

CHAPTER IV

FINDING AND DISCUSSION

This chapter explains the result and discussion of the study conducted in class VII of SMP Bina Taruna Surabaya. This explanation concerned the use of cartoon movie to teach vocabulary. The researcher makes observations with field notes in this study. Related to the second question to know the students' responses to the use cartoon movie as a media to teach vocabulary, the researcher got data from the questionnaire answered by the students. Besides, the researcher also got data from the questionnaire answered by English teacher to know the mastery students vocabulary after the use of cartoon movie to teach vocabulary. Then, the researcher got data from the students' score of pre-activity and post-activity 1 in cycle 1 and post-activity 2 in cycle 2.

4.1 Finding of the Study

This research was conducted in the seventh grade of SMP Bina Taruna Surabaya for about one week. It consists of two cycles; there are two meetings for each cycle. The detailed explanations about activity of research schedule:

Table 4.1 Finding of the study for the research schedule

Date	Time	Activity	Purpose	Participants
Saturday, May 20 th 2017	08.10 – 08.50	Interviewing the teacher Giving the first Questionnaires and Interviewing the students	To know the problems faced by the teacher and the students	Researcher Students Teacher
Saturday, May 20 th 2017	09.50-10.30	Giving Pre – Activity: The students were assigned to list 20 of the things at home and make 10 sentences by using things at home.	To know problems faced by the students and the students' vocabulary mastery	Researcher Students Teacher
Monday, May 22 nd 2017	08.10 – 08.50	Implementing Meeting 1 Cycle 1	To teach vocabulary	Researcher Students Teacher

Tuesday, May 23 th 2017	09.50-10.30	Giving Post - Activity 1. The students were assigned to make 10 sentences by using things at home.	To know the students' vocabulary mastery after implementation of cartoon movie	Researcher Students Teacher
Wednesday, May 24 th 2017	08.10 – 08.50	Implementing Meeting 2 Cycle 2	To implement cartoon movie in teaching vocabulary	Researcher Students Teacher
Thursday, May 25 th 2017	09.50-10.30	Giving Post - Activity 2. The students were assigned to list of things at home with more specific in room.	To know the students' vocabulary mastery after Implementation of cartoon movie	Researcher Students Teacher
Thursday, May 25 th 2017	09.50-10.30	Questionnaire Interview The questionnaire consist of five questions.	The purpose to gain data from students' response about the teaching strategy applied. To know about opinion from the teacher and students after implementation of cartoon movie to teach vocabulary	Researcher Students Teacher

4.1.1 Data from interview

a. Data from Interview of the Teacher

The interview was conducted on Saturday, May 20th 2017. The first, the researcher asked the teacher about problems in classroom. Furthermore, the teacher answered some questions about English teaching learning process at SMP Bina Taruna Surabaya. Those were the condition in English class VII on students' vocabulary mastery, the difficulties faced by students and the kinds of strategies implemented by the teacher previously before Classroom Action Research (CAR) to improve students' English Vocabulary.

First, the teacher answered question about general condition of the class. The teacher said that sometime the students do not followed the lesson enthusiastically. Including vocabulary mastery and difficulties in

understanding some vocabularies that they found in lesson using English book, some of them get difficulties because of the lack of vocabulary. Moreover, the teacher stated that it was hard for some students to pass the criterion of minimum completeness concerning the school policy. So that, the teacher still tries to solve that problem.

b. Data from Interview of the students

The researcher held interview with were several questions given to the students about English teaching learning process at SMP Bina Taruna Surabaya. Through interview guidelines, the researcher asked their opinions about general condition of English teaching learning process in the classroom. Some of them said that the lesson is getting boring day by day. Then, some other considered learning English as the most lesson difficult one because the lack of vocabularies. They do not know the meaning of several words. Besides that, the teacher's old fashion teaching techniques make a boring environment in learning process, so that causes the students ignore the lesson. They never have the fun time to learn English. Consequently, the cannot receive what has been given by the teacher.

c. Data from pre-observation

In conducting the pre-observation, the researcher carries out several activities as follows: interviewing the English teachers in terms of the techniques and activities employed in teaching vocabulary, observing how the teaching learning runs in English classroom, and assigning the students' pre-activity of vocabulary competence.

