the English word according to the letters. For example, they pronounced the English word “have” not as (həv), but ‘ha-ve’. They mispronounced ‘dimple’, ‘bake’, ‘spread’, ‘cook’, ‘peel’ in the pre-test.</td>
<td>The students could pronounce the words correctly. It is proved by increasing the quantity of students who can pronounce certain words correctly.</td>
</tr>
<tr>
<td>2. Difficult to memorize the meaning of words.</td>
<td>Students could not answer the teacher’s question related to the lesson about the meaning of words/object. They forget the meaning of new word easily that already taught.</td>
<td>The students were able to memorize the meaning of words. It is proved by the students can easily memorizing the meaning of the vocabulary when answering researcher’s question related to the previous lesson about the meaning of words/object and their ability to complete the task about meaning of words.</td>
</tr>
<tr>
<td>3. Difficult to use vocabulary in four language skills.</td>
<td>Students could not make a sentence correctly. They also filled the blanks of incomplete sentences with incorrect words because they did not know the meaning of the words and the sentences.</td>
<td>The students were able to use vocabulary. It was shown by the students’ exercises in their worksheet which had only fewer mistakes in make sentences or in another exercise in using vocabulary words.</td>
</tr>
</tbody>
</table>
### B. Classroom situation

<table>
<thead>
<tr>
<th>Problem</th>
<th>Before Action Research</th>
<th>After the implementation of cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The class was not alive; They felt bored then became inactive in the teaching learning process.</td>
<td>Most of the students did not ask to the teacher when they faced difficulties. Moreover, most of the students could not answer researcher’s questions. They looked sleepy and yawn, and even some students laid their head on their table.</td>
<td>They were easy to ask to come in front of the class, and they answered researcher’s questions actively even though they are not pointed by the researcher, the next point was the students’ activeness progress in doing the task from the researcher. They look happy doing their task.</td>
</tr>
<tr>
<td>2. The student’s attention and motivation was low.</td>
<td>They did not pay attention to the lesson.</td>
<td>The students were enthusiastic and become active in joining the class because they feel comfortable with the cartoon films.</td>
</tr>
<tr>
<td>3. The students were noisy.</td>
<td>They always talked to their friends and making noisy or doing non-academic activity in English class.</td>
<td>Students paid attention to the lesson and to the cartoon films. The classroom became interactive. It was proved by the interaction between the researcher and the researcher. It is indicated by the students asked questions to the teacher when they faced difficulties.</td>
</tr>
</tbody>
</table>

| Test score | The means score of the pre test: 5.04 | The means score of the post test 2: 8.53 |

The problems solved:

1. Students get difficulty to memorize the meaning of words.
2. Students found it difficult to pronounce the words correctly.
3. The students found it difficult to use vocabulary.
4. The class was not alive; They felt bored then became inactive in the teaching learning process.
5. The student’s attention and motivation was low.
6. They always talked to their friends or played in class.
1. Improvement of Students’ Vocabulary Mastery

Cartoon films improved the students’ vocabulary mastery. The improvement showed that the students were able to pronounce the word correctly. Before the research, the students mispronounced words because they had not been familiar with pronouncing English words, so they read the English word according to the letters. For example, they pronounced the English word “dimple” not as (dɪˌmplə), but as dim-ple.

In teaching pronunciation, the teacher of the class acted as the model pronouncing words. This technique was less attractive. Besides, there was no guarantee that the way she pronounced the words was correct, since she is not an English native speaker. Answering to this problem, cartoon films give not only visual stimuli but also audio stimuli to the students, and cartoon films give modeling of correct pronunciation as well. After they had been taught by using cartoon films several times, the researcher found that the students have fewer mistakes in pronouncing the words. By using the narrator from the films, it is very useful to emphasize the use of certain scene in cartoon film. Teacher repeats it continuously so that the students had enough chance to be familiar with how to pronounce certain words by repeating after it.

