



**IMPROVING THE VIII-A STUDENTS' VOCABULARY ACHIEVEMENT
BY USING THE CARTOON MOVIE MEDIA
AT SMP NEGERI 14 JEMBER IN THE 2014/2015 ACADEMIC YEAR**

THESIS

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2015



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Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Program of Language and Arts Education Department
Faculty of Teacher Training and Education
Jember University

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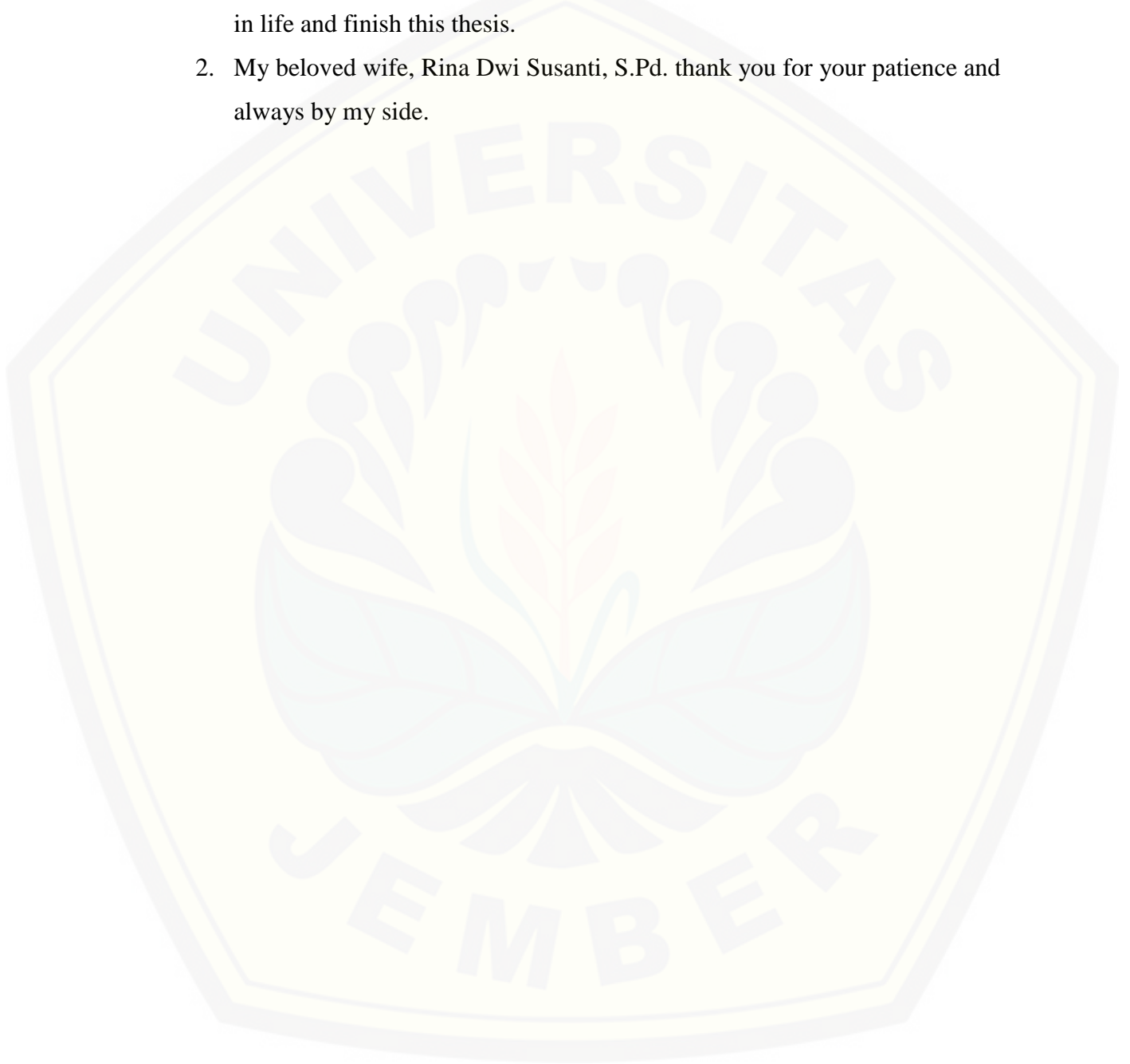
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2015

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Untung Hariyadi, S.Pd (Alm) and Eny Suprapti, S.Pd.
Thank you for your support, pray and love that encourage me to struggle in life and finish this thesis.
2. My beloved wife, Rina Dwi Susanti, S.Pd. thank you for your patience and always by my side.



MOTTO

One forgets words as one forgets names. One's vocabulary needs constant
fertilizing or it will die¹

- Evelyn Waugh -



1 Evelyn Waugh,
<http://mobile.brainyquote.com/quotes/keywords/vocabulary.html>, diakses 31 Mei
2015, jam 20.29 WIB

STATEMENT OF THESIS AUTHENTICITY

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CONSULTANTS APPROVAL

**IMPROVING THE VIII-A STUDENTS' VOCABULARY ACHIEVEMENT BY
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at the English Education Program, Language and Arts Department
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Finally, I do hope that this thesis will be a valuable and useful contribution for the sake of the improvement of English teaching, especially the teaching of vocabulary. Any criticism and valuable suggestion would be appreciated.

Jember, 12th May 2015

The Writer

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SUMMARY

Improving the Grade VIII-A Students' Vocabulary Achievement by using Cartoon Movie Media at SMP Negeri 14 Jember; Johariaz Iswara Wiranata, 080210401019; 2015; 54 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University

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2. Drs. I Putu Sukmantara, M. Ed

Key words: Vocabulary Achievement, Cartoon Movie Media

This research was a classroom action research. The purpose of this research is to improve the grade VIII-A students' vocabulary achievement by using cartoon movie media at SMP Negeri 14 Jember. The area of this research was SMP Negeri 14 Jember. It was chosen purposively because the use of cartoon movie media as media of teaching English had never been applied in teaching learning process in this school and there was a request from the English teacher of SMP Negeri 14 Jember to introduce the attractive media which can be applied in English teaching and learning to improve the students' vocabulary achievement.

This classroom action research was done in two cycles (Cycle 1 and Cycle 2) and consisted of four activities they are: planning of the action, the implementation of the action, classroom observation and evaluation, analyzing the data and reflection. The primary data of this research related to the students' vocabulary achievement were collected by using vocabulary test and classroom observation. The analysis of vocabulary test must perform at least 75% of the students got ≥ 70 . Meanwhile, the supporting data were collected by using interview and documentation at SMP Negeri 14 Jember on 19th and 20th May 2014.

The subject of this research was grade VIII-A students. The result of teaching vocabulary by using cartoon movie media in the teaching and learning process in Cycle 1 showed that the percentage of the students who achieved the standard score ≥ 70 was 67.5% or 27 of 40 students. Based on the result of vocabulary test, cycle one was considered not successful because the percentage of the students who achieved ≥ 70 was under 75%. The observation checklist was used to indicate that the grade VIII-A students were active during the vocabulary teaching and learning process. It consisted of six indicators, namely: 1) Paying attention to the teacher's explanation, 2) Watching the cartoon movie, 3) Answering the teacher's oral questions, 4) Asking questions orally to the teacher, 5) Using dictionary to look up the meaning of the words, 6) Doing the vocabulary exercises after watching the cartoon movie. In the first meeting of Cycle 1, the result of the students' active participation during vocabulary teaching and learning process showed that there were 20 students of 40 students or 50% were active. In addition, in the second meeting of Cycle 1 showed that 27 of 40 students or 67.5% were actively participated. Based on the result of observation during teaching and learning process in Cycle 1 it could be concluded that the students' active participation had not been achieved yet because the standard requirement was 75%. Therefore, the researcher conducted Cycle 2 by revising the teaching techniques applied in Cycle 1 they are:

1. The researcher prepared the atmosphere of the classroom by reducing the brightness of the light, the electricity, and the layer of viewer before teaching vocabulary by using cartoon movie media.
2. The researcher used Gom Player and TXT file as computer application to improve the gap (time) of subtitle and the sound of character in the cartoon movie media.
3. The researcher convert 3gp video format by using video converter tool to mp4 video to make the visualization of the cartoon movie video clearer and reduced the stretch of color of the cartoon movie media.
4. The researcher used English and Indonesian language in teaching and learning process.

Based on the result of observation in Cycle 2 it was found that the result of vocabulary test showed that the students who got scores ≥ 70 increased from 27 of 40 students or 67.5% in Cycle 1 to 75% or 30 of 40 students in Cycle 2. In Cycle 2 for the first meeting, there were 27 of 40 students or 67.5% were actively participated in the vocabulary teaching and learning process. In the second meeting, there were 30 of 40 students or 75% were actively participated in the teaching and learning process. It means that grade VIII-A students were more active in Cycle 2.

Based on the result of the teaching and learning process by using cartoon movie media, it could be concluded that the use of cartoon movie media could improve grade VIII-A students' vocabulary achievement and active participation in the teaching learning process.

CHAPTER I. INTRODUCTION

In this chapter, some topics related to the problem will be discussed, they are: background of the research, research problems, objectives of the research, and the significance of the research.

1.1. Background of the Study

In Indonesia, English is learnt by students as a foreign language. It is learnt started from primary schools up to university level. In junior high school, it is taught as a compulsory subject. The students of junior high school should learn it seriously. By introducing English in junior high school, it is hoped that students will be ready to have English skills that cover listening, speaking, reading, and writing on the basic level as their basic knowledge to learn English at junior high school.

Based on KTSP (Kurikulum Tingkat Satuan Pendidikan) curriculum of English for junior high school, teaching English covers some skills such as: listening, speaking, reading, and writing, including the language components such as: vocabulary, structure, and pronunciation which have to be mastered by the students.

Jennifer Padua (2011:5) note that vocabulary refers to words used to communicate in oral and written language. In order to communicate effectively using oral and written language, learners must be able flexibly to use words that they recognize and understand. Furthermore, Tarigan (1998:2) argues that the quality of using language depends on the quantity and quality of vocabulary which someone has. The more vocabulary they have, the better the way they use the languages. This means that if learners have mastered a large number of English vocabularies, it will be easier for them to communicate with others.

According to Davies (1996:8), English teachers should try to vary the teaching to improve the students' ability in leaning English. It means that English teachers should use various teaching techniques which are interesting to improve the students' ability in learning English. Based on the statement above, one of the solutions to improve the students' ability in learning English is the use of the appropriate and effective media in the

English teaching and learning process. In this research, the researcher was concerned with the use of the English cartoon movie as appropriate and effective media to improve the students' vocabulary achievement.

To use the appropriate and effective technique in the vocabulary teaching and learning process, an effective teacher should be able to create special English class atmosphere which is more interesting than before. The effectiveness of using the teaching technique in the vocabulary teaching and learning process will give optimal strength of success in the process of teaching and learning. The variety of teaching techniques and methods will make the students enjoy the class. It depends on how the teacher presents it.

Based on the result of the interview with the English teacher on May, 9th 2014 at SMPN 14 Jember, it was found that most of the students experienced a big problem in learning English. Commonly, they experience difficulty in memorizing the English vocabulary. Furthermore, in some conditions, it was found a condition where the students got bored, more passive, and worried to learn English because the English teacher lack of ability in using media, especially in teaching vocabulary. She only gives texts without any supporting media, such as pictures, authentic materials and soon. To solve the problem above, the English teacher has used some teaching technique such as group discussion, individual presentation and so on which are expected to help the students to improve their vocabulary mastery but the result was still not successful. Based on the observation done on May, 10th 2014, the English teacher never used any interactive teaching media in teaching vocabulary. It means that the media which were commonly used by the English teacher in teaching vocabulary are common media, such as textbook. Furthermore, the teacher still used the conventional method;

Usually, the English teacher used teaching technique, such as group discussion. First, she explained about the text being discussed and she just read the material and asked the students to do the exercise during the English teaching and learning process. Then, she grouped the students into teams which consisted of 4 to 5 students to do vocabulary task through discussion. Sometimes there were some exercises in the form of written vocabulary in the students' worksheets without any clues such as picture and animation as a clue. As a result, the students were lack of motivation in learning and in memorizing the vocabulary. Based on students' results of vocabulary tests, the Grade VIII-A had the lowest score of

vocabulary test it was 56.05. The list of previous score of the eight grade students of SMPN 14 Jember are enclosed on Appendix 2, Appendix 3 and Appendix 4. The percentage of the students who passed the minimum standard score was 25% of the number of students. This percentage showed that the students were unsuccessful in learning English. This number represented the fact that there was only 10 of 40 students who passed the minimum score requirement that was >70 .

Based on the result of the research done by Babur (2012) entitled “Improving the Seventh Grade Students’ Vocabulary Comprehension and Interests by using Cartoon Animation at SMPN 14 Jember in 2010/2011 Academic Year”, it was found that the use of Cartoon Animation had a significant effect on the students’ vocabulary achievement. The students who were taught vocabulary by using cartoon animation got better vocabulary achievement compared to the students who were taught vocabulary without using cartoon animation as media.

Another research done by Muzayyanah (2010) entitled “The Influence of Watching English Cartoon Movie on Vocabulary Achievement of the Second Year Students in SLTP 1 Mangaran in the Academic Year 2007-2008” found that the cartoon movie used as media was able to help students improve their Vocabulary Comprehension.

By using the English cartoon movie as media in the vocabulary teaching and learning process, the students’ vocabulary achievement is expected to be improved because it can create near-realistic representation. Therefore, the successful learning will be reached as it is stated by Demirezen (1992:295) that using cartoon movie video in the class has become very popular in many schools since it is a flexible language teaching instrument, presenting authentic and real-life or mostly near-real-life language data, illustrating language use in variety and paralinguistic aspect of communication.

Based on the important contribution of the English cartoon movie on vocabulary achievement, the research entitled “Improving the Grade VIII-A Students’ Vocabulary Achievement and Their Participation by Using Cartoon Movie at SMP Negeri 14 Jember in the 2013-2014 Academic Year” was conducted.