In the observation conducted by the researcher on Saturday, May 20th, 2017, it is know that in teaching vocabulary at the seventh grade students of SMP Bina Taruna Surabaya, the teacher taught vocabulary in a very simple and monotone way. Whenever the students found some hard words in a text, the teacher wrote the new vocabulary on the white board. Then, the students were asked to guess the meaning of word. This strategy could not help the students to memorize the new vocabulary easily.

Furthermore, this strategy caused many problems in acquiring the new vocabulary. First, it is related to the condition of the students who feel bored. Second, the students are basically not attracted teaching by using white board because make condition in lesson monotone day by day.

4.2 Implementation of the use of cartoon movie to teach vocabulary of seventh grade students of SMP Bina Taruna Surabaya

Pre-activity assignment:

Pre-activity was conducted on Saturday, May 20th 2017. In pre-activity, the teacher introduced what about the topic, then told the students about the topic is things at home and allowed the students to tell about anything they knew related to the topic it. Then, the students were assigned to list 20 of the things at home and make 10 sentences by using things at home. After the teacher giving exercise to the students, the researcher see that the teacher has difficulties to attract students. The main problem is the way to control the students. It needs hard work to get students' attentions. During the teaching hours the teacher should make the students pay attention to the new words given and how to pronounce them more precisely. However, the students can list of the thing at home mostly 18 things and making 2 sentences in the pre-activity. In pre-activity, there are 2 instructions:

- a. "List of things at home! (20 words of things)" = $(20 \times 10) / 2$
- b. "Make 10 sentences by using the things at home!" = 10×10

So, total of the individual score = $(100 + 100) / 2$

The detail students' score can be seen in appendix 1. After that, the researcher analyzed the students' base on mean score of student in pre-activity assignment was 47.13 with the lowest score of pre-activity is 17.5 and the highest score of pre-activity is 75. So then, it is a big homework for the researcher to improve their to mastery vocabulary.

a. The First Meeting: on Monday, May 22th 2017

Planning:

In this phase, the researcher and the collaborator prepare every single thing and make some planning based on the finding of pre-observation. The following activities in this action planning are designing lesson plan, preparing materials and media, and determining criteria of success. Designing lesson plan aims to provide the teacher with the guideline of teaching and learning activities. The detail lesson plan can be seen in appendix 2.

The following step is preparing materials and media. The materials for implementing the action of cartoon movie itself to support the activity and it is prepared by the teacher. The last step is determining the criteria of success. It is useful for measuring whether the action of this study is successful or not. In line with the study, the criteria of success are decided based on the agreement between the researcher and the collaborator as follows:

The students' vocabulary score improves at the same as the Minimum Mastery Criterion (KKM) of English (70.0) or above, which the teacher giving exercise for the students to make 10 sentences by using things at home. The students should get involved and their involvements in scales A, B and C during first meeting of learning process in the classroom. The methods used in teaching and learning process by a teacher were question and answer, explanation, discussion and exercise. So that, in the end of teaching learning process the researcher can know whether the strategy works or not.

Implementation and Observation:

Here, the implemented the planned action had been made. It was began on May 22nd 2017, 2017. The class began at 08.10 – 08.50 a.m. In implementing the action, the researcher taught vocabulary by using carton

movie. Meanwhile the collaborator acts as the observer who observes all the activities that happen in the teaching learning process.

This phase discusses about the process of recording and gathering all relevant data about any aspect occurred during the implementation of the action. The important aspects in observation are sources of data, the instrument that is used in collecting the data, and the technique for data collection. In doing the observation phase, the researcher herself involves in teaching learning activities and the observer observes all the activities that happen in the class.