The next problem that was improved is the ability of memorizing the meaning or names of object. After taught using cartoon films several times, we found that the students have fewer mistakes in answering teacher’s question related to the lesson about the meaning of words/object. In the beginning of Cycle 1, the students still found it difficult memorize words, but by the guidance from the researcher using cartoon films, which give a description to help them learn the meaning vocabulary, they improved. By the final meeting, they could easily memorize words’ meaning. It was shown by their ability to answer the questions given by the researcher to let them review what they had learnt the previous meetings in the beginning stage of each meeting. By this finding, the researcher concludes that in order to memorize the meaning of words easier, the students need something real and clear to help them to visualize vocabulary that they are learning. Then, cartoon films provide picture that represent the meaning of the object. Prior to the research, the students had difficulties to remembering the meaning of vocabulary because there were no media which helped them to visualize the meaning of vocabulary. By using the media, the students can easily
memorizing the meaning of the vocabulary when answering teacher’s question related to the lesson about the meaning of words/object.

In addition, the students made fewer mistakes in vocabulary use. Before this research, the students could not make a sentence correctly. They also filled the blanks of incomplete sentences with incorrect words because they did not know the meaning of the words and the sentences. The researcher had them make some sentences and to fill the incomplete sentences with the words explained/involved in the film, so they knew the meaning of the words, so they felt it easier to make sentences/to fill the incomplete sentences. Within the cartoon films of Magic English Disney, used by the researcher, there were some text lines explaining each scene in the films, such as: “there are many fish under the sea” and “elephants live in the forest”. Using this, the researcher could teach them how to make a sentence. In the beginning, many of them still made mistakes, but by the practice the students became get used to making sentences. After the research, the students were able to make sentences correctly according to their level.

Before the study, it was found that students had low vocabulary scores. The improvement of their vocabulary mastery could be seen from the improvement of students’ scores from cycle to cycle. The mean score in pre test was 5.04, the mean score in Cycle 1 was 7.85, and the mean score in Cycle 2 was 8.53. The improvement of the vocabulary scores is illustrated by Graph 4.1.

Graph 4.1 The Result of Pre-Test, Post-test 1, Post-test 2
Based on the graph above, it can be concluded that the students had a better achievement at the test in cycle 2. Their score increased from Cycle 1 to 2.

Next, the researcher made comparison between the students’ score in pre-test, post-test1, and post-test 2. There were the students’ score that contained of the highest score, the lowest score, and the mean score. The comparison among the students’ score in pre-test, post-test1, and post-test 2 are described in Table 4.10 below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Kinds of Test</th>
<th>Pre Test</th>
<th>Post Test 1</th>
<th>Post Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Highest Score</td>
<td>7.52</td>
<td>9.84</td>
<td>9.84</td>
</tr>
<tr>
<td>2.</td>
<td>Lowest Score</td>
<td>1.69</td>
<td>6.15</td>
<td>6.76</td>
</tr>
<tr>
<td>3.</td>
<td>Average Score</td>
<td>5.04</td>
<td>7.85</td>
<td>8.53</td>
</tr>
</tbody>
</table>

Based on the table above, it can be concluded that there was improvement between the pre test score, post test 1 score, and post test 2 score. The highest score increased from 7.53 to 9.84, then 9.84. The lowest score increased from 1.69 to 6.15, then to 6.76. And the average score increased from 5.04 to 7.85 then to 8.53.

