CHAPTER IV
RESULT AND DISCUSSION

A. Result

This sub-section displays the processed data in tables and figure. The events or actions happening during researcher are explained descriptively together with the data as the evidences.

1. Research Setting Description

The research was conducted in the eighth grade of SMP BHAKTI Jakarta located on Jl. Perindustrian No. 7 Cawang Jakarta Timur 13650. This research was conducted in two cycles for two months, from April 18th, 2016 to Wednesday, May 25th, 2016. Pre-test began on Monday, April 18th, 2016 and the first cycle was held on the April 18th, 2016 and April 25th, 2016 and post-test 1 was conducted on April 25th, 2016. The second cycle was held on the May 2nd, 2016 and post-test 2 conducted Wednesday, May 25th, 2016. English class sessions were held twice a week; Monday 9.45 am to 11.15 am and Monday 11.15 am to 12.45 pm. Quantitative data was obtained from tests including pre-test, post-test 1 and post-test 2, while qualitative data was obtained through the questionnaire, dairy note, and observation sheet. The subjects of research were 23 students.

The teaching tools and teaching aids were provided by researcher. Start decided the film in every treatment, laptop to play the film, speaker to increase the volume of laptop and marker.

The researcher asked other researcher to be an observer. Thus, the observer in this research was colleague. The observer's main duty was to make report of all running in classroom. The observer also observed the activities in the class, how the students' condition and their action in the class.

2. Initial Condition of the Subject

The eighth grade students' vocabulary mastery at SMP BHAKTI Jakarta was categorized low. This statement was based on the information about them that the majority of students got difficulty when they were demanded to recognize the meaning of the words, the students got difficulty in memorizing the words and the students got bored of English session. Mastery of the students' vocabulary in the initial condition as follow:

Table 4.1. Students' pre-test scores

Scores	Frequency	Percentage (%)
≥66	9	39.13
≤66	14	60.87
Total	23	100

Note: Criteria minimum achievement = 66

Table 4.1 above shows that there were 9 of 23 students or 39.13% who achieved the minimum achievement criteria that was ≥66 points. While, the rests 14

students (60.87%) did not achieved the minimum achievement criteria. This finding was consistent with the information the English teacher gave that there were still many students lacked of English vocabulary. The consistency was strengthened by the range of pre-test scores shown in table 4.2

Table 4.2. Range score of students' pre-test

Range of score	Frequency	Percentage (%)	Category
75.1 – 100	0	0	Very good
58.4 – 75	12	52.18	Good
41.7 – 58.3	10	43.48	Fair
25 – 41.6	1	4.34	Poor
0 – 24.9	0	0	Very poor
Total	23	100	

Based on the result of the pre-test analysis, it was found that the mean score of the pre-test was 60.73 (see appendix 11). It indicated that the minimum achievement criteria have not been met by the students. There were one student or 4.34% of the students went to the poor category. There were ten students or 43.48% who got fair category. There were twelve students or 52.18% who got good category. Meanwhile, no students could be achieved very good category.

3. **Action Research Implementation**

   a. **The Result of Cycle 1**

   This cycle was conducted in two treatments which began on Monday, April 18th, 2016 for the first treatment and Monday, April 25th, 2016 for the second treatment in this cycle. Post-test 1 (see appendix 4) took on Monday, April 25th, 2016.

The implementation of cycle 1 began with the planning process, and then proceeded with the implementation of acting, observing and reflecting.

1) **Planning**

In planning these are the activities which the researcher would do. In this phase, the research analyse the syllabus, prepared a topics for doing this research, teaching materials (the English cartoon film and exercises related to vocabulary), then arrange the lesson plans and teaching instruments (post-test 1). There were two treatments in the first cycle.

2) **Action**

Cycle 1 was conducted in two treatments. In the first treatment, the students divided in two groups and the first group contain eleven students, second group contain twelve students. The research divided the students in group because there was no LCD. After the researcher divided the students in groups, the researcher asked every group to find ten verbs, ten nouns and ten adjectives during watching the English cartoon films that was played by the researcher. When the film had completed, the researcher gave five until ten minutes to the students to choose three words then made it in sentences. After the students did the exercises, the researcher asked the students to submit their work sheet. The researcher explains the verb, adjective, noun and after that the researcher and the students discussed their answer together. In second treatment the researcher did the same way but in this meeting, the students only found ten verbs and ten adjectives afterward the students should found

the antonyms and definition of the words that they got from English cartoon film. Finally, conduct the final test result (post-test 1) first cycle.