After brainstorming, the teacher explained some features in the cartoon movie and what to do during the cartoon movie. Afterwards, when the cartoon movie ended students were asked some questions related to the cartoon movie about things at home. In main learning activities, the researcher observed the students' response, participation, achievement and everything which was found during the teaching and learning process. And also, the teacher review the previous lesson about things at home, and gave them question to remember again about things at home. Then, the students started to do the worksheet given. The researcher noticed all of activities in the classroom. There were some students who asked about the things at home. Some others asked about the questions they did not understand. It seems that their problem was all about vocabulary. The last activity of learning, the students understood of the material and interested to the worksheet given. Then, the teacher concluded the material of things at home by using cartoon movie. The last, teacher closed the teaching activity by saying greeting.

Students' activity in the classroom in the picture (see Appendix 3):

When observing, the researcher noticed all of activities in the classroom. There were some students who asked about the things at home. Some others asked about the questions they did not understand. It seems that their problem was all about vocabulary.

In conducting the observation toward the implementation of the action, the observer uses field notes and observation checklist for gathering the result of observation dealing with the teacher performance, the students' participation and the class condition.

Post –Activity 1:

In this phase, it was began on May 23th 2017, 2017. The teacher gave post-activity assignment to students to make 10 sentence of things at home that have been given to determine whether there was an improvement after the use of cartoon movie to teach mastery vocabulary and method to made students interested in mastery vocabulary. The result of individual and mean score of students in post-activity 1 (See Appendix 1):

However, the students can list of the thing at home mostly making 2 sentences in the post-activity 1. In post-activity 1, this is the instructions:

- a. “Make 10 sentences by using the things at home!”

$$\text{Total Score} = 10 \times 10$$

Table 4.2 Implementation of the use of cartoon movie to teach vocabulary of seventh grade students of SMP Bina Taruna Surabaya for the Improvement of the Students' Learning and Achievement in the End of Cycle 1

Data Source	Pre - Activity	Post - Activity 1
Observation Interview Questionnaire	<p>Teaching and learning process</p> <ul style="list-style-type: none"> - The students low interested and still passive during the teaching and learning process. - The teacher did not give adequate time, models, and practices for the students to teach. - No media to creative techniques were used in teaching learning process <p>Vocabulary mastery There were limited range of vocabulary. The meaning was sometimes also confusing.</p>	<p>Teaching and learning process</p> <ul style="list-style-type: none"> - Some of students were interested and motivated in teaching learning process. - The students began to participate actively by giving their opinion, responding and answering the researcher's instructions and questions - The teacher gave adequate time, models, and practices for the students to teach. - The teacher used cartoon movie as teaching vocabulary <p>Vocabulary mastery</p>

	<p>- Knowledge The students can be list of thing at home, but the list of things at home is still less than 20 things at home in mastery vocabulary.</p> <p>- Attitude Some students pay attention on teacher's explanation, but Some of them Lack of response.</p> <p>- Action They prefer to talk to friends out of class context. Some of them were so late in finishing the task.</p>	<p>There were adequate range of vocabulary. The meaning was sometimes obscured.</p> <p>- Knowledge The students can be list of thing at home, but the list of things at home is mostly 20 things at home and can be make sentence in mastery vocabulary.</p> <p>- Attitude Some students pay attention on teacher's explanation, but Some of them Lack of response.</p> <p>- Action They prefer to talk to friends out of class context. Some of them were so late in finishing the task.</p>
TEST	The mean score of Pre - Activity : 47.13	The mean score of Post - Activity 1: 72.00
<p>FIELD NOTES:</p> <p><u>From the students' side</u> Some students pay attention on teacher's explanation, but Some of them Lack of response. Because, they did not look to try hard to find out the vocabulary they need and didn't understand what they must to do. They prefer to talk to friends out of class context. Some of them were so late in finishing the task.</p> <p><u>From the teacher's side</u> The teacher chose the good technique to deliver the material, but Teacher needs to give more attractive explanation in order to make the students interested and motivated to find some new words related to the topic.</p>		

From that data above, the students' mean score of post-activity in cycle 1 is 72.00. It means that in the cycle 1 of CAR, there are 15 students who passed the competence and another 5 students whose score are below the competence.

The mean score of the previous score was 47.13 and the mean score of the students' vocabulary posttest on the first cycle was 72.00. The next step is the researcher tried to get the percentage of students' improvement score from pretest to post-activity 1.