Furthermore, the comparison of average score of each vocabulary aspect scores between the ones in pre test, post test 1 and post test 2 can be seen in Table 4.11.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Pronunciation</th>
<th>Pronunciation</th>
<th>Pronunciation</th>
<th>Pronunciation</th>
<th>Pronunciation</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td>15.825</td>
<td>2.05</td>
<td>4.85</td>
<td>1.275</td>
<td>1.6</td>
<td>7.175</td>
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<tr>
<td>Part 2</td>
<td>22.5</td>
<td>4.8</td>
<td>5</td>
<td>4.875</td>
<td>3.125</td>
<td>10.775</td>
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<tr>
<td>Part 3</td>
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<tr>
<td>Part 4</td>
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<td>Part 5</td>
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<tr>
<td>Part 6</td>
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</tbody>
</table>
Based on the table above, it can be concluded that there was significant improvement between the pre test score, post test 1 score, and post test 2 score on the aspects of Pronunciation and Vocabulary Use. The aspects of Meaning, though the score seemed to be smaller, increased. In Part 3, students scored 4.85 in average answering 6 items, but in Post Test 1 and 2 they scored 5 and 4.075 in average answering 5 items only. In percentage, they achieved 80.83% in Pre-Test, 100% in Post-Test 1, and 81.5 in Post-Test 2. Therefore, their achievement in doing items in Part 3 increased from the Pre-Test to Post Test 1 and 2. Besides, as the implementation of the research in Cycle 2 was concerned more on improving students’ achievement on the aspects of Pronunciation and Use, the portion of exercise given by the researcher to the students in each meeting was bigger for those two than for the aspect of meaning. This was because students’ mastery in grasping words’ meaning had got better by the end of Cycle 1. Therefore, it should not be intolerable to find that there was a small decrease on the students’ achievement in this aspect from Cycle 1 to Cycle 2. However, it improved when compared to theirs prior to the research. The decrease from Post Test 1 to Post Test 2 might have been caused by the more difficult items of Part 2 in Post Test 2.

In conducting the research, the researcher concerned more on three students who came from different level of intelligence. They were: a student who is clever (student A), one who is in average (student B), and one who is in the lowest ability (student C). The researcher concerned with all the students actually, but she gave special attention to these three students. She gave different attention to them. The improvement of students sample is summarized as follows.

<table>
<thead>
<tr>
<th>Students’ initial name</th>
<th>SY (Student A)</th>
<th>UT (Student B)</th>
<th>FE (Student C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>7.53</td>
<td>5.53</td>
<td>1.69</td>
</tr>
<tr>
<td>Post-Test 1</td>
<td>8.61</td>
<td>7.84</td>
<td>6.46</td>
</tr>
</tbody>
</table>
Student A is a clever and active student. She got the best score in pre-test. She made little mistakes in answering the test. She needed little special treatment from the researcher. She always takes the most front seat. She actively asked questions to the researcher and answered the questions given by the researcher. She also easily understood the researcher's explanation. After the research, she had better comprehension in vocabulary than she did before the research.

Student B is a student in average. Her pre-test score is in the middle. She is actually a smart student, but she was not active in the class. She is so mousy that she would not ask questions if she did not understand. During the research, researcher guided her, accosting to her seat and gave her example of how to answer questions. After the research, she got better score in the post-test.

Student C is a student with low intelligence. She often talked to his friends or did non-academic activity. She always sits in the back row. She had low motivation towards English. She made many mistakes in pronouncing words, and in answering questions dealing with words' meaning and use. The researcher did special technique to make it easier for him to answer the questions. The researcher gave more attention to him by asking him to pronounce more words and answer more questions than other students. She also accosted to her seat to check if she had answered the questions and corrected them. The researcher also motivated him in order to be better in master the vocabulary. As the result, she got better score in the post-test although the improvement was still low.

Overall, the three students whom the researcher concerned more got improved in their vocabulary master. They showed positive attitude towards vocabulary. During the teaching learning process, the students followed all activities conducted in the class well. From the explanation, it can be concluded that the sample students got improved their competence in vocabulary mastery. It was shown by the score they achieved and they way they behaved.
2. Improvement of Classroom Situation

The finding on the teaching and learning process shows that there was a change of situation before and after the implementation of cartoon films. First, the teaching and learning process using cartoon films was more alive; the students were more enthusiastic and become more active in joining the class because they felt comfortable with the cartoon films. For example, students are more diligent and more active. After using this media, the students were easy to ask to come in front of the class, and they answered teacher’s questions actively. Besides, the students’ progress in determining details information that they can find from the films. In addition, the teaching and learning process became more interactive, proved by the interaction occurred between the researcher and the students in the classroom. For example, when the researcher asked the students some questions dealing with the film they had just seen, the students directly raise their hands meaning that they wanted to answer the questions. Therefore, cartoon films help stimulate interaction between teacher and students.