3) Observing

Based on the observation conducted by the researcher and observer, it was found some students still talked with other friends during learning process and bored during the film showed but most students was active in class during the film showed. The observer found the reason why the students seemed talked and bored during the film showed, because the cartoon film played by the researcher was not interested for them and the researcher also wrote the activities that happened in classroom in researcher's diary note. The results of post-test of cycle 1 are presented in table 4.3.

Table 4.3. Students' post-test scores in cycle 1

Scores	Frequency	Percentage (%)
≥66	19	82.60
≤66	4	17.40
Total	23	100

Note: Criteria minimum achievement = 66

Table 4.3 shows that nineteen students or 82.60% of the students who scored according to criteria minimum achievement while four students or 17.40% of the students have not reached it. Furthermore, the details of cycle 1 of the students' post-test 1 result as follows:

Table 4.4. Range score of students' post-test in cycle 1

Range of score	Frequency	Percentage (%)	Category
75.1 – 100	14	60.87	Very good
58.4 – 75	8	34.79	Good
41.7 – 58.3	1	4.34	Fair
25 – 41.6	0	0	Poor
0 – 24.9	0	0	Very poor
Total	23	100	

The mean score obtain from post-test 1 was 80.86 (see appendix 12). In this table showed there were fourteen students or 60.87% of students who got very good category, eight students or 34.79% who got good category, one student or 4.34% got fair category and no students got poor and very poor category.

During the implementation of the treatments in the first cycle, the researcher analyzed the observation sheet which was observed by the observer. Table 4.5 indicates the result of observation every treatments of cycle 1 (see appendix 9).

Table 4.5. Observation sheets' result of cycle 1

No	Focus and Topics		Meeting 2		Meeting 1	
	Teacher's activities	Students' activities	Yes	No	Yes	No
1	Greeting the students	Responding the teacher's greeting	√		√	
2	Calling the students	Responding the teacher	√		√	
3	Conveying the learning objective	Responding the teacher	√		√	
4	Explaining the material	Hearing to the teacher	√		√	
5	Asking the students to do the exercises	Responding the teacher	√		√	
6	Playing the cartoon film	Watching the cartoon film	√		√	
7	Checking the students' work	Correcting their wrong answer	√		√	
8	Asking what they don't understand	Telling what they don't understand	√		√	
9	Answering students' questions	Hearing to the teacher	√		√	
10		Became active	√			√
11		Interesting to the cartoon films		√		√
12	Using time effectively			√		√
13	Using the cartoon film		√		√	
14	Using LCD, Whiteboard, board marker			√		√
15	Giving clear instructions		√		√	
	Total		12	3	11	4

As shown in table 4.5, in the first meeting there were 12 that signed "YES" and 3 that signed "NO" by the observer to the researcher. In the second meeting there were 11 that signed "YES" and 4 that signed "NO" by the observer to the researcher.

To strengthen the improvement data, the researcher also used diary notes. Based on diary notes data obtained, it was reported that the researcher and the students had implemented watching English cartoon film in learning vocabulary well as follows:

Table 4.6. Diary notes result in cycle 1

1	Monday, April 18th, 2016	It was the first meeting for the research between the researcher and the students. In the same day, the researcher gave pre-test then did the first treatment in cycle 1 but before gave the pre-test, the researcher informed the students what the researcher would do with them during next two months then told his undergraduate thesis' title. In the first treatment, the researcher divided the students into two groups for watching the cartoon film (the researcher's reason to divide the students in groups because there was no LCD). In this treatment the researcher played a cartoon film and asked them to find noun, verb and adjective during watching the English cartoon film and after watched the cartoon film, the researcher explained the definition about noun, verb and adjective. In teaching learning process, the researcher observed how the students' interest to watch the cartoon film and did the exercises and the researcher found some students not serious to watch the cartoon film and told with their friends. It was because the cartoon film played by the researcher was not interested and the time of teaching was in the afternoon.
2	Monday, April 25th, 2016	The second meeting in cycle 1, the researcher came to the class and informed the students what topic was going to be learned on the day. Thereafter, the researcher divided the students into two groups again and played the next episode of the cartoon film in first treatment and asked the students found antonyms of the words that they got from the film and found the word definition of the word that they got in the cartoon film. After watched the cartoon film and did the exercises, the researcher explained the definition about antonyms, word definition and gave the examples. In this treatment, the researcher observed again the teaching learning process and about 80% of the students active to follow the teaching learning process while 20% of the students still told with their friends during the cartoon film played and did not pay attention to the explanation given.