1.2 Problem Formulation

Based on the background described above, the problems were formulated as follows:

1. How can the use of the cartoon movie media improve the VIII-A students' participation in the vocabulary teaching and learning process at SMP Negeri 14 Jember?
2. How can the use of the cartoon movie media improve the VIII-A students' vocabulary achievement at SMP Negeri 14 Jember?

1.3 Limitation of the Problem

The problem was limited to vocabulary teaching by using cartoon movie media. Then, the subjects were limited to the Grade VIII-A Students of SMP Negeri 14 Jember in the 2014/2015 Academic Year.

1.4 Objective of the Research

According to the problem formulation above, the objectives of the research were as follows:

1. To improve the VIII-A students' participation in the vocabulary teaching and learning process by using the cartoon movie media at SMP Negeri 14 Jember in the 2014/2015 Academic Year.
2. To improve the VIII-A students' vocabulary achievement at SMP Negeri 14 Jember by using the cartoon movie media in the 2014/2015 Academic Year.

1.5 The Significance of the Research

The research results are expected to give some benefits to the following people.

a. The English Teacher

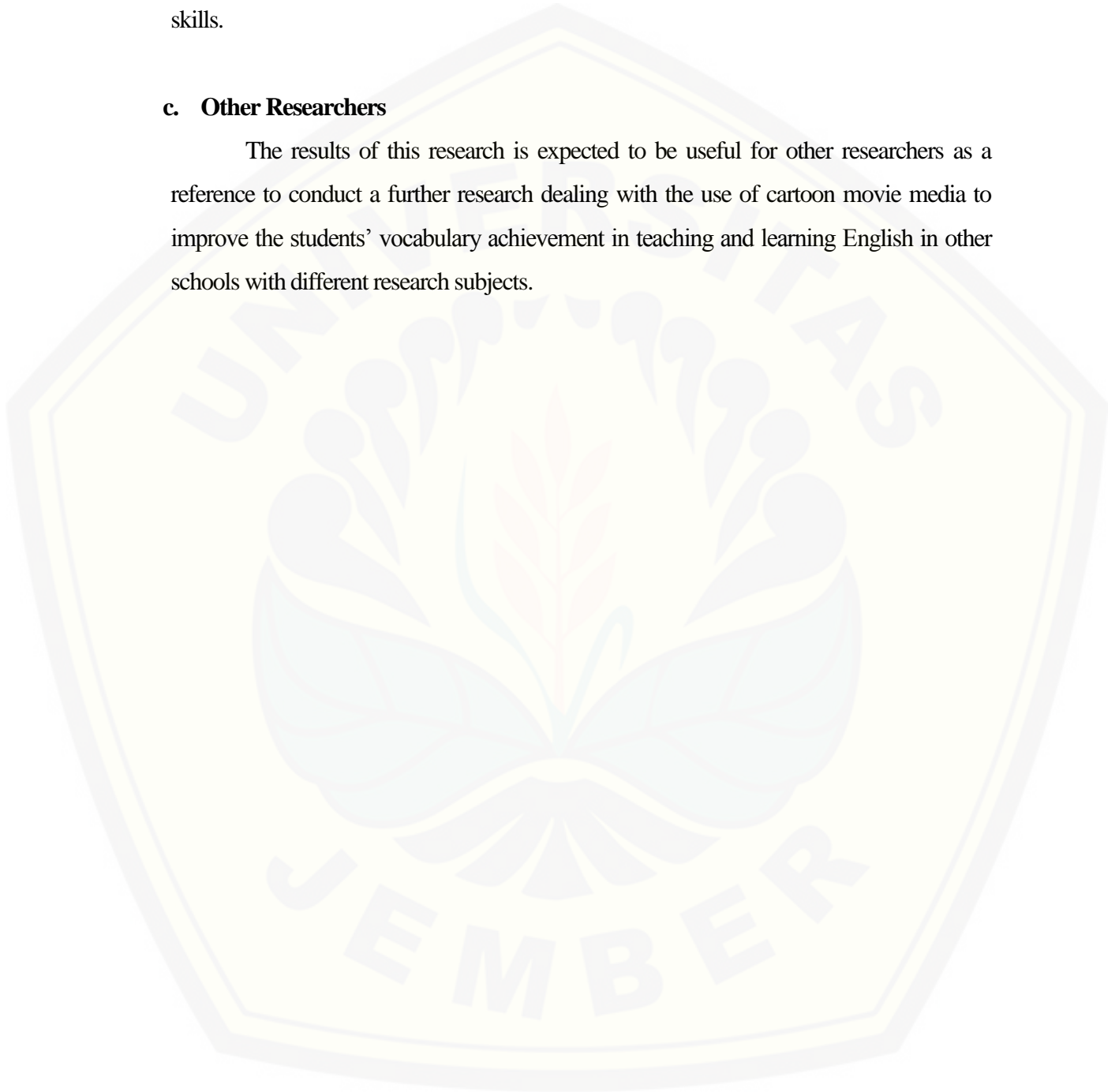
The result of this research is expected to be useful for the English teacher of grade VIII at SMPN 14 Jember as information or input to use the media of cartoon movie in teaching vocabulary to improve the students' vocabulary achievement.

b. The Students as the Research Subjects

The actions given to the students are useful to give vocabulary practice through cartoon movie media to improve their vocabulary mastery and to improve their language skills.

c. Other Researchers

The results of this research is expected to be useful for other researchers as a reference to conduct a further research dealing with the use of cartoon movie media to improve the students' vocabulary achievement in teaching and learning English in other schools with different research subjects.



CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents some aspects related to the literature review. They are the definitions of vocabulary, kinds of vocabulary, vocabulary achievement, the definitions of cartoon movie, kinds of cartoon movie media, the characteristics of cartoon movie media, cartoon movie media in vocabulary teaching, the way to present cartoon movie media, the advantages of cartoon movie media in vocabulary teaching, and the students' participation.

2.1 The Definitions of Vocabulary

Hatch and Brown (1995:1) say that vocabulary refers to a list or set of word for a particular language or a list of or set of words that individual speakers of a language might use. In addition, Hanson and Pandua (2011:5) note that vocabulary refers to words we use to communicate in oral and printed language. In order to communicate effectively using oral and printed language, learners must be able flexibly to use words that we recognize and understand. In other words, vocabulary helps the learners to use a language including English in the form of oral and written language.

Tarigan (1998:2) argues that the quality of using language depends on the quantity and quality of vocabulary which someone has. The more vocabulary they have, the better the way they use the languages. Wilkins (in Thornbury, 2005:13) explains that without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed. If the language learners spend most of their time studying grammar, their English will not improve very much. They will see most improvement if they learn more words and expressions. They can say very little with grammar, but they can say almost anything with words. Based on the statements of the experts above, it can be concluded that vocabulary is a basic knowledge and useful material in the form of words which are always used by learners in learning a certain language. Furthermore, it is used to conduct effective communication with others in the form of oral and written communication. If the learners have already mastered a large amount of vocabulary and can use it

effectively, it is believed that it will be easier for them to conduct effective communication with others.

2.2 Kinds of Vocabulary

According to Hatch and Brown (1995:218) states that vocabulary is divided into two categories, major vocabulary and minor vocabulary. The major vocabulary includes adjectives, nouns, verbs, and adverbs, while the minor vocabulary covers pronouns, prepositions, conjunctions, and interjections.

In this research, the researcher only explained about major vocabulary or large vocabulary which covered nouns, adjectives, nouns, verbs, and adverbs. The reason of choosing this kind of vocabulary was based on the curriculum and scope of the research which are limited.

2.2.1. Nouns

A noun is a word that is used to name person, place, or thing (Harper and Row 1981:22). In line with this statement, Hatch and Brown (1995:219) note that a noun refers to a person, a place, or thing. Further, Shaw (1981:6) classifies nouns into five groups. They will be explained as follows:

a. Common nouns

A common noun is a name given to all members of class. For examples: dozen, infant, street, city, etc.

b. Proper nouns

A proper noun is a name applied to specific persons, place or things. Proper noun begins with capital letters. For examples: William, Dr. Smith, The United State of America, etc.

c. Abstract nouns

An abstract noun is the name of quality or general idea that cannot be seen or heard. For examples: love, intelligence, faith, happiness, etc.

d. Concrete nouns

A concrete noun names a material thing that can be perceived by one or more of the sense. For examples: fire, door, note book, etc.

e. Collective nouns

A collective noun names a group of individuals. For examples: group, team, and army, etc.

In this research, the researcher used common nouns as the material in teaching vocabulary by using cartoon movie media. The reason of using common nouns in teaching vocabulary was based on the knowledge of the grade VIII-A students who are familiar with common nouns.

2.2.2. Verbs

Hornby (1995:1325) says that a verb is a word or phrase indicating an action, and event or a state. In line with this statement, Hatch and Brown (1995:222) state that verbs are words that denote actions. Further, Shaw (1981:14) classifies vocabulary into three groups. They will be explained as follows:

a. Transitive verbs

Transitive verbs take direct objects. For examples: cut, write, read, cook, etc.

- *Johariaz writes (transitive verb) a letter (direct object) for his wife*
- *Mrs. Rina reads (transitive verb) a book (direct object) every afternoon*

b. Intransitive verbs

Intransitive verbs do not require objects. For examples: arrive, leave, live, etc.

- *The train arrives (intransitive verb) at 3 p.m*
- *Sorry, but I have to leave (intransitive verb)*

c. Linking verbs

Linking verbs do not express action but connect the subject and verb to more information. For examples: is, feels, seems, etc.

- *Michael is (linking verb) a football fan*
- *Tomas always feels (linking verb) tired when he stays up playing video games all night.*

Based on the kinds of verbs above, the researcher used transitive verbs as the material in teaching vocabulary by using cartoon movie media. The reason was because transitive verbs were used in a daily life such as: conversation, reading, writing, etc.

2.2.3. Adjectives

Harmer (2004:37) defines that an adjective is a word that gives more information about a noun or pronoun. Furthermore, Hornby (1995:15) says that an adjective is a word that indicates a quality of the person or thing referred by noun. According to Thomson and Martinet (1986:33), there are six types of adjectives:

1. Demonstrative adjectives

These adjectives are used to point out or indicate a particular noun or pronoun using the adjectives. For examples: *this, that, these, those*.

2. Distributive adjectives

These adjectives are used to express the distributive state of nouns. For examples: *each, every, either, neither*.

3. Quantitative adjectives

These adjectives help to show the amount or the approximate amount of the noun or pronoun. For examples: *some, any, little, few, many, much*, etc.

4. Interrogative adjectives

These adjectives are used to ask questions about nouns or in relation to nouns. For examples: *who, which, what, whose, where*, etc.

5. Possessive adjectives

These adjective are used to show who own or possesses something. For examples: *my, your, our, his, her, your, their*.

6. Qualitative adjectives

These adjectives are used to describe the nature of a noun. For examples: *clever, young, fool, light*, etc.

Based on the six types of adjective above, the researcher used qualitative adjectives in teaching vocabulary because based on the curriculum of KTSP qualitative adjective is learned in the VIII-A students at SMP Negeri 14 Jember.

2.2.4. Adverbs

Harper and Row (1981:284) state that adverbs are words that modify other words in the sentence, usually adjectives, verbs or other adverbs. Thomson and Martinet (1985:47) mention that there are eight types of adverbs as follows:

1. Adverbs of manner

These adverbs tell us the manner or way in which something happens. They answer the question “how?”. For examples: *bravely, happily, sadly, quickly, etc.*

2. Adverbs of place

These adverbs tell us the place where something happens. They answer question “where?”. For examples: *by, near, here, there, etc.*

3. Adverbs of time

These adverbs tell us something about the time that something happens. For examples: *now, later, tomorrow, etc.*

4. Adverbs of frequency

These adverbs tell us how often something is done or happens. For examples: *often, once, twice, always, etc.*

5. Adverbs of certainty

These adverbs tell us how certain we feel about an action or event. For examples: *certainly, surely, fortunately, etc.*

6. Adverbs of degree

These adverbs tell us the level or extent that something is done or happens. for examples: *fairly, rather, too, very, etc.*

7. Interrogative adverbs

These adverbs tell us or used for asking questions. For examples: *when, where, why, how.*

8. Relative adverbs

These adverbs introduce a relative clause. For examples: *when, where, why*

Based on some kinds of adverbs which are classified by Thomson and Martinet (1986:47), the researcher used some types of adverbs, they are: adverbs

of manner, adverbs of place, adverbs of time, and adverbs of frequency. They were chosen by the researcher as the material in teaching vocabulary by using cartoon movie because based on the curriculum of KTSP adverbs of manner, adverbs of place, adverbs of time, and adverbs of frequency must be mastered by the students of the VIII-A students at SMP Negeri 14 Jember.

2.3 Vocabulary Achievement

Vocabulary is one of the language components that is very essential because vocabulary is a tool which is used in learning language, especially English. Furthermore, vocabulary plays an important role in communicating with others in the form of oral and written forms. Tarigan (1998:31) states that quality of the language skills depends on the quality of the vocabularies. In addition, Hanson and Pandua (2011:5) note that vocabulary refers to words used to communicate in oral and printed language. In order to communicate effectively using oral and printed language, learners must be able to use words that they recognize and understand.

Achievement according to Hornby (1995:3) is something achieved or done successfully with the efforts or skills. In line with this statement, Heaton (1991:171-172) defines vocabulary achievement as any result of what has been taught and learnt by individuals or classes in relation to vocabulary. In short, vocabulary achievement is the students' ability to use words in expressing a particular thought or idea. Based on the ideas above, it can be concluded that vocabulary achievement is the collection of words recognized and understood with a successful effort that have been done by the students. Their vocabulary achievement was measured by the vocabulary test and it was indicated by the scores of the vocabulary test.