The next point is cartoon film increased the students’ motivation and attention toward the lesson. During the teaching and learning, the students paid attention to the teacher’s explanation. The students focused on completing their task. In other words, they were active in teaching learning process. In an interview, student FR said:

“Kegiatan belajarnya jadi menarik, Miss karena ada variasi yang tidak membuat jenuh. Kartun filmnya lucu, Miss jadi tidak membuat tegang. Saya jadi mudah menerima pelajaran yang di berikan, mudah mencermatinya, dan mudah untuk menanggapi.”

After completing the action research, the researcher distributed Questionnaire to the students. The students’ filling in the questionnaire is summarized in Table 4.13.

Table 4.13 The Result of Questioner 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Students’ Response</th>
<th>Total (Students)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Whether the students like the English class using Cartoon Films</td>
<td>Yes</td>
<td>40 students</td>
<td>100 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>0 students</td>
<td>0%</td>
</tr>
</tbody>
</table>
2. Whether they find they get improved after learning English through Cartoon Films.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>34</td>
<td>6</td>
<td>85 %</td>
</tr>
</tbody>
</table>

3. Whether they are helped by Cartoon Films in memorizing words.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38</td>
<td>2</td>
<td>95 %</td>
</tr>
</tbody>
</table>

4. Whether they are helped by Cartoon Films in pronouncing words.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40</td>
<td>0</td>
<td>100 %</td>
</tr>
</tbody>
</table>

5. Whether they are helped in using the words by cartoon films

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40</td>
<td>0</td>
<td>100 %</td>
</tr>
</tbody>
</table>

6. Whether they agree if cartoon films are motivating and interesting as well as helpful to learn vocabulary.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40</td>
<td>0</td>
<td>100 %</td>
</tr>
</tbody>
</table>

From the table above, it can be concluded that cartoon films are motivating and interesting to the students to learn vocabulary. The teaching and learning process using cartoon films become more alive and more interactive. The students were more enthusiastic and become more active in joining the class. Based on the analysis above, it can be interpreted that using cartoon films can improve the students’ vocabulary mastery at the seventh grade students of SMP N 1 Grogol Sukoharjo in 2010-2011.

D. Discussions

The research, which applied classroom action research to use cartoon films in improving students’ vocabulary mastery brought satisfying result both in term of the improvement of students’ vocabulary mastery and classroom situation. The findings then can be theorized in two major points as follows: 1) cartoon films can improve students’ vocabulary mastery; 2) cartoon films can improve classroom situation. In this section, those findings are discussed by justifying them with the theories in Chapter II. In more detail, each of the findings is described as follows.

1. Cartoon Film Improves Students’ Vocabulary Mastery

a. Cartoon films improve students’ competence in pronouncing the words

Penny Ur (1996: 60-62) mentions that pronunciation is one of elements that need to be taught in teaching vocabulary. She says “The learner has to know
how a word is pronounced (its pronunciation) and what it looks like (spelling)”. These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned”. On the other hand, Roger (1995: 43) says that pronunciation is one of the difficulties of learning vocabulary.

In this research, cartoon films were used as a model of correct pronunciation as well. In other words, cartoon film can be an illustration in teaching learning process. In teaching pronunciation cartoon films were used as a verbal illustration. It is related with the use of cartoon as stated by Wittich and Schuller. He says that:

“Cartoons provide teachers with two valuable assets – good illustrations of significant learning points, and change of pace and variety in presentation of material to the class. To restate, cartoon helps teachers explain and reinforce students about certain important points. Besides, it signify the teachers’ movement from one to another teaching phase and modify his/her presenting the material as well.” Wittich and Schuller (1962: 137-139).