As shown by the table above, it was concluded that the process of learning vocabulary through watching English cartoon film in cycle 1 occurred well although there were some students did not serious to follow the teaching learning process.

4) Reflecting

Here's a reflection of the learning activities in the cycle 1, after conducting the learning of developing students' vocabulary through watching English cartoon films in the cycle 1 can see that some students got bored and talked with other friends when the teaching learning process and still hard to remember the vocabulary in the film that played by the researcher. It is seen from students' post-test scores (table 4.3) there were four students not reached the Criteria Minimum Achievement = 66. Based on the result of post-test 1 and observation above, the researcher would prepared lesson plans and cartoon film more interested for the next cycle.

b. The Result of Cycle 2

Referring to the problem and factors causing the problems found in the cycle 1, the researcher planned to conduct the second cycle. As in the first cycle, in this cycle was conducted by two treatments which performed on Monday, May 2nd, 2016. The process of cycle 2 started from planning, acting, observation and reflecting.

1) Planning

Based on the reflection in cycle 1, the problems found in cycle 1 was some students were still hard to remember the vocabulary because the students talked with other friends and got bored during the teaching learning process. Therefore, the researcher continued to cycle 2 in order to create the learning process were more creative and attractive.

In this phase, the researcher prepared, teaching materials (the English cartoon film and exercises related to vocabulary), which is in this cycle, the researcher prepared a film that more interested, after that the researcher arranged the lesson plans and teaching instruments (post-test 2). There were two treatments in this cycle.

2) Acting

In the first treatment, the researcher briefly repeated the result of the first cycle and then gave appreciation to the student who scored high and motivated the students who got low score. After that, the students divided in two groups again with different friends in cycle 1. The goal of the researcher was to make them got new knowledge from other friends. After the group was created, the researcher asked each group found twenty nouns, twenty adjectives, twenty verbs during watching the English cartoon films that was played by the researcher. When the film had completed, the researcher gave five until ten minutes to the students to choose six words then made it in sentences. After the students did the exercises, the researcher asked the students to submit their work sheet then the researcher explained the verb, adjective, noun and after that the researcher and students discussed their answer together. In second treatment the researcher did the same way but in this treatment, the students only found twenty verbs and twenty adjectives afterward the students should found the antonyms and definition of the words that they got from English cartoon film. Finally, conduct the final test result (post-test 2) second cycle.

3) Observing

Based on the observation conducted by the researcher and the observer, all students was focused and not bored during the cartoon film showed and when the researcher explained the material. The students focused and not bored when teaching learning process because the researcher showed the film more interested and explained the material better from cycle 1. In this cycle, the researcher also wrote the activities that happened in classroom in researcher's diary note. The results of post-test of cycle 2 are presented in the following table 4.7.

Table 4.7. Students' post-test scores in cycle 2

Scores	Frequency	Percentage (%)
≥66	22	95.66
≤66	1	4.34
Total	23	100

Note: Criteria minimum achievement = 66

Table 4.7 showed that twenty-two students or 95.66% reached the criteria minimum achievement (66) while one student or 4.34% of the students have not reached it. Based on observation conducted by the researcher and the observer and information obtained from the English teacher, the student who not reached the criteria minimum achievement has a psychiatric disorder and she was very hard to understand the material being taught by the researcher. Furthermore, the details of cycle 2 of the students' post-test 2 result as follows:

Table 4.8. Range score of students' post-test in cycle 2

Range of score	Frequency	Percentage (%)	Category
75.1 – 100	21	91.30	Very good
58.4 – 75	2	8.70	Good
41.7 – 58.3	0	0	Fair
25 – 41.6	0	0	Poor
0 – 24.9	0	0	Very poor
Total	23	100	

In this cycle, the mean score of post-test 2 was 90 (see appendix 13). After getting learning vocabulary trough watching English cartoon film, the students have increased from pre-test to post-test 2. In addition, from 23 students, there were 21 students or 91.30% reached very good category with a range score 75.1-100 and 2 students or 8.70% achieved good category.