2.4 Definitions of Media

Media consist of instruments which are used to extend the message of teaching learning (Arsyad, 2006:4). It means that the use of media can help the students to get some information from the lesson easier. According to Abidin (2012), media of teaching learning cover the instruments which are used to extend

the teaching material that consist of film, video, picture, chart, and diagram. Meanwhile, media is a component of source study which contains an activity. So, media are a part which cannot be separated from teaching learning activity.

Based on the explanation above, media are very important and useful for teaching learning activity because they can help the students to understand the lesson.

2.5 Definition of Cartoon Movie Media

Cartoon movie media are one of the media in teaching a foreign language. They can be used in some aspects of language components such as: vocabulary, structure, and pronunciation. In this research, the researcher focused on the use of cartoon movie media to improve the students' vocabulary. Kurniawan (2005) says that a cartoon movie is a movie which uses life cartoon or figures which are filled by real human being in order to give real impression. In addition, Hornby (1995:75) states that a cartoon movie is a movie by photographing a series of drawing. Based on the definitions above, a cartoon movie is created by photographing and pictures. Therefore, they look as if they are moving while being presented.

In this research, cartoon movie media was used as media in English teaching vocabulary because cartoon movie media is a kind of an interactive media in the form of visual presentation in which the students have to answer the questions with a positive atmosphere such as: challenging, attractive, and fun. In this research, the cartoon movie media were used as media for teaching vocabulary dealing with verbs, nouns, adjectives, and adverbs to improve the students' vocabulary mastery.

2.6 The Use of English Cartoon Movie as Media in Teaching Vocabulary

To improve the student' vocabulary achivement, we need to conduct a convenient environment in the classroom and apply appropriate media in the teaching and learning process. Therefore, the researcher used cartoon movie media to improve the grade VIII-A students' vocabulary achievement at SMP Negeri 14 Jember. It is believed that cartoon movie media can improve the

students' vocabulary achievement because the researcher used cartoon movie media which seems like real-life media or audio visual media.

Video movie is a number of photographs of scenes shown on a screen separately that make the students see and hear the information comprehensively and get something concretely. In line with this, Lonergan (1995:4) states that the capability of the video film is presenting complete communicative situation. From the video movie, especially cartoon movie students are able to listen to the sound and watch the cartoon movie.

In this research, the cartoon movie media was used as an interactive media in the teaching vocabulary because when the students watched the movie and they were focused on listening. Besides, it also gave a chance to the students to repeat the words and the sentences played on the video movie. So, it helped the students increase their vocabulary and entertain them.

Lonergan (1995:4) states that the outstanding feature of video film is their ability to present complete communicative situations. The combination of sound and vision is dynamic, immediate, and accessible. Dynamic means something that moves progressively. It will help the students understand what the movie talks about easily. Immediate means that communication can be shown directly on television screen. It means that the speakers in the dialogue can be seen and heard. The language learners can readily see the ages of the participants: their gender, perhaps the relationship of one another; their dress, social status, what they are doing, perhaps their mood, and feeling. Then, accessible means that communication can be perceived and repeated easily by viewers and language learners (Lonergan, 1995:4).

2.7 The Steps of Teaching Vocabulary through Cartoon Movie Media

According to Lonergan (1995:106), a lesson based on a movie must be carefully planned, with specific learning tasks assigned to the class. He also explains a number of steps which are necessary to ensure effective use of a movie in teaching vocabulary as follows:

1. Finding much information about the movie

Before performing the movie, it will be better for the teacher to choose the movie that is suitable with the materials, and find much information about the movie from many resources. It will make the teacher ready to use the movie in teaching learning activities especially vocabulary.

2. Previewing the movie

Before asking the students to watch the movie, the teacher should watch the movie himself to make some notes of what needs to be explained more to the students, make a list of difficult words, make some comments of important points and make a conclusion of the movie.

3. Selecting the length time

Selecting the appropriate length of movie is very important to avoid the students' boredom, to get the efficiency and effectiveness. The length of cartoon movie media usually 5 minutes until 10 minutes

4. Motivating the class

Giving some questions before and after watching the video gives a chance to the students to watch the movie will motivate the students to pay attention to the movie and watch the movie carefully.

5. Showing the movie

When the teaching learning process begins, the situations in the class must be comfortable. Adjust the light to the type of screen being used by closing the curtain to. Ventilation needs attention, especially on warm days, because it will disturb the students' concentration

6. Discussing the movie

Teacher is able to begin the discussion by answering the questions stated at the beginning. It will be more effective to lead the students' attention to the topic.

7. Summarizing the major points presented

Teacher makes a summary of the movie. It will be used to retell the story of the movie if the students cannot catch the message of the movie.

From the steps of teaching learning by using movie, it can be concluded that the preparation before performing the movie is an important thing. The teacher should prepare some important things such as; the video movie and the list of the vocabulary to teach.

In this research, the researcher proposed his own steps of teaching vocabulary by using English cartoon movie. The steps were as follows:

1. Preparing the movie

Before asking the students to watch the movie, the teacher prepared the movie first, count the time allocation of the movie, and asking the students to make a list of some difficult words found in the movie.

2. Watching the movie

The Teacher lets the students watch the movie and answer the questions based on the movie.

3. Discussing the movie

After the students watch the movie, the teacher discusses it with them to know if they understand what they had already watched.

4. Asking the students to do exercise in pairs.

2.8 The Example of Cartoon Movie Media

<https://www.youtube.com/watch?v=eoxQdxIKu> on April 7th, 2014

Let's learn about part of a bird!



LEADING QUESTIONS?

1. Do you know the name of an animal which can fly?
2. There are a lot of birds. Could you mention one of them?
3. What do they eat for living?
4. What about the bird which eats fish for living?
5. Do you know the name of the bird?
6. They always surround their target(fish) in the air. Do you get the idea about its name?
7. Good, now let's see the material!

Let's classify the vocabularies taken from the movie.

Put (√) into the column in which the vocabulary you have found is associated with the word types!

No.	Words	Verb	Noun	Adjective	Adverb	Meaning
1	Beak					
2	Brown					
3	Claws					
4	Eagle					
5	Fish					
6	Flexible					
7	Fly					
8	Forelimb					
9	Hand					
10	Handle					
11	Hunt					
12	Legs					
13	Near					
14	Neck					
15	Nest (ing)					
16	On					
17	Paw					
18	Sea					
19	Sharp					
20	Strong					
21	Top					
22	Tree					
23	Walks					
24	Wings					
25	Yellowish					

Fill in the blanks with the correct words taken from the text above

1. Eagle is a kind of
2. Bird eats food with the help of its
3. Bird eats food without
4. Bird breathes air by using
5. There are two attached to the trunk. They used to fly
6. There are two attached to the trunk. They used to walk
7. There is a it is on the back of the bird body attached to the trunk
8. Bird usually on the stem of the tree
9. Bird sees something by using their
10. Bird not only can fly, but also they can

Answer Key

Exercise 1

No.	Words	Verb	Noun	Adjective	Adverb	Meaning
1	Beak		√			Paruh
2	Claw (s)		√			Cakar, Mencakar
3	Eagle		√			Burungelang
4	Flexible			√		Mudahdисуakan
5	Fly	√				Terbang
6	Handle	√				Mengatasi
7	Hunt	√				Berburu
8	Legs		√			Kaki
9	Near				√	Di dekat
10	Neck		√			Leher
11	Nest (ing)	√				Sangkar, Membuatsangkar
12	On				√	Di atas, Hidup
13	Paw		√			Bag. Padaburung (paruh)
14	Sharp			√		Tajam
15	Eyes		√			Mata
16	Tail		√			Ekor
17	Tree		√			Pohon
18	Walks	√				Berjalan
19	Wings		√			Sayap
20	Yellowish			√		Kekuning-kuningan

Exercise II

1. bird
2. eats
3. wings
4. perch
5. tail
6. walk
7. clear
8. higher
9. fresh
10. quickly

The script of cartoon movie media entitled parts of bird can be seen on Appendix 7.

2.9 The Advantages of Cartoon Movie Media in Vocabulary Teaching

Video visual element gives the formation of the students' self-confidence, familiarity with the physical, psycho-social aspect of a foreign language environment since it presents the slices of real-life situations in class atmosphere (Heaten, in Demirezen (1992:296)). In addition, according to Willis, in Demirezen (1992:302), there are some advantages of using cartoon movie in the classroom as follows:

1. Video is an audio-visual aid, offering the still or moving pictures with or without accompanying sound. That is why, visual element when joined with the audial feature becomes an advantage affects communication intended message in general: and language teaching for specific purpose. Since cartoon movie media present the appropriate visual animation to gain the interest. After that, they will be interested and have desire to learning English vocabulary. In the end, their vocabulary hopefull will be improved.
2. Video helps to gain first-hand experience of interrelations between aural and visual channels of communication. The connction between the students and the cartoon movie media will be created automatically when they watch the visual movie directly. Therefore, the first hand expirience will be formed well based on aural of the students (interest of the students) and visual channels of communication (the visualization of the cartoon movie).
3. Video materials can be highly valuable teaching materials just like textbooks, audio tape recordings, and filmstrips. Cartoon movie media provide some clear appearance of picture which consist of: movements, colours, voices, and subtitle. They are the composition which are not provided by other media.
4. Video is not an expensive medium; its technology is less complex, less expensive, and less fallible than the language lab.
5. Video is also used to heighten awareness of non-verbal signals and appropriate behavior to which the students can be easily sensitized. That

is why, it is useful for stimulating the ability to interpret interaction of receptive and productive skills with a total context, and to act appropriately.

Based on the statements above, it can be inferred that the use of cartoon movie media is suitable to improve the grade VIII-A students' vocabulary achievement at SMP Negeri 14 because it displays cartoon movie which looks like real-life. Therefore, it can attract the students' attention to the lessons given by the teacher during the English teaching and learning process.

2.10 The Disadvantages of Cartoon Movie Media in Vocabulary Teaching

There are some disadvantages of using cartoon movie media in vocabulary teaching such as:

1. The appropriate Cartoon Movie Media can not be found in the internet easily. Therefore, the researcher must have a registered internal account to a website
2. Sometimes the cartoon movie media presented in the internet do not have subtitle. Therefore the researcher must use an application of TXT format to arrange the subtitle
3. Cartoon movie media in the website will be change into different format after they have been downloaded. Therefore, the researcher must have some application such as GOM Player of HD Converter to resolve the stretch or the movie and maximize the visualization of the movie.

2.11 The Students' Participation

According to Setiadi (1984:6), participation is making relation with others related to thinking, feeling, and certain activity. Based on the statement above, it can be inferred that participation is an action of taking part and sharing thoughts, feelings, or opinions.

In this research, the meaning of participation was the students' action of taking part in the classroom activities and the sharing of thoughts, feelings, or

opinions during the vocabulary teaching and learning process by using the cartoon movie media. The indicators of the students' participation were as follows:

1. Paying attention to the teacher's explanation
2. Watching the cartoon movie
3. Answering the teacher's oral questions
4. Asking the questions orally to the teacher
5. Using the dictionary to look up the meanings of the words
6. Doing the vocabulary exercises after watching the cartoon movie

2.12 Action Hypothesis

Based on the problem formulations which have been stated in chapter I, the hypothesis is formulated as follows:

1. Teaching vocabulary by using cartoon movie media can improve the grade VIII-A students' participation at SMP Negeri 14 Jember in the 2014/2015 Academic Year.
2. Teaching vocabulary by using the cartoon movie media can improve the grade VIII-A students' vocabulary achievement at SMP Negeri 14 Jember in the 2014/2015 Academic Year.

CHAPTER 3. RESEARCH METHOD

This chapter presents the research method that was applied in this research. It covers operational definition of the terms, the research design, the area determination method, the subject determination method, the data collection methods, and the research procedures.

3.1. Research Design

In this research, the researcher used a Classroom Action Research. Elliot (1993:69) states that action research is a study of social situation, with a paradigm or a view that is aimed at improving or increasing the quality of certain phenomenon. In summary, a classroom action research is a research that is intended to solve the practical problems in the teaching learning process. In line with this statement, McMillan (1992:12) defines a classroom action research as a type of applied research in which its purpose is to solve a specific classroom problem or make a decision at a single local site. Therefore, the purpose of this classroom action research was to improve the grade VIII-A students' vocabulary achievement by using cartoon movie media and to improve the grade VIII-A students' active participation in the vocabulary teaching learning process by using cartoon movie media.