Cartoon films gave not only visual stimuli but also audio stimuli to the students. Besides, they gave modeling of correct pronunciation. After they had been taught using cartoon films several times, the researcher found that the students made fewer mistakes in pronouncing words. It is very useful to emphasize the use of certain scene in cartoon film. Teacher can replay the cartoon films continuously so that the students had enough chance to be familiar with how to pronounce certain words before they repeat after it.

In addition, in improving students’ pronunciation, cartoon films are also beneficial as a compensatory. As stated by Levie & Lentz (1982), one of the advantages of media teaching is for compensatory. Compensatory means the media are used to help the students who have less achievement in understanding the lesson verbally or orally.

b. Cartoon films improve students’ competence in memorizing the meaning of vocabulary

Penny Ur in (1996: 60-62) also says that meaning is one of elements that need to be taught in teaching vocabulary. In order to memorize the meaning of words more
easily, the students need something real and clear to help them to visualize vocabulary that they are learning.

Similar to the benefits of cartoon films by Wittich and Schuller as a verbal illustration for the point of pronunciation above, in this point cartoon films also act the same way, but on the point of memorizing the meaning of words, cartoon films were used as a visual illustration.

In this research cartoon films helped the students to memorize the meaning of the words, because cartoon films provide pictures that represent the meaning of objects. By using cartoon films, the students can easily memorize the meaning of the vocabulary when answering teacher's question related to the lesson about the meaning of words objects. It is related to the use of media teaching by Levie & Lentz (1982) that is on the cognitive point. Cognitive is related to the achievement in catching, memorizing, showing, sharing everything to the other. Media help the student to be easier in catching the target of learning process. 

**c. Cartoon films improve the students’ competence in using the vocabulary**

Students should acquire an adequate number of words and should know how to use them accurately. To support the students’ learning how to use vocabulary accurately, the researcher used cartoon films from ‘Disney Magic English’. Within the films, there were some text lines explaining each scene in the film. For example, “there are many fish under the sea” and “elephants live in the forest”. These can be used to teach the students how to make a sentence. By doing so, the researcher could insert some explanation about grammar and word choice to the students. It is more interesting to the students than having them see their teacher writing a sentence on the board. By using this media, after the research had been implemented the students were able to make sentences correctly according to their level. This finding is confirmed by Wittich and Schuller suggesting that cartoons are suitable to explain the concepts of literature and grammar (1962: 137-139).

The overall findings were summarized at Table 4.14. They were compared between before and after the research.
### Table 4.14 Summary of Research Findings

<table>
<thead>
<tr>
<th>The students’ indicators</th>
<th>Before Action Research</th>
<th>After Action Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>After the Action of Cycle 1</td>
<td>After the Action of Cycle 2</td>
</tr>
<tr>
<td>Problems in Vocabulary Mastery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. **Students found difficult to pronounce the words correctly.**
   - **Before Action Research:** Students make so many mistakes in pronounced the words. In some words, the students read the English word according to the letters. For example, they pronounced the English word “have” not as (hƏv), but ‘ha-v’. They mispronounced ‘dimple’, ‘bake’, ‘spread’, ‘cook’, ‘peel’ in the pre-test.
   - **After Action Research:** Students’ pronunciation was improved, proved by post-test result in pronunciation test section. Most of them could correctly pronounce the words, such as ‘old’, “fat”, and ‘kind’, etc. But some of the students still mispronounced.
   - **After the Action of Cycle 2:** The students could pronounce the words correctly. It is proved by increasing the quantity of students who can pronounce certain words correctly.