During the implementation of the treatments in the second cycle, the researcher analyzed the observation sheet which was observed by the observer. Table 4.9 indicates the result of observation every treatments of cycle 2 (see appendix 9).

Table 4.9. Observation sheets' result of cycle 2

No	Focus and Topics		Meeting 2		Meeting 1	
	Teacher's activities	Students' activities	Yes	No	Yes	No
1	Greeting the students	Responding the teacher's greeting	√		√	
2	Calling the students	Responding the teacher	√		√	
3	Conveying the learning objective	Responding the teacher	√		√	
4	Explaining the material	Hearing to the teacher	√		√	
5	Asking the students to do the exercises	Responding the teacher	√		√	
6	Playing the cartoon film	Watching the cartoon film	√		√	
7	Checking the students' work	Correcting their wrong answer	√		√	
8	Asking what they don't understand	Telling what they don't understand	√		√	
9	Answering students' questions	Hearing to the teacher	√		√	
10		Became active	√		√	
11		Interesting to the cartoon films	√		√	
12	Using time effectively		√		√	
13	Using the cartoon film		√		√	
14	Using LCD, Whiteboard, board marker			√		√
15	Giving clear instructions		√		√	
	Total		14	1	14	1

As shown in table 4.9, in the first meeting there were 14 that signed "YES" and 1 that signed "NO" by the observer to the researcher. In the second meeting there were 14 that signed "YES" and 1 that signed "NO" by the observer to the researcher.

To strengthen the improvement data in cycle 2, the researcher also used diary notes. Based on diary notes data obtained, it was reported that the researcher and the students had implemented watching English cartoon film in learning vocabulary well as follows:

Table 4.10. Diary notes result in cycle 2

| 3 | Monday, May 2nd, 2016 | This meeting was for the third and fourth treatment in cycle 2. Each treatment was conducted in 90 minutes. The first treatment started from 9.45 am to 11.15 am and the second treatment started form 11.15 am to 12.45 pm. In these treatments, the researcher continued the material in first and second treatment about word classes (noun, adjective and verb), word definition and antonym but before continuing the material, the researcher told them about their score in post-test in cycle 1 and gave motivation to the students who got low score and asked the students what they have learned in first and second treatment in cycle 1. Then, the researcher gave little explanation about the material that they have learned in order they could answer the exercises during watched the cartoon film. In these treatments, the researcher divided into two groups again and played the cartoon film more interested than before. During watched the cartoon film, the students should found nouns, adjectives, verbs in the cartoon film, antonyms and word definition that they got from the cartoon film. The researcher observed the teaching learning process and found all of the students focused to watch the English cartoon film and enthusiastic to do assessments that given by researcher. |

As shown by the table above, it was concluded that the process of learning vocabulary through watching English cartoon film in cycle 2 occurred well. In this cycle, the researcher found that all students have focused to follow the teaching learning process. The questionnaire data also support students' improvement influenced by their interest to follow the teaching learning process. The questionnaire data was elaborate on page 39.

4) Reflecting

After implementing the second cycle or last cycle in this research, the researcher compared the result of first cycle and the result of second cycle. There were some improvements between the first cycle and second cycle.