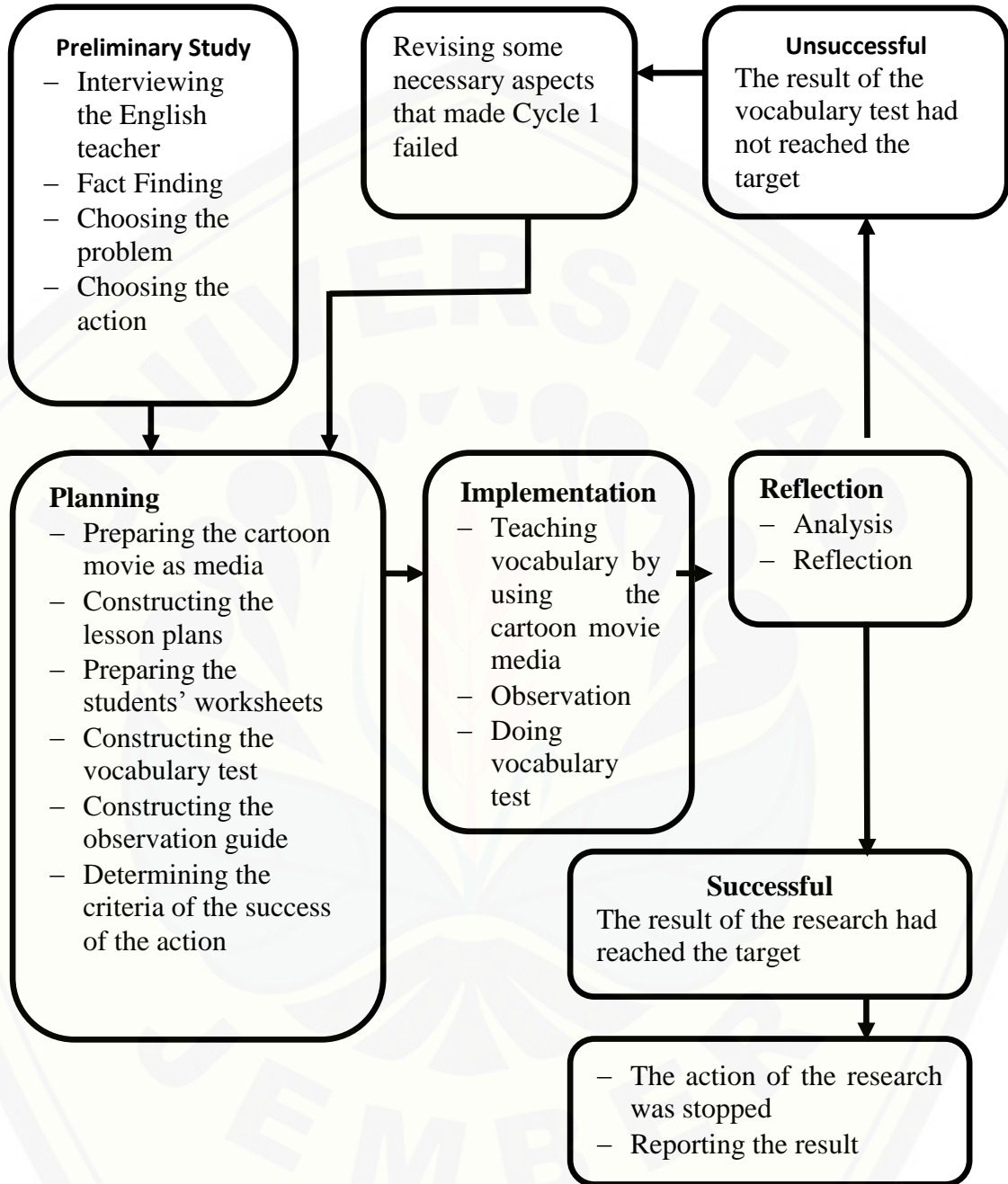
In conducting this research, the researcher collaborated with the English teacher of the eighth grade students of SMP Negeri 14 Jember in order to know the environment of the classroom, characteristics of the students and the media that were used by the teacher in teaching vocabulary.

Karwono, (2008) states that classroom action research consists of four stages in which each cycle consists of four stages of activities as follows:

1. The planning of the action
2. The implementation of the action
3. The observation and the evaluation of the action
4. The data analysis and the reflection of the action

The design of this classroom action research is illustrated below.

The Graphical Procedures Representing the Classroom Action Research



(Adapted from Lewis, in Elliot, 1993:70)

Based on the design of the research above, the procedure of this research is as follows:

1. Interviewing the English teacher of the eighth grade at SMP Negeri 14 Jember. It was intended to get the supporting data about the environment of the classroom, the characteristics of the students and the list of the students' previous vocabulary scores from the English teacher which are enclosed on Appendix 2, Appendix 3, Appendix 4.
2. Finding the students' vocabulary mean scores obtained from the teacher.
3. Planning the action of the research by constructing the lesson plans for the first cycle which consisted of two meetings they are: lesson plan 1 and lesson plan 2).
4. Implementing the action in the first meeting, that was teaching vocabulary integrated with reading skill by using cartoon movie done by the researcher whereas, the teacher conducted the observation. In the second meeting, there was a role tur for the researcher and the teacher. while the teacher was doing the action, the researcher conducted the observation. This action was done through each cyce (the 1st meeting and the 2nd meeting).
5. Giving the vocabulary test to the students for the first cycle in the third meeting after the action was given.
6. Analyzing the results of the vocabulary test in the first cycle quantitatively to find the percentage of the students who passed the standard score ≥ 70 in the vocabulary test.
7. Reflecting the results of observation in each meeting and the results of the vocabulary test in each cycle.
8. Determining the criteria of the success of the action, they were: (a) the use of cartoon movie can improve the students' active participation in the vocabulary teaching learning process if at least 70% of the students participate actively in the vocabulary teaching and learning process, (b) the use of cartoon movie can improve the students' vocabulary achievement if at least 70% of the students get score ≥ 70 in the vocabulary test in each cycle.
9. Conducting the action in the second cycle since the objectives of the research had not been achieved or the criteria of this research had not been achieved.
10. Implementing the action in the second cycle by using cartoon movie media by revising the teaching technique used. In this cycle, the English vocabulary teaching and learning process was the same with the first cycle.

11. Administrating the vocabulary test in the second cycle, in the third meeting after the actions were implemented.
12. Analyzing the results of the vocabulary test in the second cycle and the results of observation in each meeting in the second cycle quantitatively in the form of percentage.
13. Reflecting the results of observations in each meeting and the result of vocabulary test in the second cycle descriptively.
14. Drawing a conclusion to answer the research problems.

3.2. Operational Definitions of the Terms

The purpose of operational definitions is to clarify briefly the concepts used in this research and to prevent misunderstanding because of different thinking between the researcher and the readers. The terms which are necessary to be defined operationally are as follows:

- a. The students' vocabulary achievement

Hatch and Brown (1995:1) say that vocabulary refers to a list or set of words for a particular language or a list of or set of words that individual speakers of a language might use. Webster (1979:9) says that achievement is an art of achieving or performing something. Based on the definition above, vocabulary in this research was English vocabulary. The students' vocabulary achievement means the level of English vocabulary that included nouns, verbs, adjectives, and adverbs.

- b. The cartoon movie

English Cartoon movie is a movie which uses alive cartoon as figure, the story and the voice of the figure were filled by the real human being in order to give the real impression. The monologue used the figures in the cartoon movie so that it was easy to be understood by the students.

3.3. Area Determination Method

The area of the research was determined by using purposive method. The research area in this research was SMP Negeri 14 Jember. There were some reasons of choosing this school as the research area as follows:

1. The grade VIII-A students at SMP Negeri 14 experienced some difficulties in learning vocabulary, namely in using vocabulary in the context..
2. The grade VIII-A students at SMPN 14 Jember had lowest mean score in the vocabulary test based on the result of interview with the English teacher, that was (56,05) and the other class they are: VIII-B (66,82), and VIII-C (67,8). The list of the students' previous score is enclosed on Appendix 2, Appendix 3, and Appendix 4.
3. Based on the interview with the eighth grade English teacher at SMP Negeri 14 Jember, it was found that the English teacher never used cartoon movie media in teaching vocabulary.
4. The permission from the headmaster and the English teacher of SMP Negeri 14 Jember was given to conduct this classroom action research at the school.

3.4. Research Subject Determination Method

According to McMillan (1992:68), research subjects are the people who give some responses or answers to the researcher's questions either in the oral form or in the written form. The subjects for this research were the students of the VIII-A grade at SMP Negeri 14 Jember in the 2013/2014 academic year. Based on the information from the English teacher in the preliminary study, this class had the lowest mean score of the vocabulary test among the other classes. The mean vocabulary test score was 56.05 (taken from the English teacher of the VIII-A grade at SMP Negeri 14 Jember) is enclosed on Appendix 2. Therefore, this class was chosen as the research subjects.

3.5. Data collection methods

In this research, there were two kinds of data which were obtained, they were main data and supporting data. The vocabulary test and classroom observation were used as the methods to collect the main data. Then, the supporting data were collected from interview and documentation.

3.5.1 Vocabulary test

According to McMillan (1992:114), test is an instrument to measure skill or knowledge that presents to each subject a standard set of questions that require the completion of cognitive task. Further, Hughes (2003:11) states that there are four types of test; they are proficiency test, diagnostic test, achievement test, and placement test.

According to Hughes (2003:13), the purpose of achievement test is to measure how successful the individual students are in achieving the goal of teaching and learning process. In this research, the researcher used vocabulary achievement test to get the data about the students' vocabulary achievement and to know whether the test can improve the students' vocabulary or not. In this research, the vocabulary achievement test was given to the subjects in each cycle after the actions have been given.

Kelley (in Borsboom, et al. 2004) states that a test is valid if it measures what is to be measured. In this research, the researcher collaborated with the English teacher at SMP Negeri 14 Jember for making the vocabulary test in each cycle.

According to Arikunto (2006:168), a good test must be valid and reliable. A test is said to be valid if it measures accurately what is intended to measure. In this research, the vocabulary test was constructed based on the content validity in which the vocabulary test and materials were constructed based on the indicators of vocabulary, namely verbs, nouns, adjectives, and adverbs. The indicators of the vocabulary were chosen because they have been learned by the eighth grade students at SMPN 14 Jember. In this research, The distributions of the test items were 3 items they are identifying the words which consist of which consist of (10 items of nouns, 5 items of verbs, 3 items of adjectives, and 2 items of adverbs), multiple choice which consist of (3 nouns, 3 verbs, 2 adjectives, 2 adverbs) and jumbled words which consist of (5 nouns). As the result, the number of vocabulary the test items were 35 items which consist of 18 nouns, 8 verbs, 5 adjectives, and 4 adverbs.

Hughes (2003:22) states that an objective test is a test that does not require personal judgment in the scoring process. Based on the statement above, in this research, the researcher constructed the vocabulary test in the form of objective test. There were some types of the test which were used in this research to measure the students' vocabulary achievement. They were multiple choices, matching, and the movie-picture labeling.

In this research, the number of the vocabulary test items was 35 which covered 20 items of identifying and classifying the vocabulary, 10 items of multiple choices, and 5 items of picture labeling. Related to the way of scoring, each correct matching item was scored 2 points, each correct item of multiple choices was scored 3 points, and movie picture labeling was scored 6 points and the incorrect item was scored 0. Therefore, the total score of the test items was 100 points and the time for doing the test is 90 minutes.

The time allocation of the test was based on the schedule of the English subjects at SMPN 14 Jember.

3.5.2 Observation

Arikunto (2006:199) states that in doing a classroom action research, the observation was done in each meeting in each cycle. Based on the statement above, the researcher conducted observation during the vocabulary teaching and learning process by using cartoon movie media. In this classroom action research, observation was done by the English teacher while the researcher was doing the action. This process is intended to observe the students' participation in the classroom while the action is being implemented by the researcher. The researcher used the observation guide in the form of checklist containing the indicators to be observed in the vocabulary teaching learning process by using cartoon movie media in each cycle. There were some indicators which were observed during the vocabulary teaching learning process as follows:

- 1 Paying attention to the teacher's explanation
- 2 Watching the cartoon movie
- 3 Answering the teacher's oral questions
- 4 Asking the questions orally to the teacher
- 5 Using dictionary to look up the meanings of the words
- 6 Doing the vocabulary exercises after watching the cartoon movie

3.5.3 Interview

In this research, interview was done to the eighth grade English teacher at SMP Negeri 14 Jember for collecting the supporting data about the curriculum and the technique used by the teacher in teaching vocabulary. The purpose of the interview was to know the problems of the students in learning English, especially in learning vocabulary. McMillan (1992:132) states that interview is a form of data collection method in which the questions are asked orally and the subject's responses are recorded.

In this research, the researcher used semi structured interview. This was one kinds of interview in which a list of questions were prepared and later developed to gain the information needed. The list of the interview questions is enclosed on Appendix 1.

3.5.4 Documentation.

Documentation method is a method of collecting data by quoting the documentary sources systematically. Arikunto (2006:231) states that documentation method is to know the data about cases or variable such as notes, transcripts, books, newspapers, magazines, inscriptions, agenda etc.

In this research, the document was used to get the supporting data about the names of the research subjects. The names of the research subjects are enclosed on Appendix 2.

3.6. Research Procedures

In this research, there were four stages of activities in each cycle, namely the planning of the action, the implementation of the action, the observation and evaluation, and the data analysis and reflection of the action. They will be explained in detail in the following parts.

3.6.1 The Planning of the Action

In this stage, there were some activities done before the implementation of the action.

1. Conducting the preliminary study to get the information related to the environment of the classroom, such as the condition of the classroom, the condition of the students during the English teaching and learning process and the students' problems in learning vocabulary.
2. Preparing the materials and the media that were used to teach vocabulary to the students, such as searching and downloading cartoon movie media from the internet, constructing the media to be more interesting, and the students' worksheets.

3. Constructing the lesson plans for the first cycle which consisted of two meetings (lesson plan 1 and lesson plan 2).
4. Constructing the vocabulary achievement test for the first cycle (in the third meetings).
5. Preparing the students' test dealing with the vocabulary exercises that consisted of 40 items (25 items of multiple choice items, 10 items of matching items, and 5 items of movie picture labeling items).
6. Preparing the observation guide in the form of checklist containing the indicators being observed by the researcher during vocabulary teaching and learning process by using the cartoon movie media for each cycle.
7. Constructing the lesson plans for the second cycle by revising the teaching technique and the media. Since the results of the action in the first cycle had not met the objectives or the criteria of this research, the action in the second cycle was done.
8. Preparing some revised teaching technique and media in the second cycle consist of well-prepared atmosphere of the classroom, video format of the cartoon movie media.

3.6.2. The Implementation of the Action

In the implementation, the researcher taught vocabulary integrated with reading skill by using the cartoon movie media. In the first meeting, the process of the vocabulary teaching and learning was observed by the English teacher of the eighth grade. Then, in the second meeting, while the teacher was doing the action, the researcher was doing the observation. This activity was done in each cycle. The vocabulary teaching learning process was based on lesson plan 1 and 2 in each cycle. The lesson plans are enclosed on Appendix 4.

3.6.3. The Classroom Observation and Evaluation

a. The Classroom Observation

Arikunto (2006:199) states that observation means an activity of focusing all attention to an object by using all senses. In this research, the researcher and the English teacher conducted observation with the systematic design. The

observation was done by the English teacher of the eighth grade while the researcher was doing an action that was teaching vocabulary by using cartoon movie media. Therefore, the role of the English teacher in the class here was helping the researcher conduct the observation to get the data about the students' participation and implementing the use of cartoon movie media in the teaching and learning process in the second meeting of each cycle. The table of the indicators of observation below is used to observe the students' participation in the vocabulary teaching learning process by using cartoon movie media.