2. **Students get difficulties to memorize the meaning of words.**
   - **Before Action Research:** Most of the students could not answer the teacher’s question related to the lesson about the meaning of words/object. They forget the meaning of new word easily that already taught.
   - **After Action Research:** Students memorize the meaning of words were improved, proved by post-test result in meaning question section. Students could answer the questions about words’ meaning correctly.
   - **After the Action of Cycle 2:** The students were able to memorize the meaning of words. It is proved by the students can easily memorizing the meaning of the vocabulary when answering researcher’s question related to the previous lesson about the meaning of words/object and their ability to complete the task about meaning of words.

3. **The students found it difficult to use vocabulary.**
   - **Before Action Research:** Students could not make a sentence correctly. They also filled the blanks of incomplete sentences with incorrect words.
   - **After Action Research:** Students’ vocabulary in use the word was improved, proved by post-test result in using vocabulary section. Some of the students were able to use vocabulary.
   - **After the Action of Cycle 2:** It was shown by the students’ exercises in...
because they did not know the meaning of the words and the sentences. students could answer the questions about the use of vocabulary correctly. But most of them made sentences incorrectly in other words cannot use the words. Many students made sentences incorrectly. For examples: “Cinderella is a slim”, “She is a outspoken”, “Mrs. sari she has long hair”. their worksheet which had only fewer mistakes in make sentences or in another exercise in using vocabulary words.

<table>
<thead>
<tr>
<th>Classroom Situation</th>
<th>Test Score</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The class was not alive; They felt bored then became inactive in the teaching learning process.</td>
<td>5.04</td>
<td>7.85</td>
</tr>
<tr>
<td>Most of the students did not ask to the teacher when they faced difficulties. Moreover, most of the students could not answer researcher’s questions. They looked sleepy and yawn and even some students laid their head on their table. Students participate in teaching learning process. Some of them were willing to answer questions, voluntarily wrote their answers onto the board, and they actively asked questions if they are asked by the researcher.</td>
<td>8.53</td>
<td></td>
</tr>
<tr>
<td>2. The student’s attention and motivation was low.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They did not pay attention to the lesson. Students were interested in the materials. They were motivated because in every beginning of the class, they watched the cartoon film which can attract their attention and help them learn more enjoyably.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students were enthusiastic and become active in joining the class because they feel comfortable with the cartoon films.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. They always talked to their friends or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students were commit to their work. Students reduced their noise. Students did the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students paid attention to the lesson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Cartoon Film Improves Classroom Situation

In this research, cartoon films are also able to improve the situation of the classroom. In the teaching and learning process, the students enthusiastically participated in implementing cartoon films in learning vocabulary. This shows that students' motivation improved.

Brown (1994: 33) says that if the learners are motivated, they will learn and if not they will not. In other words, motivation is one of the factors that support the students' comprehension. Motivation leads the students to join the lesson enthusiastically. Because of that, a teacher must be able to encourage the students' motivation, for example by using interesting techniques or media.

In this research, cartoon films are able to improve students' motivation. They were motivated by the cartoon films played, and by the exercises which were still dealt with the films. They were motivated to answer the questions. This is a proof for what Wittich and Schuller (1962: 137-139) say, that one of cartoon benefits is as a motivation. They say that “appropriate cartoon materials can be useful motivation devices in the classroom”. For example in this research, Donald Duck in the episode of ‘Cooking waffle bread’ is a good stimulus to present and explain the students about how to cook waffle bread (in Cycle 1).

As their motivation improved the students became more interested in joining the teaching and learning process from the beginning until the end of the lesson. It is proved by during the teaching and learning, the students paid attention to the teacher explanation. The students focused on their task. In other words, they were active in teaching learning process. It was related to the use of teaching media (in this case is cartoon films) by Levie & Lentz (1982) in the point of Attention. Media are able to attract the students’ attention.
in learning something in the class or out of class. Usually, students are more interested to learn something by real object than theory. Moreover, Kemp (1963: 3-4) says that one of the advantages media in language learning is that by using media, *the instruction can be more interesting*. Audio visual aid can attract the students’ interest especially those of English learners. If they are interested, they will give much attention to what is being taught or discussed. They will be curious to know about the lesson. This can lead to an interesting language learning processes.