In cycle 2, the teaching learning process became more effective than before. The class was also well managed. The students were more enthusiastic and became more active in joining the class because they were interested and comfort with the cartoon film played by the researcher. It was proved the 22 students or 95.66% reached the criteria minimum achievement. The next point was the students' progress in determining details information that they found from the cartoon film which played by the researcher and made the students felt enjoy and not pressured in doing the exercises because cartoon films stimulated them relaxed to learn vocabulary. Therefore, watching English cartoon films was able to develop the students' vocabulary.
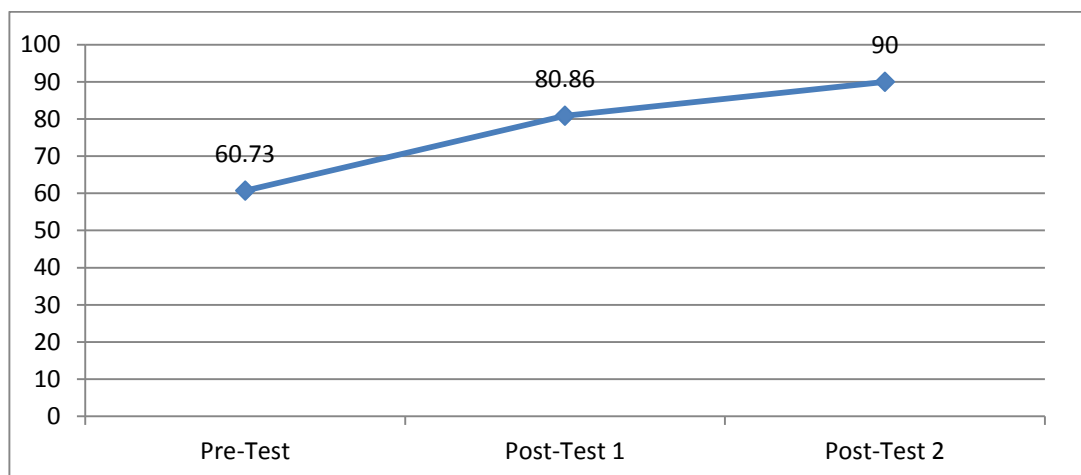

Figure 4.1. Mean of pre-test, post-test 1 and post-test 2

In figure 4.1 the mean score of the post-test in cycle 1 was 80.86 points and in cycle 2 was 90 points. Based on the result of the pre-test which was carried out before teaching in cycle 1, it could be pointed out that the students' vocabulary mastery was about 60.73 points. The result of the post-test in each cycle obviously showed that there was improvement concerning the students' vocabulary.

c. The Result of Questionnaire

In cycle 2, the researcher also gave a questionnaire to the students as a non-test (qualitative data). The detail result of the students' questionnaire as follows:

Table 4.11. The result of questionnaire

No	Questionnaire Items	Students' Response									
		SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	Suka film kartun berbahasa Inggris	0	0	0	0	2	8.69	11	47.84	10	43.47
2	Dapat menghafal kosakata bahasa inggris melalui film kartun berbahasa Inggris	1	4.34	1	4.34	6	26.08	13	56.52	2	8.69
3	Suka belajar kosakata bahasa Inggris melalui menonton film kartun berbahasa Inggris	1	4.34	0	0	4	17.39	13	56.52	5	21.73
4	Dapat memeliki banyak kosakata melalui film kartun	0	0	1	4.34	0	0	11	47.84	11	47.84
5	Senang dengan penjelasan guru	0	0	2	8.69	3	13.04	13	56.52	5	21.73
6	Dapat mengetahui arti kosakata bahasa Inggris melalui film kartun bahasa Inggris	0	0	0	0	5	21.73	13	56.52	5	21.73
7	Sangat menarik menemukan kosakata	0	0	1	4.34	2	8.69	11	47.84	9	39.13
8	Film kartun berbahasa Inggris membuat fokus terhadap proses belajar mengajar	0	0	0	0	5	21.73	12	52.17	6	26.08
9	Tugas dari guru membantu belajar kosakata bahasa Inggris	1	4.34	0	0	2	8.69	16	69.56	4	17.39
10	Film kartun memotivasi belajar kosa kata	1	4.34	0	0	1	4.34	14	60.86	7	30.43