No	The students' names	The Students' participation In the vocabulary teaching and learning by using cartoon movie media				Active	Passive
		1	2	3	4		
1							
2							

Notes:

1. Paying attention to the teacher's explanation
2. Watching the cartoon movie
3. Answering the teacher's oral questions
4. Asking questions orally to the teacher
5. Using dictionary to look up the meanings of the words
6. Doing the vocabulary exercises after watching the cartoon movie

The students were said to be active if 70% of the students did at least four indicators in the observation checklist. Then, they were considered passive if they only did one or two indicators.

b. Evaluation

In this research, the evaluation was intended to know the improvement of the students after the actions were given to the subjects or after they were taught vocabulary by using cartoon movie media. There were two kinds of evaluation in

this research, namely process evaluation and product evaluation. The process evaluation was done by the researcher during the vocabulary teaching and learning process. It was intended to know the percentage of students' active participation. Then, the product evaluation was intended to evaluate (to measure) the students' vocabulary achievement after they are given the actions. It was done in the third meeting after the actions given in the form of the vocabulary test.

There were some criteria of the success of the action:

1. The use of the cartoon movie media can improve the students' active participation if 70% of the students actively participate in the vocabulary teaching and learning process by using cartoon movie media.
2. The use of the cartoon movie media can improve the students' vocabulary achievement if at least 75% of the students get score 70 or more in the vocabulary test in each action cycle.

3.6.4. Data Analysis and Reflection of the Action

a. Data analysis method

Data analysis was used to analyze the main data and the data were interpreted into meaningful information which was used as the results of the research. The quantitative formulation to find 75% of the research subjects who could gain score 70 or more was as follows:

$$E = \frac{n}{N} \times 100\%$$

Note:

- E = The percentage of the students who gained score ≥ 70 in the vocabulary test
 n = The number of the students who gained score ≥ 70 in the vocabulary test
 N = The number of the students who took the test

(Adapted from Ali, 1993:186)

Then, the results of the observation checklist were analyzed by using the following formula to know the percentage of the students who was active:

$$E = \frac{n}{N} \times 100\%$$

Note:

- E = The percentage of the students' active participation in the vocabulary teaching and learning process by using cartoon movie media
- N = The number of the students (the research subjects)
- n = The number of the students who were categorized as active students

(Adapted from Ali, 1993:186)

b. Reflection of the Action

In this step, reflection was done by the researcher and the English teacher to reflect the vocabulary test and observation results in each cycle. It was intended to know whether the vocabulary test in each cycle can improve the students' vocabulary achievement and their active participation or not. Then, the results of the reflection in the first cycle were used as a guide to revise the lesson plans to produce the lesson plans for the second cycle. Since the result had not met the target criteria of the success of the action, the researcher and the teacher discussed the problems and find the solution to improve the students' vocabulary achievement and their active participation.

CHAPTER 4. RESEARCH RESULT AND DISCUSSION

This chapter discusses the result of Cycle 1 and Cycle 2 related to the use of cartoon movie as media in teaching reading to improve the VIII-A students' vocabulary achievement. They cover the result of action in Cycle 1, the result of Action in Cycle 2 and Discussion.

4.1 The result of Action in Cycle 1

The actions in Cycle 1 were conducted in two meetings. The first meeting was done on May 19th, 2014 and the second meeting was on May 20th, 2014. The actions were conducted by the researcher in SMPN 14 Jember accompanied by the English teacher as the observer during English teaching and learning process. There were some stages conducted in Cycle 1 during English teaching and learning process such as the planning of the action, implementation, observation, and evaluation, data analysis and reflection of the action. The implementation of the action in the first meeting was done based on Lesson Plan 1 by using cartoon movie media entitled "parts of a bird" and the second meeting was based on Lesson Plan 2 entitled "describing people". (Lesson plan 1 and Lesson Plan 2 are enclosed on Appendix 6 and Appendix 8).

The second stage applied in Cycle 1 was evaluations which were applied in this classroom action research which consisted of two categories they were process and product evaluation. The process evaluation was implemented through observation was done in each meeting, and it was intended to evaluate the students' participation in the English teaching and learning process by using cartoon movie media to improve their vocabulary achievement. (the result of observation in Cycle 1 in the form of checklist is enclosed on Appendix 18). Besides the process evaluation, product evaluation was also done in these action. The product evaluation was aimed to get the students' vocabulary achievement by using cartoon movie

media which were evaluated in the result of the test (Appendix 16) which was done on May 21st, 2014. The action in cycle 1 conducted in three days in a week. It was done because the researcher only have a chance about two week in conducting this research due to the preparation of the students to struggle in national examination. To solve this condition, the researcher collaborated the headmaster and the english teacher to helped the researcher conducted the research. As the result, the researcher use the physical lecture to obtain the research.

4.1.1 The Result of Observation in Cycle 1

Observation guide in the form of checklist was also used by the researcher in collaboration with the English teacher. It was done during the teaching and learning process of vocabulary by applying cartoon movie media as media in each meeting. The observation checklist consisted of six indicators as follows:

- (1) Paying attention to the teacher's explanation.
- (2) Watching the cartoon movie.
- (3) Answering the teacher's oral questions.
- (4) Asking the questions orally to the teacher.
- (5) Using the dictionary to look up the meanings of the words.
- (6) Doing the vocabulary exercises after watching the cartoon movie.

The students were considered active during English teaching and learning process by using cartoon movie media if 75% of the students fulfilled at least four indicators in the observation checklist. Then, they were considered passive if they only did one or two indicators. The following are the results of the observation checklist in cycle 1 by applying cartoon movie media to improve the VIII-A students' vocabulary achievement.

Table 4.1 The result of Observation in Cycle I

No	Meeting 1								Meeting 2							
	1	2	3	4	5	6	Active	Passive	1	2	3	4	5	6	Active	Passive
1		√	√	√		√	√			√	√	√		√	√	
2	√	√	√			√	√		√	√	√			√	√	
3		√			√	√		√	√	√			√	√	√	
4		√				√		√		√	√	√	√	√	√	
5			√			√		√			√			√		√
6	√	√	√	√		√	√			√	√	√	√	√	√	
7		√	√	√		√	√		√	√	√	√	√	√	√	
8		√	√			√		√		√	√	√		√		√
9		√		√	√	√	√		√	√	√	√	√	√	√	
10		√				√		√		√	√	√		√		√
11		√	√		√	√	√			√	√	√	√	√	√	
12		√	√	√		√	√			√	√	√	√	√	√	
13	√		√			√		√		√	√			√		√
14		√		√		√		√		√	√	√		√		√
15	√	√	√	√	√	√	√			√			√	√		√
16		√	√			√		√		√	√	√		√		√
17		√				√		√	√	√	√		√	√	√	
18		√			√	√		√			√		√	√		√
19		√		√	√	√		√		√			√	√	√	√
20	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
21		√	√		√	√	√			√	√	√	√	√	√	
22		√				√		√		√		√		√		√
23		√	√			√		√		√	√	√	√	√	√	
24		√		√	√	√	√		√	√	√			√	√	
25		√			√	√		√			√			√		√
26		√	√			√		√	√	√	√	√		√	√	
27			√			√		√		√	√	√		√		√
28	√		√			√		√		√	√	√	√	√	√	
29		√			√	√		√		√			√	√	√	
30	√	√	√	√		√	√		√	√	√	√	√	√	√	
31	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
32				√		√		√		√	√	√	√	√	√	
33	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
34		√	√			√		√		√		√	√	√	√	
35	√	√		√	√	√	√		√	√	√	√	√	√	√	
36		√	√		√	√	√			√	√	√	√	√	√	
37	√	√			√	√	√		√	√	√	√	√	√	√	
38	√	√			√	√	√		√	√	√	√	√	√	√	
39	√	√	√		√	√	√		√	√	√	√	√	√	√	
40	√	√	√	√	√	√	√			√	√	√	√	√	√	
TOTAL	14	34	24	16	19	40	20	20	16	35	25	16	26	40	27	13

Note:

Meeting 1

Active : 20/40 x 100% = 50%

Passive : 20/40 x 100% = 50%

Meeting 2

Active : 27/40 x 100% = 67.5%

Passive : 13/40 x 100% = 32.5%

Table 4.1.1 The Average Results of the Students' Participation in Cycle 1

No	Meeting	Frequency of Students		Percentage (%)	
		Active	Passive	Active	Passive
1.	Meeting 1	20	20	50%	50%
2.	Meeting 2	27	13	67.5%	32.5%
Average				58.75%	41.25%

The results of classroom observation in Cycle 1 presented in Table 4.1.1 were described as follows. In this action, it was known that based on the indicators of the observation during the vocabulary class in the teaching and learning process in the first meeting, there were 14 out of 40 students who paid attention to the teacher's explanation and most of the students watched the cartoon movie during the action, proved by 34 out of 40 students. Besides, as many as 24 out of 40 students who answered the teacher's oral questions. In addition, a number of 19 students used the dictionary to look up the meanings of the vocabularies but only 16 students asked questions orally to the teacher. Furthermore, all of the students did the exercises. In the result, there were 50% of 40 students who were active in the teaching learning vocabularies using cartoon movie media, and 50% of 40 students showed less active in teaching learning vocabularies using cartoon movie media.

The second meeting was conducted on May 20th, 2014 with the same procedures. There were 16 out of 40 students who paid attention to the teacher's explanation, and the number of the students who watched cartoon movie increased, and it was 35 out of 40 students. In addition, the number of the students who answered the teacher's oral questions also increased and it was proved by 25 out of 40 students. In addition, a number of 26 students used the dictionary to look up the meanings of the vocabularies but the number of the students who asked the question orally to the teacher was the same as the first meeting it was 16 out of 40 students. Furthermore, in the second meeting all of the VIII-A students did the vocabulary exercises, and it was proved by 67.5% of 40 students who were active

in teaching learning vocabularies using cartoon movie media and only 32.5% of 40 students who were passive. It could be concluded that the number of the students who were active in the second meeting of cycle one increased about 17.5% of the first meeting. This result did not fulfill the criteria of the standard percentage of the active students which was stated, that was 70% of 40 students.

Based on the results of the observations, it could be concluded that in the first meeting, there were 20 out of 40 students (50.0%) actively participated in the English vocabulary teaching learning process. Meanwhile, in the second meeting, as many as 27 of out 40 students (67.5%) actively participated in the English vocabulary teaching learning process of reading by using cartoon movie media. Therefore, the average result of the students' active participation in the first cycle was 58.75%. From the results of the observations the requirement of 70% students showed that their participation in the English vocabulary teaching learning process by using cartoon movie media had not been achieved yet. Therefore, based on the above results, the researcher conducted the second cycle as the further actions to improve the students' active participation.

4.1.2 The Result of the Students' Vocabulary Achievement Test in Cycle 1

The results of the students' vocabulary achievement test by using cartoon movie as media in the English teaching and learning process in the Cycle 1 are presented in the following table.

Table 4.2 The Students' Vocabulary Achievement Test Score in Cycle 1

No	The Students' Initials Name	Score	Achievement	
			Achieved	Not Achieved
1	AB	73	√	
2	AM	76	√	
3	ARAW	54		√
4	AI	67		√
5	AA	73	√	
6	AH	80	√	
7	AM	63		√
8	AMA	73	√	
9	BR	70	√	
10	BAK	63		√
11	BHO	70	√	
12	DR	77	√	
13	DA	73	√	
14	DT	80	√	
15	FN	53		√
16	FPK	63		√
17	KK	60		√
18	HE	73	√	
19	IP	70	√	
20	IZ	70	√	
21	LR	53		√
22	MGA	76	√	
23	MWA	73	√	
24	MFB	72	√	
25	MAX	60		√
26	MY	53		√
27	MUM	70	√	
28	MN	76	√	
29	NY	73	√	
30	RIB	70	√	
31	RNS	76	√	
32	SF	54		√
33	SMH	57		√
34	SIS	70	√	
35	SWM	64		√
36	SS	70	√	
37	TAUN	70	√	
38	ULFH	76	√	
39	FP	73	√	
40	YH	70	√	
Total	40 (N)	2737 (Σx)	27 (n)	13

Based on Table 4.2, the mean score of the students' vocabulary achievement test was counted as follows:

$$M = \frac{\sum x}{N}$$

$$= \frac{2737}{40}$$

$$M = 68.4$$

Then, the number of the students who got at least the standard score (≥ 70) was counted as follows:

$$\begin{aligned} E &= n/N \times 100\% \\ &= 27/40 \times 100\% \\ &= 67.5\% \end{aligned}$$

Based on Table 4.2 above, it could be stated that the mean score of the vocabulary test in Cycle 1 was 68.4. 27 out of 40 (67.5%) students had achieved the standard score, that was at least 70. It could be concluded that the target percentage of the students' score in vocabulary achievement test by using cartoon movie as media had not been achieved yet. Therefore, the researcher conducted the further action in the second cycle to improve the percentage of the students who got score ≥ 70 in the vocabulary test.

4.1.3. The Result of Reflection

In this stage of the reflection was conducted by both the researcher and the English teacher from 19 until 21 May 2014 in SMPN 14 Jember, after analyzing the results of observation and vocabulary achievement test in Cycle 1. This was intended to know the weaknesses or the problems of the implementation of the action during the English vocabulary teaching and learning process in Cycle 1.

During the observation in Cycle 1, it was found that there were 20 out of 40 students (50%) actively participated in the English vocabulary teaching and learning process by using cartoon movie media in the first meeting and there were 27 out of 40 students (67.5%) actively participated in the second meeting. Based on the result above, it was known that the requirement of 70% of the students' active participation in the English vocabulary teaching and learning process by using cartoon movie media had not been achieved yet. In addition, based on the product evaluation in Cycle 1, it showed that the results of vocabulary achievement test had not achieved the standard score 70. On other side, the number of the students who achieved the standard score in vocabulary test in Cycle 1 was 27 out of 40 (67.5%). It could be concluded that the result of the vocabulary test in cycle 1 had not achieved the standard percentage of the students (≥ 70). Therefore, the researcher conducted the second Cycle to improve the VIII-A students' vocabulary achievement by using cartoon movie media at SMPN 14 Jember in the 2013-2014 academic year by revising some weaknesses.