This curiosity had also stimulated the students’ activity. They became more enthusiastic and become more active in joining the class because they felt comfortable with the cartoon films. They followed all of activities conducted in the class well. It is in line with the use of teaching media (in this case is cartoon films) suggested by Levie & Lentz (1982) in the point of Affection. Affection is related to students’ feeling. Using media can come up the emotion of students. For example, students are more diligent and more active. After using this media, the students were easy to ask to come in front of the class, and they answered teacher’s questions actively. They are not afraid to ask what they did not understand. The students’ progress in determining details information that they can find from the films was also revealed. Besides, the class became more interactive. When the researcher asked the students some questions about the film having been played, they raised their hands to answer.

**E. Hypothesis Testing**

Based on the explanation above, it can be concluded that the hypothesis of this research is accepted. Cartoon films are effective media to improve the students’ vocabulary mastery. The use of cartoon films in teaching vocabulary encourages the students to learn in interesting way. Analyzing the data collected has supported the hypothesis. From the observation, it can be revealed that the students become more enthusiastic, and active than they were before. The teaching and learning process also became more interactive. This is also supported by the result of post-tests. In the Cycle 1 the mean score of the students’ post test 1 was 7.85 and in the post test 2 in Cycle 2 was 8.53.
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presents the conclusion, implication, and suggestion of the action research conducted in the seventh grade students of SMP Negeri 1 Grogol Sukoharjo about improving students’ vocabulary mastery using cartoon films.

A. Conclusion

Prior to the research, the researcher found some problems that the students faced in vocabulary, such as: (1) the students found it difficult to pronounce the words correctly; (2) they had difficulty to remember the meaning of words; (3) the students found it difficult to use vocabulary words. Meanwhile, the problems of classroom situation before the research were: (1) they felt bored then became inactive in the teaching learning process; (2) the students’ attention and motivation was low; (3) the students were noisy in English class.

After the researcher had carried out the action research by implementing cartoon films to improve the students’ vocabulary mastery at SMP Negeri 1 Grogol, Sukoharjo, the researcher found that there was improvement in the students’ vocabulary mastery. She also found that the score of the elements of vocabulary covering pronunciation, memorizing the meaning, and the use of vocabulary increased. For those reasons, the researcher would like to say that implementing cartoon films in teaching vocabulary could improve the students’ vocabulary mastery better for the students who became the object of this research.

The students’ improvement on vocabulary mastery was revealed from the difference of the students’ mean score before and after the actions. Before the actions, the students’ mean score was 5.04. After the researcher did the actions to the students, the students’ mean score improved to 8.53. This improvement was confirmed by the following indicators. The students could pronounce the words correctly. The quantity of students who can pronounce certain words correctly increased. Next, the students were able to memorize the meaning of words. They can easily memorize the meaning of the vocabulary when answering researcher’s question related to the previous lesson about the meaning of words/objects and were able to complete the task about meaning of words. Moreover, the students were able to use vocabulary. It was shown by the students’ works.
on exercises in their worksheet which contained only fewer mistakes in making sentences or in another exercise in using vocabulary words.

Besides, cartoon films improved the classroom situation during teaching and learning process. Having been taught by using cartoon films, the students showed great interest to be actively involved in the teaching learning process. In the classroom, they were eager to join all activities and did their entire task. They looked happy, convenient, quiet, and relax because of the humor in the cartoon films. Cartoon films gave new atmosphere in teaching learning process.