From the result of questionnaire above (see appendix 10), the students gave their responds related to the technique was applied by the researcher during the teaching learning process. In the first item showed there were 2 students or 8.69% that neutral, 11 students or 47.84% that agree, and 10 students or 43.47% that strongly agree. In the second item showed there were 1 student or 4.34% that strongly disagree, 1 student or 4.34% that disagree, 6 students or 26.08% that neutral, 13 students or 56.52% agree and 2 students or 8.69% that strongly agree. In the third item showed there were 1 student or 4.34% that strongly disagree, 4 students or 17.39% that neutral, 13 students or 56.52% agree and 5 students or 21.73% that strongly agree. In the fourth item showed there were 1 student or 4.34% that disagree, 11 students or 47.84% that agree and 11 students or 47.84% that strongly agree. In the fifth item showed there were 2 students or 8.69% that disagree, 3 students or 13.04% neutral, 13 students or 56.52% agree, and 5 students or 21.73% that strongly agree. In the sixth item showed there were 5 students or 21.73% that neutral, 13 students or 56.52% agree, and 5 students or 21.73% that strongly agree. In the seventh item showed there were 1 student or 4.34% that disagree, 2 students or 8.69% neutral, 11 students or 47.84% that agree and 9 students or 39.13% that strongly agree. In the eighth item showed there were 5 students or 21.73% that neutral, 12 students or 52.17% that agree and 6 students or 26.08% that strongly agree. In the ninth item showed there were 1 student or 4.34 that strongly disagree, 2 students or 8.69% that neutral, 16 students or 69.56% that agree and 4 students or 17.39% that strongly agree. In the ten item showed there were 1 student or 4.34% that strongly

disagree, 1 student or 4.34% that neutral, 14 students or 60.86% that agree, and 7 students or 30.43% that strongly agree.

As the result above, the students gave their responds related to the technique that was applied by the researcher during the teaching learning process. The result showed that they like learn vocabulary and develop their vocabulary mastery through watching English cartoon films.

d. The Result of Observation Sheet

The researcher got the result of observation sheets (qualitative data) from the observer who observed the teaching-learning process started from the first treatment until the fourth treatment. The researcher wanted to know the students' response after teaching them through watching English cartoon films in learning process. The observation sheet meeting 1, there were three items that the researcher did not do. The observation sheet meeting 2, there were four items that the researcher did not do but the third and fourth meeting, only one item that the researcher did not prepared because there was no LCD (see appendix 9). In the last treatment, they could master vocabulary well and interested to learn vocabulary through watching English cartoon films. This is the recapitulation of the observation sheet:

Table 4.12. The recapitulation of observation sheet in each cycle

No	Focus and Topics		Meeting 1		Meeting 2		Meeting 3		Meeting 4	
	Teacher's activities	Students' activities	Yes	No	Yes	No	Yes	No	Yes	No
1	Greeting the students	Responding the teacher's greeting	√		√		√		√	
2	Calling the students	Responding the teacher	√		√		√		√	
3	Conveying the learning objective	Responding the teacher	√		√		√		√	
4	Explaining the material	Hearing to the teacher	√		√		√		√	
5	Asking the students to do the exercises	Responding the teacher	√		√		√		√	
6	Playing the cartoon film	Watching the cartoon film	√		√		√		√	
7	Checking the students' work	Correcting their wrong answer	√		√		√		√	
8	Asking what they don't understand	Telling what they don't understand	√		√		√		√	
9	Answering students' questions	Hearing to the teacher	√		√		√		√	
10		Became active	√			√	√		√	
11		Interesting to the cartoon films		√		√	√		√	
12	Using time effectively			√		√	√		√	
13	Using the cartoon film		√		√		√		√	
14	Using LCD, Whiteboard, board marker			√		√		√		√
15	Giving clear instructions		√		√		√		√	
	Total		12	3	11	4	14	1	14	1

e. The Result of Diary Notes

During the implementation of the actions in the each cycle, the researcher still kept on writing the diary notes (see appendix 15). Based on the researcher's diary notes showed that in cycle 1, some students still talked with other friends and did not serious to follow the teaching learning process but in the second cycle all of the students became active in classroom and serious to follow the teaching learning process and at the end of cycle 2, the students' vocabulary increasing well.

From the result of quantitative and qualitative data, the researcher believes that the students' vocabulary can improve through watching English cartoon films. Watching English cartoon films gives the better situation in learning process in

teaching vocabulary and it was proven by the quantitative data and also support by score of tests.