Table 4.3 Revisions of the Aspect which Caused the Problems in Cycle 1

No	Actions in cycle 1	Revisions
1	The atmosphere of the classroom was not prepared well such as the brightness of the light, the electricity and layer of viewer which affected the researcher's presentation.	The researcher prepared the atmosphere of the classroom before conducting English vocabulary teaching and learning process by using cartoon movie media such as: using curtain to reduce the brightness which affected to the visual of the cartoon movie media, using UPS (Uninterruptible Power Supply) to avoid electricity down, and prepared the layer of viewer to ensure cartoon movie media can be seen in front of the classroom clearly.
2	There was no appropriate timing session between the subtitle of the cartoon movie and the character which made the students confused to concentrate on understanding the vocabularies in the cartoon movie.	The researcher used Gom Player and TXT file as computer application to improve the gap of subtitle and the sound of the character in the cartoon movie media.
3	The visual of the media was not good enough because of the video format still used 3gp (standard video from youtube.com) which affected the visualization when compared with the viewer, it proved that there were many	The researcher convert 3gp video format by using video converter tool to mp4 video to make the visualization of the cartoon movie video clearer and reduced the stretch in the cartoon movie video during English vocabulary teaching and learning process.

	stretches of the picture during cartoon movie were played	
4	The researcher used full English in the teaching and learning process, especially in giving the explanation and instruction during the English vocabulary teaching and learning process.	The researcher used English and Indonesian in the teaching and learning process. The students became attentive to the teacher's explanation when the instruction and explanation were translated into Indonesian.

Some revisions above were aimed at improving the students' vocabulary achievement. It proved that some weaknesses of some actions in Cycle 1 caused the students' vocabulary test and their active participation had not been achieved yet. Hopefully, by revising some actions in Cycle 1, the result of the vocabulary test and the students' active participation could be improved.

4.2 The Result of Action in Cycle 2

The second cycle was done on June 22nd and 23th, 2014. It was aimed to fulfill the target of the research which was not successful in the first cycle. The stages done in the second cycle were the same as the first cycle, namely: preparation of the action, implementation of the action, observation, and reflection. The preparation of the action included the activity of preparing the revised lesson plan discussed with the English teacher and consulted to the consultants 1 and 2. It was revised based on the weaknesses found in the first cycle as described in table above.

Process evaluation through observation checklist was done during teaching vocabulary and learning process by using the cartoon movie media in each meeting in cycle 2. At the end of the second cycle, the vocabulary test was conducted to measure the students' vocabulary mastery on June 24th 2014.

4.2.1 The Results of Observation in Cycle 2

In this cycle, the researcher conducted the class observation during the vocabulary teaching and learning process through cartoon movie media. The

observation checklist as observation guide had the same indicators as those used in the first Cycle which consisted of six indicators as follows:

- (1) Paying attention to the teacher's explanation.
- (2) Watching the cartoon movie.
- (3) Answering the teacher's oral questions.
- (4) Asking the questions orally to the teacher.
- (5) Using the dictionary to look up the meanings of the words.
- (6) Doing the vocabulary exercises after watching the cartoon movie.

Based on the six indicators above, the students were considered active participations if at least 70% of the students fulfilled at least four indicators. However, if they could not fulfill at least four indicators in the observation checklist, it means that they did not actively participate in the English vocabulary teaching and learning process by using cartoon movie media. The results of the observation in the implementation of the action in Cycle 2 by using cartoon movie media to improve the VIII-A students' vocabulary achievement are enclosed on table 4.4.

Table 4.4 The results of Observation in Cycle II

No	Meeting 1								Meeting 2							
	1	2	3	4	5	6	Active	Passive	1	2	3	4	5	6	Active	Passive
1	√	√	√	√		√	√		√	√	√	√		√	√	
2	√	√	√		√	√	√		√	√	√	√	√	√	√	
3	√	√	√		√	√	√		√	√	√		√	√	√	
4		√		√		√		√		√		√	√			√
5			√	√		√		√			√	√		√		√
6	√	√	√	√		√	√		√	√	√	√	√	√	√	
7		√	√	√		√	√			√	√	√		√	√	
8		√	√			√		√	√	√	√	√		√	√	
9	√	√		√	√	√	√		√	√		√	√	√	√	
10		√			√	√		√		√			√	√		√
11	√	√	√		√	√	√		√	√	√		√	√	√	
12		√	√	√		√	√			√	√	√	√	√	√	
13	√	√	√	√		√	√		√	√	√	√		√	√	
14		√		√		√		√		√		√		√		√
15	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
16		√	√			√		√	√	√	√					√
17		√				√		√	√	√			√	√	√	
18		√			√	√		√		√			√	√		√
19		√		√	√			√				√	√	√		√
20	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
21		√	√		√	√	√			√	√	√	√	√	√	
22	√	√	√			√	√		√	√	√	√	√	√	√	
23		√	√			√		√		√	√			√		√
24		√		√	√	√	√			√		√	√	√	√	
25	√	√			√	√	√		√	√			√	√	√	
26		√	√			√		√		√	√		√	√	√	
27	√		√	√		√	√		√		√	√		√	√	
28	√	√	√	√		√	√		√	√	√	√		√	√	
29		√			√	√		√		√			√	√		√
30	√	√	√	√		√	√		√	√	√	√	√	√	√	
31	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
32				√		√		√		√	√	√	√	√	√	
33	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
34	√	√	√	√		√	√		√	√	√	√		√	√	
35	√	√		√	√	√	√		√	√		√	√	√	√	
36	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
37	√	√		√	√	√	√		√	√		√	√	√	√	
38	√	√			√	√	√			√	√			√		√
39	√	√	√		√	√	√		√	√	√	√		√	√	
40	√	√	√	√	√		√		√	√	√	√		√	√	
TOTAL	23	37	26	24	21	38	27	13	25	37	28	28	26	38	30	10

Note:**Meeting 1**Active : $27/40 \times 100\% = 67,5\%$ Passive: $13/40 \times 100\% = 32,5\%$ **Meeting 2**Active : $30/40 \times 100\% = 75\%$ Passive : $10/40 \times 100\% = 25\%$ **Table 4.5 The Average Results of the Students' Participation in Cycle II**

No	Meeting	Frequency of Students		Percentage (%)	
		Active	Passive	Active	Passive
1.	Meeting 1	27	13	67,5%	32,5%
2.	Meeting 2	30	10	75%	25%
Average				71,25%	28,75%

Based on Table 4.5 which showed the average result of the student's participation in Cycle 2 were described as follows. In the first meeting, there were 23 out of 40 students who paid attention to the explanation of the teacher. Besides, there were 26 out of 40 student who were able to answer the oral questions of the teacher and 21 out of 40 students who were able to ask the questions orally to the teacher related to the cartoon movie media. Then, the number of the students who use the dictionary to find out the meaning of the vocabulary was 21 out of 40 students. It means that there was 52,5% of the students whostill got difficulties in finding some vocabularies in the cartoon movie media. Most of the students did the exercises given by the researcher and it showed that 38 out of 40 students or 95% students did not have difficulties in the lessons given. In the result of the research in the first meeting of the Cycle 2, there were 67,5 out of 40 students who were active and 32,5% of 40 students were passive during the English teaching and learning process by using cartoon movie media in VIII-A Classroom.

Based on the result of the first meeting in Cycle 2 which showed that only 67,5% students were active, the researcher carried out the second meeting on June 23th, 2014. The result showed that there were 25 out of 40 students paid attention to the researcher. It means that there was an increase in the first indicator as much as

5% from the first meeting and still had the same percentage (92,5%) for the second indicator as the first meeting. There were 28 out of 40 students or 70% students who were able to answer the teacher's oral question and ask the question orally to the teacher. It means that in the second meeting, there was improvement about 5% for the third indicator and 10% for the fourth indicator. In addition, most of the students did the exercises and there were 26 out of 40 students or 65% of the students used the dictionary to find the meanings of the words given.

4.2.2 The Results of the Students' Vocabulary Test Score in Cycle 2

The vocabulary test by using the cartoon movie media was conducted at the end of the lesson in cycle two. It was held on June 24th, 2014 in VIII-A Classroom of SMPN Negeri 14 Jember. In this test, all of the students were present in the classroom. The improvement of the students' vocabulary achievement by using the cartoon movie media can be seen in the following table.

Table 4.6The Students' Vocabulary Achievement Test Scores in Cycle 2

No	The Students' Initial Name	Score	Achievement	
			Achieved	Not Achieved
1	AB	76	√	
2	AM	80	√	
3	ARAW	57		√
4	AI	70	√	
5	AA	76	√	
6	AH	89	√	
7	AM	66		√
8	AMA	76	√	
9	BR	83	√	
10	BAK	77	√	
11	BHO	76	√	
12	DR	86	√	
13	DA	72	√	
14	DT	83	√	
15	FN	70	√	
16	FPK	66		√
17	KK	66		√
18	HE	73	√	
19	IP	76	√	
20	IZ	73	√	
21	LR	76	√	
22	MGA	76	√	
23	MWA	73	√	
24	MFB	72	√	
25	MAX	60		√
26	MY	53		√
27	MUM	70	√	
28	MN	76	√	
29	NY	73	√	
30	RIB	70	√	
31	RNS	76	√	
32	SF	51		√
33	SMH	63		√
34	SIS	76	√	
35	SWM	57		√
36	SS	79	√	
37	TAUN	73	√	
38	ULFH	76	√	
39	FP	76	√	
40	YH	86	√	
Total	40 (N)	2903 (Σx)	31 (n)	9

Based on the table above, the meanscore of the VIII-A students' vocabulary test could be counted as follows:

$$\begin{aligned}M &= \sum x/N \\ &= 2903/40 \\ &= 72,5\end{aligned}$$

Then, the percentage of the VIII-A students who got score (≥ 70) in the vocabulary test could be counted as follows:

$$\begin{aligned}E &= n/N \times 100\% \\ &= 31/40 \times 100\% \\ &= 77,5 \%\end{aligned}$$

Based on Table 4.6 above it was known that the percentage of the students who got the vocabulary test at least 70 (≥ 70) was 77,5% or 31 out of 40 students. It means that the action of the English teaching and learning process by using the cartoon movie media to improve the students' vocabulary achievement in cycle 2 had achieved. Therefore, it was not necessary to conduct the third cycle to improve the VIII-A students' vocabulary achievement by using the cartoon movie media in the 2014-2015 academic year.

4.3 Reflection

In this stage, the teacher and the English teacher conducted reflection. In Cycle 2, the reflection was conducted when the results of observation and the results of vocabulary achievement test were done. In this research, the result of observation found that there was 67,5% of 40 students in the VIII-A students participated actively during the English vocabulary teaching and learning process by using the cartoon movie media. In the second meeting, there was 75% of 40 students or 30 students out of 40 actively participated during the English vocabulary teaching and learning process by using cartoon movie media. It means that the students' active participation in the English vocabulary teaching and learning process by using the cartoon movie media in the academic year of 2014-2015 had been fulfilled. Meanwhile, based on the product evaluation in Cycle 2, the vocabulary test which was conducted on June 24th, 2014 in the VIII-A Classroom. It was shown that there were 31 out of 40 student or 77,5% of 40 students who got score atleast 70. It could be stated that the percentage of the

students gaining score at least 70 in the vocabulary test had been achieved. As a result, the action in Cycle 2 was successful to improve the VIII-A students' vocabulary achievement by using the cartoon movie media.

4.4 Discussion

In Cycle 1, the result of the students' vocabulary achievement test were not successful; therefore, it was continued to the second cycle. In Cycle one, some materials had some problems and made the students' vocabulary achievement not meet the standard score requirement. It means most of the students had difficulties in comprehending the materials given such as they could not understand the essence of the cartoon movie media, interrupted with the visualization of the classroom and the language used by the teacher who used full English in explaining the materials fully.

Those problems in the first Cycle insisted the researcher to have a serious consultation with the research consultants and the English teacher of the VIII-A students of SMPN 14 Jember. Therefore, some materials and the weak aspects used by the researcher in the first meeting and the second meeting were invited and had been consulted to the research consultants and the English teacher of SMPN 14 Jember. The result of the action in Cycle 2 showed that the students' vocabulary achievement improved. There were some suggestions implemented into the cartoon movie media as follows:

- a. The researcher was suggested to prepare the atmosphere of the classroom such as: using curtain to reduce the brightness of the classroom which disturb the brightness of the video, using UPS to avoid electricity down and using layer of visual to ensure the video can be seen clearly. Those suggestions were implemented by the researcher to avoid the interruption during the English vocabulary teaching and learning process by cartoon movie media.
- b. The researcher was suggested to fix the gap of timing between the subtitle and the cartoon movie. It was intended to make the students of VIII-A understand the vocabulary in the cartoon movie.

- c. The researcher was suggested to replace the video format from 3gp to MP4 or FLV to improve the visualization of the cartoon movie video.
- d. The researcher should not use full English in explaining the materials so that the students could understand the teacher's explanation.

After the researcher implementing the suggestion from the English teacher of SMPN 14 Jember and the research consultant, the result of the research which was aimed to improve the VIII-A students vocabulary achievement and their active participation had been fulfilled in Cycle 2. As a result, table 4.6 showed the result of the research which was intended to improve the VIII-A students' vocabulary achievement during the English teaching and learning process by using cartoon movie media in the Cycle 1 and Cycle 2.

Based on the table 4.6 above, the result of the action can be seen that the VIII-A students could comprehend the cartoon movie media during the English vocabulary teaching and learning process continuously improved. In the first cycle at the beginning of the English vocabulary teaching and learning process, the VIII-A students were improved in paying attention to the teacher's explanation. In the second meeting of Cycle one, the students were able to identify the unfamiliar words in the cartoon movie media given. In addition, in the second cycle, there was a significant improvement related to the students' active participation and students' vocabulary achievement. Students showed their attention and their achievement although they did not reach the target. As the result of the observation, the students were able to show their active participation and fulfilled the standard score requirement which can be seen on the table 4.5.