In addition, the students were easy to ask to come in front of the class, and they answered researcher’s questions actively even though they are not pointed by the researcher, the next point was the students’ activeness progress in doing the task from the researcher. They looked happy doing their task. Students were enthusiastic and became active in joining the class because they felt comfortable with the cartoon films. Students paid attention to the lesson and to the cartoon films. The classroom became interactive. It was proved by the interaction between the researcher and the researcher. It is indicated by the students’ questions to the teacher when they faced difficulties.

B. Implication

Based on the research conclusion, it can be inferred that the use of cartoon films in teaching vocabulary is effective and attractive. There are some strengths of using cartoon films in teaching vocabulary which can improve the students’ attitude towards vocabulary in situation during the teaching learning process. By using cartoon films in teaching vocabulary, the teacher can get the students’ attention, because the humors contained in the film could attract the students’ attention. This made the relaxed, convenient, and therefore helped them to maximize their achievement. By the increase of attention, their motivation also improved. They diligently did the tasks given by the researcher.

Besides, having the students pronounce words following the narrator of cartoon films attracted them to learn pronouncing the words. In addition, through the visualization of the objects in the cartoon films, students were helped to recall the words. Next, by the text line appearing in each scene of the cartoon film “Disney Magic English”, the students were helped to make a sentence, which means to use the vocabulary.
From the explanation, it can be said that cartoon films can be used as an alternative teaching media to achieve an optimum result in teaching vocabulary. Therefore, by using cartoon films students’ vocabulary mastery can be improved.

C. Suggestion

The researcher would like to give some suggestions related to this research for those who are closely related to the use of cartoon films in English teaching and learning. The researcher hopes that these suggestions will be useful, especially for English teachers, institutions of education, students, and other researchers.

1. To English Teacher

   The English Teacher should be able to make the students feel comfort and relax in teaching learning process. By doing so, the students will happily contribute to the class by being active. An alternative to do so is by utilizing attractive media to interest the students. The teacher needs to provide various teaching media supporting the teaching learning activity.

   The next important point is selecting appropriate teaching media, because selecting the right media for teaching can help achieve the teaching objective. Among of those is by using cartoon films:

   a. Teacher should find or adjust the cartoon films presented with the text given. Dealing with it, teacher can use cartoon films from ‘Disney Magic English’.

   b. Teacher needs to pause the films to interact with the students to check their understanding.

   c. Then, the teacher lists some vocabulary used in the cartoon films to learn further.

   d. Give some attractive exercise dealing with the cartoon films, or the answer of which can be found in the cartoon films.

   e. Give them necessary assistance whenever they get difficulties.

2. To the Students

   The students should have a will and high motivation from themselves. Will and high motivation are important key to be successful in studying English. The students should watch and listen to the cartoon films played in the class attentively, by doing so, they can gain so many English words as well as, the way to spell and pronounced them. It is also suggested that the students learn from their own collection of cartoon films or learn from those shown on TV.
3. To the Institutions

The institutions should motivate their teachers to always learn about how to teach well and to always learn how to use technology as a teaching media. To support this, schools or other educational institutions should conduct educational trainings more often. The trainings should be able to train English teachers to be more creative in conducting the teaching learning process.

The institution should provide the facilities that support the teaching learning process in order to improve the educational quality, such as a good language laboratory, audio visual room, internet, et cetera. Or provide the class with LCD projector, and speaker. By providing the devices, it is hoped that the teacher can be more creative in presenting the materials.

Besides, the institutions need to provide some more collections of cartoon films, for example “Disney Magic English”, so that the students can use them as learning resources. It would also be helpful to allow the students access the cartoon films in the language laboratory or library of the institutions.

4. To other Researchers

This research studies the implementation of cartoon films as a teaching media in improving the students’ vocabulary mastery. Hopefully, for those other researcher, the result of this study can be used as a starting point for further research and they will continue this research by exploring cartoon films for teaching vocabulary in different point of view. Otherwise, the result of the research is expected to be able to encourage other researchers to conduct research dealing with the cartoon films in the other subjects, such as speaking, writing, reading, or listening.
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