According to the score above, it shows that the score in cycle 1 has improved from the pretest to post-test 1. So, in the cycle 1 of CAR, there

are 15 students who passed the competence and another 5 students whose score are below the criteria.

Reflecting:

The aims of this phase are to reflect the data from the implementation of the action and to know whether the action is successful or not by matching the result of the observing phase with the criteria of success. Reflecting phase is carried out by the researcher and the collaborator focusing on the discussion about the result of the action. If the finding of the first cycle is satisfy marked by reaching the criteria of success, so there will not be the next cycle. Meanwhile, if the finding of the action does not reach the criteria of success, so the next cycle needs to be accomplished.

So, after the discussion about the score of post-activity 1, the researcher felt that it was necessary to continue the cycle because the researcher found only few score progress which had been achieved by the students.

b. The Second Meeting: on May 24th 2017

Planning:

Cycle 2 began from making new lesson plan. The researcher used varies activities to avoid students' boredom. It is also aimed to change some parts that need to be revised. As the planning phase in Cycle 1, here the researcher also prepared some additional teaching aids. Evaluation and post-test 2 were prepared to see students' achievements in the end of this cycle. The cycle 2 was to make more expressive and more interesting in motivating the students. (See appendix 2)

Implementation and Observation:

In this phase, the researcher implemented the new lesson plan. The class began at 08.10 – 08.50a.m. In the process of learning activity in detail as follows: pre-activity, main activity, and post-activity. Base on the

process of learning activity that is the same of first meeting. Even though, in this second meeting the researcher emphasized more stimulation to the students in order to make them enthusiastic to find as many as words related to the topic. Different from the activity in the first cycle, here at the beginning of learning activity the teacher asked the students to write some vocabularies that possibly appeared in the cartoon movie. The students seem to do the task enthusiastically. It was the revised lesson plan has started. Then, the researcher observing of students' participation and achievement in this phase. Here, the researcher noticed whether students improved their understanding or not then measured their achievements between cycle 1 and cycle 2. The teacher found that in this phase, students had a good progress. They improved their understanding of cartoon movie significantly and improving more vocabularies that has proved by successfully doing the post-activity.

Post –Activity 2:

In this phase, it was began on May 25th 2017. the teacher gave post-activity 2 assignment to students to list of things at home with more specific in room that have been given to determine whether there was an improvement after the use of cartoon movie to teach mastery vocabulary and method to made students interested in mastery vocabulary. The result of individual and mean score of students in post-activity 2 (see appendix 1):

However, the students can list of the thing at home mostly 35 things in the post-activity 2. In post-activity 2, this is the instructions:

a. “List of things at home with more specific in room!”

1 word get the score 1 (Max. 50 word) + 1 specific in room get the score 10 (Max. 5 room)

Total Score = $(50 \times 1) + (5 \times 10)$

Table 4.2 Implementation of the use of cartoon movie to teach vocabulary of seventh grade students of SMP Bina Taruna Surabaya for the Improvement of the Students' Learning and Achievement in the End of Cycle 2

Data Source	Post - Activity 2	Post - Activity 2
<p>Observation Interview Questionnaire</p>	<p>Teaching and learning process</p> <ul style="list-style-type: none"> - Some of students were interested and motivated in teaching learning process. - The students began to participate actively by giving their opinion, responding and answering the researcher's instructions and questions - The teacher gave adequate time, models, and practices for the students to teach. - The teacher used cartoon movie as teaching vocabulary <p>Vocabulary mastery</p> <p>There were adequate range of vocabulary. The meaning was sometimes obscured.</p> <ul style="list-style-type: none"> - Knowledge <p>The students can be list of thing at home, but the list of things at home is still less than 20 things at home in mastery vocabulary.</p> <ul style="list-style-type: none"> - Attitude <p>Some of students pay attention on teacher's explanation.</p> <ul style="list-style-type: none"> - Action <p>Students looked to discuss the topic of things at home in cartoon movie.</p>	<p>Teaching and learning process</p> <ul style="list-style-type: none"> - They were interested and motivated in teaching learning process. - The students began to participate actively by giving their opinion, responding and answering the researcher's instructions and questions - The teacher gave adequate time, models, and practices for the students to teach. - The teacher used cartoon movie as teaching vocabulary <p>Vocabulary mastery</p> <p>There were adequate range of vocabulary. The meaning was sometimes obscured.</p> <ul style="list-style-type: none"> - Knowledge <p>The students are good to explain about things at home. And then, They are can be more list of things at home in mastery vocabulary.</p> <ul style="list-style-type: none"> - Attitude <p>The students pay attention on teacher's explanation. Students looked so motivated during the teaching-learning process.</p> <ul style="list-style-type: none"> - Action <p>Students looked to discuss the topic of things at home in cartoon movie. Students wrote unfamiliar vocabularies enthusiastically. Students were active in asking each other during the discussion.</p>
TEST	The mean score of Post - Activity 1:	The mean score of Post - Activity 2:

	72.00	81.60
<p>FIELD NOTES:</p> <p><u>From the students' side</u></p> <p>The students pay attention on teacher's explanation. Students looked so motivated during the teaching-learning process. Students looked to discuss the topic of things at home in cartoon movie. Students wrote unfamiliar vocabularies enthusiastically. Students were active in asking each other during the discussion.</p> <p><u>From the teacher's side</u></p> <p>The teacher motivated the students more to find some vocabularies related to the cartoon movie with the checked the students' work by walking around to their desk and giving comments.</p>		

From that data above, the students' mean score of post-activity in cycle 1 is 72.00. It means that in the cycle 1 of CAR, there are 15 students who passed the competence and another 5 students whose score are below the competence.

The mean score of the previous score was 47.13 and the mean score of the students' vocabulary post-activity 1 on the first cycle was 72.00. The next step is the researcher tried to get the percentage of students' improvement score from pretest to post-activity 1.

In cycle 2 the researcher also calculates the result of post-activity 2 to know more about the score improvement either from the result of pre-activity or post-activity 2. According to the data obtained, the lowest score in post-test 2 is 75 and the highest score is 93. It also indicated that there are some improvements in post-activity 2. After calculating, it is known that the mean score of post-activity 2 is 81.60. From score above, it could be seen that the post-activity 2 can improved from the pre-activity.

So, the researcher describes students' scores in pre-activity, post-activity 1 and post-activity 2 in the table (see appendix 1):

At last, all of calculation above proves that there is a significant improvement of the students' vocabulary. It means that cartoon movie technique is improve to teach vocabulary of seventh grade students of

SMP Bina Taruna Surabaya. So, the cycle of CAR does not have to be continued. The researcher concludes that CAR ended. It means, from the evaluation results can be said that this second cycle is successful.

Reflecting:

Here, the researcher analyzed students’ progress based on their test score. The researcher also discussed the result of the implementation of the action should be continued or not. Based on the observation which had been done, it was known that the use of cartoon movie to teach vocabulary of seventh grade students of SMP Bina Taruna Surabaya had been improved. Therefore, the cycle did not need to continue.

4.3 The Students’ Improvement after the use of cartoon movie to teach vocabulary.

The analysis of students’ scores in scale based on assessment Brown and Bailey (1984: 39-41) in Brown (2004: 243 – 245).

Table 4.3 The Students’ Improvement after the use of cartoon movie to teach vocabulary for analytical scale for rating composition tasks

	20-18 Excellent to good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable	5-1 Not college – level work
I. Organization : Introduction, Body, and Conclusion	Appropriate title, affective introduction, body paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader; supporting evidence	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren’t fully developed; sequence is logical but traditional expressions may be absent or misused.	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interface.	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).

	given for generalizations; conclusion logical and complete.				
II. Logical Development of Ideas: Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic: paragraphs aren't divided exactly right.	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.	Essay is completely inadequate and does not reflect college – level work; no apparent effort to consider the topic carefully.
III. Grammar	Native-like fluency in English grammar; correct uses of relative clauses, prepositions, models, articles, verb forms, and tense sequencing; no fragments or run-on sentences.	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them, no fragments or run-on sentences	Ideas getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present.	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.
IV. Punctuation, spelling and mechanics	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat.	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interface with ideas.	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation; unacceptable to educated readers.	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, and severe spelling problems.

		legible.			
V. Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good.	Attempts variety; good vocabulary ; not wordy; register OK; style fairly concise.	Some vocabulary misused; lacks awareness of register; may be too wordy.	Poor expression of ideas; problems in vocabulary; lacks variety of structure.	In appropriate use of vocabulary; no concept of register or sentence variety.