Table 4.7The Improvement of the Students' Vocabulary Active Participation from Cycle 1 to Cycle 2

No	The percentage of the students' active participation	Percentage		Average
		Meeting 1	Meeting 2	
1.	Cycle 1	50%	67,5%	58.75%
2.	Cycle 2	67,5%	75%	71,25%

Based on table 4.7 above, in Cycle 1, there were 20 students out of 40 or 50% of 40 students actively participated during the English vocabulary teaching and learning process by using cartoon movie media. It improved in the second meeting which reached 67.5%. However, the average percentage of students' active participation was 58.75%. It had not achieved the target percentage of the students' active participation that was 70%. Then, the result of observation in Cycle 2 showed that the average percentage of the students' active participation was 71,25%. It means that it had achieved the target of students' active participation.

There were some factors that caused the target of the students' active participation in Cycle 1 not fulfilled. First, the media used by the teacher were not good in visualisation. Second, there were gaps about timing which happened between subtitle and cartoon movie media. Third, the atmosphere of the classroom and the researcher who only used English in explaining the materials. Therefore, the researcher did some revisions to the media used to improve their vocabulary achievement and their active participation by doing some suggestions from the research consultants and the English teacher of the VIII-A students in SMPN 14 Jember. Then, the result of the action in Cycle 2 could improve the VIII-A students vocabulary achievement and their active participation.

Table 4.8 The Improvement of the Students' Vocabulary Achievement in the Cycle 1 and Cycle 2

The percentage of the students' who got score ≥ 70 in the vocabulary test	Cycle 1	Cycle 2
	67,5%	77,5%

Based on the vocabulary achievement test in Cycle 1 and Cycle 2, it was known that the result of the students' vocabulary achievement test improved in Cycle 2. In Cycle 1, there was 67,5% of 40 students or 27 of 40 students who got scores ≥ 70 and it improved in the second cycle which reached 77,5% of 40 students or 31 of 40 students got scores ≥ 70 in the vocabulary test. It could be concluded that the students' vocabulary achievement improved about 10% in Cycle 2. Table 4.3 showed some important revisions to improve the students' vocabulary achievement and their active participation in Cycle 2.

Teaching English vocabulary by using cartoon movie media was a good way not only to improve the VIII-A students' active participation but also their vocabulary achievement. This statement was the same as the theory of Kurniawan (2005), who states that the use of cartoon movie or figures which are filled by real human beings gives real impression. The cartoon movie media which have real impression improves the students' active participation and their vocabulary achievement. It is in line with Lonergan (1995:4) who states that the capability of the video film is presenting complete communicative situation. From the video movie, especially cartoon movie, students are able to listen to the sound and watch the cartoon movie. As a result, the students' vocabulary achievement and their active participation improved in each meeting from Cycle 1 to Cycle 2.

There were some successful researches who used cartoon movie media to improve the students' vocabulary achievement and their active participation. The previous research done by Muzayyanah (2010) and Babur (2012). The first research entitled "The Influence of Watching English Cartoon Movie on Vocabulary Achievement of the Second Year Students in SLTP 1 Mangaran in the Academic Year 2007/2008" found that the cartoon movie used as media was able

to help students improve their Vocabulary Achievement. The second research done by Babur (2012) entitled “Improving The Seventh Grade Students’ Vocabulary Comprehension and Interests’ by using Cartoon Animation at SMPN 14 Jember in the 2010/2011 Academic Year”, found that the use of Cartoon Animation had a significant effect on the students’ vocabulary achievement. In conclusion, the researchers proved that the use of cartoon movie media is useful and helpful to improve the VIII-A students’ vocabulary achievement and participation.

Based on the researcher’s experience during implementing the cartoon movie media in English teaching and learning process on VIII-A students at SMPN 14 Jember, there were some problems appeared such as:

1. The gap of sound and subtitle which did not appeared at the same time. It makes the students could not read the text speaker or the character of the cartoon movie.
2. Some visualizations of the cartoon movie media which had low quality (3gp video format) of output on the television screen. It made the VIII-A students could not see the cartoon movie media on the television screen clearly. Therefore the
3. There was an atmosphere of the VIII-A classroom affected the implementation of English vocabulary teaching and learning process by using cartoon movie media, they are: the space of the classroom which too wide, and many windows (12 windows) were opened that affected the brightness of the cartoon movie media.
4. The number of the VIII-A students which consists of 40 students made the students sometimes too crowded during teaching and learning process.

Those problems above were really real influenced for the researcher while implementing the cartoon movie media on the VIII-A students to improve their vocabulary achievement and their participant. Therefore the researcher gave some suggestion for future research they are:

1. In order to solve the gap of the sound and subtitle, the next researcher should paying attention to the timing of the cartoon movie media. It can be solved by using some application such as GOM Player, or Subtittle Maker. Those applications will reduce the gap between subtitle and the character of the cartoon movie.
2. Related to the visualizations of cartoon movie media, the next researcher should try to use HD quality of video format such as: AVI and MP4. Those output video format will reduce the stretch of the picture of the cartoon movie.
3. Trying to make sure the space of the students' seat are very comfortable to watch cartoon movie media on the television screen by asking the student to manage the distance. In the other side, the next researcher must be able to reduce the brightness of the classroom by using curtain to close the opened windows.
4. The numerous students which consist of 40 students can affect the English vocabulary teaching and learning process by using cartoon movie media. Therefore, the next researcher must be able to introducing the students' rules and the teacher's rule.

From the statement and the discussion above, it was very important to use any interactive media, such as cartoon movie media which were useful to improve the students' vocabulary achievement and their active participation. Therefore, the result of the research in the first and second cycle proved the hypothesis which says: “ The teaching of vocabulary by using the cartoon movie media could improve the VIII-A students' active participation and their vocabulary achievement at SMPN 14 Jember in the 2014/2015 academic year”.

CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of this research and suggestions for the people. The conclusions are gained from the results of the research, while the suggestions are proposed to the English teacher, the students and the future researchers.

5.1 Conclusion

Based on the results of the vocabulary test and observation, it could be concluded as follows:

1. The use of cartoon movie media could improve the VIII-A students' active participation in vocabulary class at SMPN 14 Jember. The results of observation showed that the percentage of the students' active participation during the vocabulary class by using cartoon movie media improved from 67,5% in Cycle 1 to 75% in Cycle 2.
2. The use of cartoon movie media could improve the VIII-A students' vocabulary achievement at SMPN 14 Jember. The results of the vocabulary test showed that, the percentage of the students who got score at least 70 or (≥ 70) was 67,5% in the vocabulary test improved from 67,5% in Cycle 1 to 77,5% in Cycle 2.

5.2 Suggestions

Since the use of cartoon movie media was able improve the students' active participation and their vocabulary achievement, some suggestions are proposed to the following people:

- a. The English Teacher

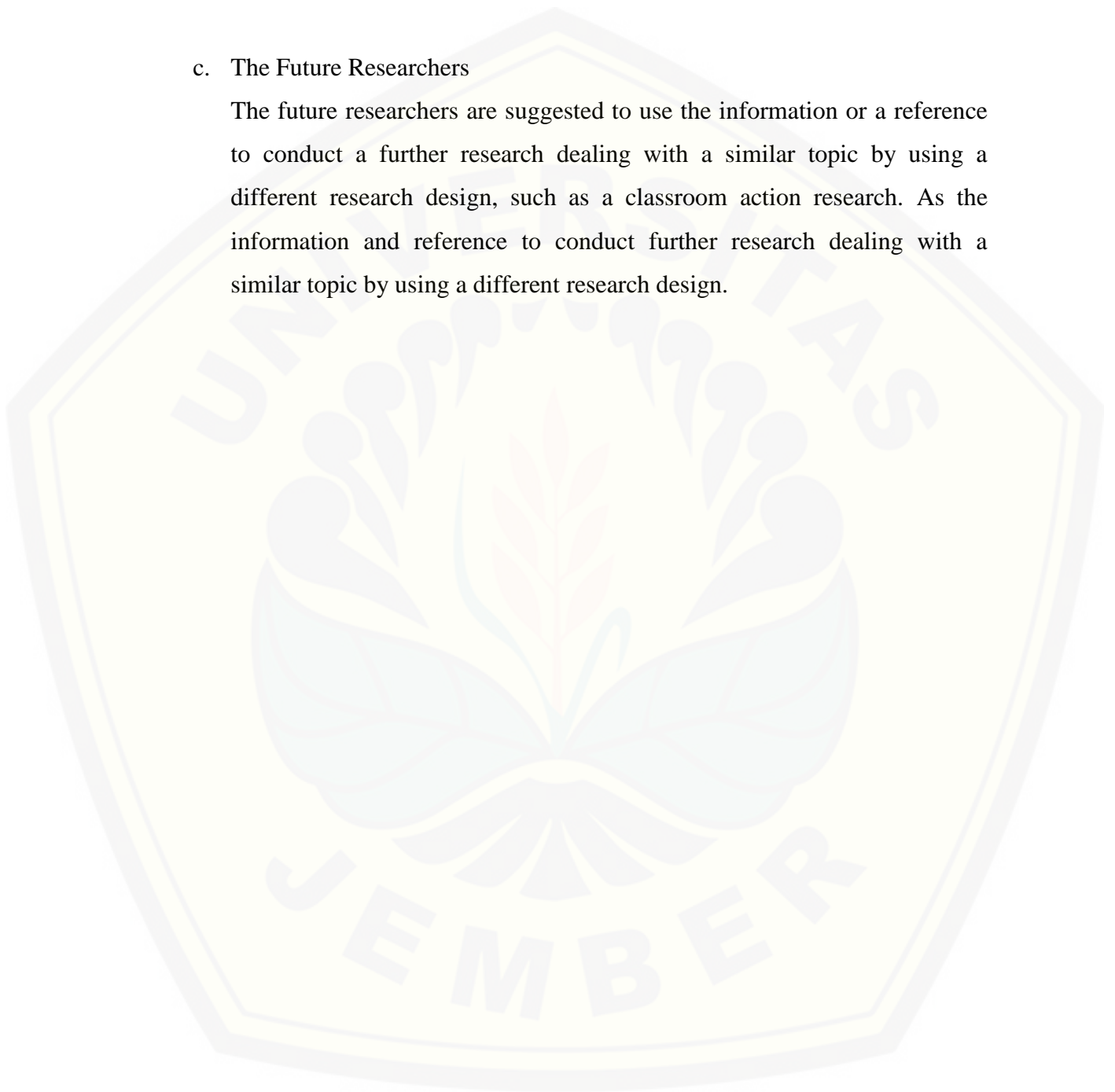
Based on the research results, it is suggested that the English teacher also uses cartoon movie as media in the teaching of vocabulary because it can improve the students' active participation and their vocabulary achievement.

b. The Students

The students are suggested to be actively involved in the teaching and learning process of vocabulary by using cartoon movie as media.

c. The Future Researchers

The future researchers are suggested to use the information or a reference to conduct a further research dealing with a similar topic by using a different research design, such as a classroom action research. As the information and reference to conduct further research dealing with a similar topic by using a different research design.



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APPENDIX 1. RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPHOTESIS
Improving the Grade VIII-A Students' Vocabulary Achievement by Using Cartoon Movie Media at SMP Negeri 14 Jember in the 2014/2015 Academic Year	<p>How can the use of cartoon movie media improve the Grade VIII-A students' Vocabulary Achievement at SMP Negeri 14 Jember in the 2014/2015 Academic Year?</p> <p>How can the use of cartoon movie media improve the Grade VIII-A students' active participation in the process of vocabulary teaching and learning at SMP Negeri 14 Jember in the 2014/2015 Academic Year?</p>	<p>1. Independent variable:</p> <p>a. Teaching vocabulary using the cartoon movie media</p> <p>2. Dependent variable:</p> <p>a. The students' vocabulary achievement</p> <p>b. The students' active participation</p>	<p>1. a. The use of cartoon movie media in the teaching of large vocabulary nouns, verbs, adjectives, and adverbs.</p> <p>2. a) The students' scores of vocabulary dealing with nouns, verbs, adjectives, and adverbs</p> <p>b). The indicators of active participation: The students' activities in: 1) paying attention to the teacher's explanation: 2) answering the teacher's oral questions 3)finding the meanings of the new vocabularies in the dictionary 4) doing the vocabulary exercises by using cartoon movie media</p>	<p>1. Subjects: The Grade VIII-A students' of SMP Negeri 14 Jember in the 2014/2015 academic year</p> <p>2. Informant: The English teacher of grade VIII-A at SMP Negeri 14 Jember</p> <p>3. Documents:</p> <ul style="list-style-type: none"> - The names of the subjects at SMP Negeri 14 Jember - The lists of the students' previous scores of vocabulary 	<p>1. Research design: Classroom Action Research with the cycle model The stages of each cycle:</p> <ol style="list-style-type: none"> a. Planning the action b. Implementing the action c. Observing the classroom d. Evaluating and Reflecting the action <p>2. Area Determination Method: Purposive Method</p> <p>3. Subject Determination Method: Purposive Method</p> <p>4. Data Collection Methods:</p> <ol style="list-style-type: none"> a. Primary data <ul style="list-style-type: none"> • Vocabulary test • Observation b. Supporting data <ul style="list-style-type: none"> • Interview • Documentation <p>5. Data analysis The primary data from the vocabulary test will be analyzed quantitatively to find the percentage of the students' who get score at least 70 in the vocabulary test achievement by using the following formula:</p> $E = \frac{n}{N} \times 100\%$ <p>E = the percentage of the students who get score at least in the vocabulary test ≥ 70 n= the number of the students who get score ≥ 70 N= the number of the subjects <i>(Adapted from Ali, 1993:186)</i></p> <p>The data of the observation checklist is analyzed by using the following formula:</p> $E = \frac{n}{N} \times 100\%$ <p>E = The percentage of the students' active participation in the vocabulary teaching and learning process by using cartoon movie media N = The number of the students (the research subjects) n = The number of the students who are categorized as active students <i>(Adapted from Ali, 1993:186)</i></p>	<p>3. The use of cartoon movie media can improve the VIII-A students' vocabulary achievement at SMP Negeri 14 Jember in the 2014/2015 Academic Year</p> <p>4. The use of cartoon movie media can improve the VIII-A students' active participation in the vocabulary teaching and learning process at SMP Negeri 14 Jember in the 2014/2015 Academic Year</p>