B. Discussion

Based on identification of problem, it was known that the mastery of English vocabulary of eighth grader at SMP BHAKTI Jakarta was relative less. It was shown from the pre-test data known that mean of students' score was 60.73 points. From the initial observation, the researcher identified the most of students did not understand the vocabulary well especially word classes (verb, noun and adjective), antonym and word definition, it is supported by the pre-test score there were 14 students (60.87%) did not pass the minimum score achievement (66) points while there were 9 students (39.13%) passed the minimum score achievement. To overcome the problem above, the researcher needed to help the students to master the vocabulary by using English cartoon films. This statement reflects with Kamp (as cited in Pratiwi, 2010) that there were some advantages of cartoon film in language teaching such as; increasing understanding, add interest to a subject, contribute to a desirable attitude, and offer experiences not easily obtained to other ways. Thornbury (2002) says that "…. without vocabulary nothing can be conveyed". Compared with the result of pre-test, at the end of cycle 1 there were 19 students (82.60%) who passed the minimum standard achievement, with the mean score 80.86 points. Unfortunately even there were some improvements with the scores, the students' attitudes or behaviors in teaching learning process were still low. This supported by the findings in diary

notes, it showed that some of students still talked with others, and the English cartoon films were not interested (see appendix 9). In order to solve these problems, the researcher used a proper English cartoon film which suited the students' level. This was supported by Wittich and Schuller (as cited in, Mukti, 2012) that offers three ways in choosing an effective English cartoon films as follows; appropriateness to experience level, simplicity, and clear symbol.

In addition, at the end of the cycle 2 there were 22 students (95.66%) who passed the minimum standard achievement, with the mean score 90 points. This supported by the findings in diary notes, it shows the changing of attitude of the students' interest in watching the cartoon film and they more engage in teaching and learning process in the classroom (see appendix 9), which is consistent with the theory of Arsyad (2011) which states that the media (English cartoon film) can enhance students' attention in learning process, lead the students' motivation of learning and it can overcome the students' limitation in vocabulary. At the end, this result indicated that there was a good improvement from students' pre-test to post-test cycle 2 around 48.69% points.
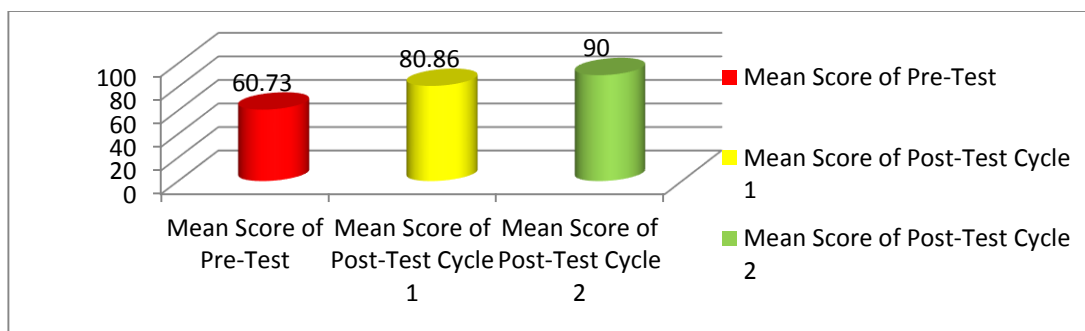

Chart 4.1. Mean score Pre-Test, Post-Test cycle 1 and Post-Test cycle 2

The results of the qualitative data which were obtained from questionnaire, observation sheet, and the researcher's diary notes were considered as additional supporting data. The observation sheet of cycle 1 shows that some of the students were not interested to watch the cartoon films, still talked with others, did not make their exercises given by the researcher and some of them also were not active in the classroom while in the observation sheet of cycle 2, the students were very interested to watch the cartoon film and did the exercises well. Besides, all of the students became active in classroom during the teaching learning process. Moreover, the diary note of cycle 1 shows that some students were still not active in classroom, talked with their friends and did not answer the exercises given by the researcher but the diary notes of cycle 2 shows that all of the students became active and focus during the teaching learning process and did all exercises given by the researcher. The last data that supporting the qualitative data was questionnaire. Questionnaire sheet shows good response after teaching vocabulary through English cartoon films because most of them agreed that learning vocabulary through watching English cartoon films was a good strategy or technique (see appendix 10). Based on the discussion above and previous researches conducted by Haryani (2003) and Mukrti (2012), it can be concluded that watching English cartoon films can develop students' vocabulary.