To find out the improvement in each aspect, as for the table which explains students' based on pre-activity assignment and post-activity assignment 1 and post-activity assignment 2(See Appendix 1):

Table 4.3 The Students' Improvement after the use of cartoon movie to teach vocabulary for scores range of scale remarks

No.	Score	Scale	Remark
1	<65	C	Not Good
2	65-79	B	Good
3	80-100	A	Very Good

So, the researcher describe to mean students score base on assessment for aspect in pre activity 53.4 it means score are below the competence with scale "C". Then, post activity 1 score 71.85 with scale "B" and post activity 2 with score 80.35, it means good score students who passed the competence with scale "A".

4.4 The result of questionnaire after the use of cartoon movie to teach vocabulary of seventh grade students of SMP Bina Taruna Surabaya.

After conducted of classroom action research, the researcher carried out the questionnaire to the English teacher to know response after implementation of cartoon movie to teach vocabulary of seventh grade students of SMP Bina Taruna Surabaya.

The English teacher: The result of questionnaire is positive response. This study can be helpfully students of the seventh grade students of SMP Bina Taruna Surabaya in mastery vocabulary. This questionnaire held on the same day of the students' questionnaire which was on May 24th 2017 after accomplishing cycle 2. After the researcher conducted the use of cartoon movie to teach vocabulary of seventh grade students of SMP Bina Taruna Surabaya in cycle 2, the researcher asked some questions related to the improvement students' vocabulary competence to English teacher, Enni Marsani, S.Pd.

In this stage, the researcher explained that the classroom activity more active than before the implementation of Classroom Action Research. It could be seen from the students' enthusiasm in learning English. Firstly, teacher had homework to make students to not getting bored during the lesson but then after implementing the watching technique teacher knew the result, because there was progress in the atmosphere of activity in the classroom. The students became active and looked enthusiast. So, the researcher also asked the teacher about his opinion after implementing the watching technique then the researcher knew that this technique worked so well. It helped the teacher so much. It was not only improving students' vocabulary but also their self-confidence, their understanding to comprehend the story and their ability to speak in front of their friends. It was really good result.

From the result of questionnaire above it is proven that the watching technique can improve students' vocabulary of the seventh grade students of SMP Bina Taruna Surabaya. The improvement of students' vocabulary can be proven from by the improvement of students' score. The result of pre-activity, post-activity1 and post-activity2 showed a significant improvement. The students also can have a positive response to the implementation of cartoon movie in order to improve their vocabulary competence. Considering from the explanation above, the researcher concluded that the Classroom Action Research was done successfully. The detail of questionnaire can be seen in appendix 4.

The students: Unstructured questionnaire was conducted on May 24th 2017 after accomplishing cycle 2. In this case, the researcher divided into some criteria of questions. First criterion talked about the general condition in English class during implementing the action. It was found that the students' condition were better than before. In this sense, they looked enthusiast in doing activity. The students' participation was good because the activity in the classroom involved the students. Second criterion was about the barrier and its solution during implementing the action. It was observed that most of the students difficult in answering questions because they lack of vocabulary.

All of the result of instruments after accomplishing the classroom action research revealed the great results from implementing cartoon movie in improving students' vocabulary in two cycles. It proves that improving students' vocabulary through cartoon movie can be used or can be applied as the good technique in high School level 'as can be motivation and confidence in learning English. Specifically, it means the seventh grade students of SMP Bina Taruna Surabaya succeed in improving their vocabulary mastery through cartoon movie. The detail of questionnaire can be seen in appendix 4.