APPENDIX 2

Interviewer : Johariaz Iswara Wiranata
 Interviewee : Ellyzabeth Reny D, S.Pd
 Date : May, 9th 2014
 Time : 9 A.M – 10 A.M
 Place : SMP NEGERI 14 JEMBER

Interviewer	Interviewee (the English teacher)
<ol style="list-style-type: none"> 1. How many classes do you teach? 2. Based on your experience, what class has the lowest mean score of vocabulary test? 3. What kind of problem do the students have in learning vocabulary? 4. How do you teach vocabulary to the students? 5. Do you use any media in vocabulary? 6. Have you ever used Cartoon Movie Media in teaching vocabulary? If not, why? 7. May I have the data of the students' vocabulary achievement? 8. Ok miss, thank you for your information about the students' problem in learning vocabulary. I will see you next time. 	<ol style="list-style-type: none"> 1. Three (3) Classes. They are A,B,C 2. Actually, most of the classes do not pass the target. But VIII-A is the biggest problem related to the target of English. In that class, the mean score is about 56,05 3. They have alot of problems in learning vocabulary: <ol style="list-style-type: none"> a. They cannot focus on the exercise given b. They experience difficulties to memorize the vocabulary c. They do not have good motivation to learn English 4. I teach as usual, using text book 5. I use media which is in the text book such as picture 6. No, because I do not have any preparation for that and I used to teach such this way. 7. Ok, here is the data. There are only 10 students who pass the vocabulary test. It means that 30 students do not pass the test 8. Ok, see you

Appendix 3 List of the VIII-A Students' Previous Vocabulary : (from the English Teacher)

Satuan Pendidikan Pendidikan		: SMP 14 Jember			Tahun Pelajaran		: 2014/2015		
Mata Pelajaran		: B. INGGRIS			Kurikulum Acuan		: KTSP Berkarakte		
Kelas/Semester		: VIII A / GENAP			Jml Soal/Siswa		: 20/40		
NO	NAMA SISWA	JENIS SOAL		Jml	Skor Max	Tuntas			
		CLASSIFYING THE VOCABULARIES	FINDING THE WORD			Ya	Tdk		
1	ABD WAHID	39	33	72	100	√			
2	ABD MUNIP	30	22	52	100		√		
3	A. ROHMAN ALI Wafa	27	22	49	100		√		
4	ADE IRAWAN	27	11	38	100		√		
5	AHMAD ARDIANTHO	27	44	71	100	√			
6	AMALIA HASANAH	27	44	71	100	√			
7	ANAS MAHRUS	36	22	58	100		√		
8	ANISATUL MALIHA	24	22	46	100		√		
9	BABUR ROSID	27	22	49	100		√		
10	BAGUS ANDI KURNIAWAN	24	33	57	100		√		
11	BUDI HARIYANTO	27	11	38	100		√		
12	DEDIK RIYANTO	27	44	71	100	√			
13	DENY ALFAHIDAYAT	27	55	82	100	√			
14	DINI TRISNAWATI	39	33	72	100	√			
15	FANI NOKNING	36	11	47	100		√		
16	FENDI PRADANA KUSUMA	24	33	57	100		√		
17	FRIEND KUMARULLOH	24	22	46	100		√		
18	HERLINA	27	22	49	100		√		
19	INDAH PERMATA SARI	24	22	46	100		√		
20	INTAN ZULFIAH	24	22	46	100		√		
21	LUSI ROMADHONA	24	33	57	100		√		
22	M. GAFI AFANI	21	33	54	100		√		
23	MOH. WASIL ASHARI	27	22	49	100		√		
24	MOH. FAJAR BINTANG P.	21	22	43	100		√		
25	MOH. ALEK	27	33	60	100		√		
26	MOHAMMAD YUSUF	21	22	43	100		√		
27	MUHAMMAD MASRURI	21	22	43	100		√		
28	MUHAMMAD NURUL	33	44	77	100	√			
29	NORMA YUNITA	21	33	54	100		√		
30	RISKI IFAN BRAMATYO	24	33	57	100		√		
31	RIZA NOVITA SARI	36	11	47	100		√		
32	SITI FATIMAH	36	33	69	100		√		
33	SITI MAISAROH	21	11	32	100		√		
34	SONI IMAM SANTOSO	33	11	44	100		√		
35	SRI WAHYUNI M	24	33	57	100		√		
36	SUSI SUSANTI	33	55	88	100	√			
37	TAUFIQURROHMAN	21	33	54	100		√		
38	ULFA HASANAH	33	44	77	100	√			
39	VIRGINIA PAMUNGKAS	21	22	43	100		√		
40	YONIF HARIYADI	33	44	77	100	√			
Prosentase Siswa Lulus				25					
Prosentase Siswa Tidak Lulus				75					
Mean Score				56.05					
Menyetujui									
Guru Mata Pelajaran									
ELLYZABETH RENY D. SPd									
NIP. 19701106 200801 2 017									

Appendix 4 List of the VIII-B Students' Previous Vocabulary Score (from the English Teacher)

Satuan Pendidikan Pendidikan		: SMP 14 Jember			Tahun Pelajaran		: 2014/2015	
Mata Pelajaran		: B. INGGRIS			Kurikulum Acuan		: KTSP Berkarakte	
Kelas/Semester		: VIII B / GENAP			Jml Soal/Siswa		: 20/40	
NO	NAMA SISWA	JENIS SOAL		Jml	Skor Max	Tuntas		
		CLASSIFYING THE VOCABULARIES	FINDING THE WORD			Ya	Tdk	
1	ABD BARID	39	44	83	100	√		
2	ABDUL HALIM	30	55	85	100	√		
3	ABDUL WARIS	36	44	80	100	√		
4	ABDUL WAFI	27	33	60	100		√	
5	ABDURRAHMAN WAHID	27	55	82	100	√		
6	ACHMAD SUTIKNO	36	44	80	100	√		
7	ACHMAD ZAINI	36	22	58	100		√	
8	AINI HOLINDA	33	22	55	100		√	
9	BADRUT TAMAM	39	22	61	100		√	
10	DEKI	24	33	57	100		√	
11	EKA INDAH FEBRIYANTO	27	33	60	100		√	
12	FARIDA	39	44	83	100	√		
13	FATHOR ROSI	36	55	91	100	√		
14	FIRMAN WAHYUDI	39	55	94	100	√		
15	HASAN BASRI	36	33	69	100		√	
16	HASANAH	24	44	68	100		√	
17	HERMAN FAILANI	36	22	58	100		√	
18	HOIRUL UMAM	27	22	49	100		√	
19	IMAMATUL UYUN	24	44	68	100		√	
20	IRWANTO	24	44	68	100		√	
21	JANNATUL FIRDAUS	30	33	63	100		√	
22	JUNAEDI	21	33	54	100		√	
23	LUTFIATUL MUNAWAROH	33	44	77	100	√		
24	MOH ARIF	27	44	71	100	√		
25	MOH ABD RAHMAN	27	33	60	100		√	
26	MOHAMMAD BASRI	30	22	52	100		√	
27	MUHAMMAD HAFID	30	22	52	100		√	
28	MUHAMMAD KURDI	36	22	58	100		√	
29	MUHAMMAD LUTFI	21	33	54	100		√	
30	MUSKIYATUN HASANAH	33	33	66	100		√	
31	NUR RAHMAN	36	11	47	100		√	
32	NUR ACHMAD HAFID	39	33	72	100	√		
33	SEPTIAN PUJI PRASETYO	36	11	47	100		√	
34	SEPTIAN ALI	33	11	44	100		√	
35	SEPTIAN AL FATAH	33	44	77	100	√		
36	SITI MARIYAH	33	55	88	100	√		
37	SUGIANTO	24	44	68	100		√	
38	SUHARTATIK	33	55	88	100	√		
39	SUNARSIH	36	22	58	100		√	
40	TONI HALIM KUSUMA	24	44	68	100		√	
Prosentase Siswa Lulus				35%				
Prosentase Siswa Tidak Lulus				65%				
Mean Score				66.82				
Menyetujui								
Guru Mata Pelajaran								
<u>ELLYZABETH RENY D. SPd</u>								
NIP. 19701106 200801 2 017								

Appendix 5 List of the VIII-C Students' Previous Vocabulary Test (from the English Teacher)

Satuan Pendidikan	: SMP 14 Jember	Tahun Pelajaran	: 2014/2015
Mata Pelajaran	: B. INGGRIS	Kurikulum Acuan	: KTSP Berkarakte
Kelas/Semester	: VIII C / GENAP	Jml Soal/Siswa	: 20/40

NO	NAMA SISWA	JENIS SOAL		Jml	Skor Max	Tuntas	
		CLASSIFYING THE VOCABULARIES	FINDING THE WORD			Ya	Tdk
1	ALDIAN TAHER	39	44	83	100	√	
2	ANGGITA SLAVIKA	30	55	85	100	√	
3	CITRA AMALIA	36	44	80	100	√	
4	ABDUL WAFI	39	33	72	100	√	
5	DANI MAULIKA	27	55	82	100	√	
6	DAYAT	36	44	80	100	√	
7	DEVI PERMATA SARI	36	22	58	100		√
8	DEWI MUSTIKA	33	22	55	100		√
9	DIMAS OCTAVIA	39	22	61	100		√
10	DIMAS WAHYU	24	33	57	100		√
11	EFI JULIANA	27	33	60	100		√
12	FAHRUL ROSI	39	44	83	100	√	
13	FIRMAN WAHYUDI	36	55	91	100	√	
14	INTAN PANDINI	39	55	94	100	√	
15	JAKA SANTOSO	39	33	72	100		√
16	MAHFUD ALFARISI	24	44	68	100		√
17	M ALFARIS	36	22	58	100		√
18	MAULINDA ANASTASHA	27	22	49	100		√
19	NADIA ROSALINA	24	44	68	100		√
20	NANDA PEMANA	24	44	68	100		√
21	NURIL KHOMAIRAH	30	33	63	100		√
22	RADINDA AYU SAFIRA	36	44	80	100	√	
23	RAFAEL VISTA	36	44	80	100	√	
24	RAHMAT JAYUAR	27	44	71	100	√	
25	RIFAN MUSTOFA	27	33	60	100		√
26	RINATRI WIRANDA	30	22	52	100		√
27	RISA WULANDARI	30	22	52	100		√
28	RISKI ISHAK	33	44	77	100	√	
29	SATRIA BAGUS	21	33	54	100		√
30	SHERLI AGUSTIN	33	33	66	100		√
31	SONIE SAPUTRA	36	11	47	100		√
32	SUKRON WALI SANJAYA	39	33	72	100	√	
33	SYERIL NAYYARA	36	11	47	100		√
34	SAFIK UTAMA	33	11	44	100		√
35	SAID UMAR	24	44	68	100		√
36	SANDI LAKSAMANA	33	55	88	100	√	
37	SARI RAHMA NIAR	33	44	77	100	√	
38	SILATUS SHOLEHAH	33	55	88	100	√	
39	SYAFRIL MUJI	36	22	58	100		√
40	UBAY DILAAH ARAFAT	33	11	44	100		√
Prosentase Siswa Lulus				42.5%			
Prosentase Siswa Tidak Lulus				57.5%			
Mean Score				67.8			
Menyetujui							
Guru Mata Pelajaran							
ELLYZABETH RENY D. SPd							
NIP. 19701106 200801 2 017							

APPENDIX 6. CYCLE 1

LESSON PLAN I

First Meeting

(RPP)

School Name	: SMP Negeri 14 Jember
Subject	: English
Grade / Semester	: VIII / 2
Skill	: Reading
Sub Skill	: Vocabulary
Text Type	: DescriptiveText (Parts of a bird)
Time	: 2 x 40 Minutes

I. Standard Competence :

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar
(Comprehending the meaning of written functional text and short essay in the form of descriptive and recount that relates to the surroundings)

II. Basic Competence :

- 5.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
(Reading aloud a functional text and essay text meaningfully in the form of short and simple descriptive and recount using acceptable pronunciation, stressing and intonation that relates to surroundings)
- 5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar
(Responding the meaning of written functional text and short essay accurately that relates to surroundings)
- 5.3 merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam bentuk teks berbentuk deskriptif dan recount
(Responding the meaning and rhetorical step of a short essay text in the form of descriptive and recount text accurately and fluently that relates to surrounding)

III. Indicators**1. Cognitive****a. Product**

1.1 Finding the general and specific information of descriptive text of "parts of a bird" using cartoon movie media

b. Process

1.2 Watching and listening to the cartoon movie media about "part of a bird".

1.3 Finding out the meaning of the unfamiliar vocabularies from the text.

1.4 Classifying noun, verb, adjective, adverbs from the words provided by the teacher

IV Learning Objectives

At the end of the teaching learning process, the students are able to:

a. Product

4.1 Find the general information and specific information based on the cartoon moviemedia.

b. Process

4.2 Watch and listen to the cartoon movie media about "part of a bird".

4.3 Find out the meaning of the unfamiliar vocabularies.

4.4 Classify noun, verb, adjective, adverb from the words provided by the teacher

V. Teaching Materials

5.1 Cartoon movie about Parts of a bird(Enclosed)

VI. Teaching and learning strategy

6.1 Approach : The Student centered learning

6.2 Method : Presentation, Question and Answer, Vocabulary Exercises, Discussion.

VII. The teaching and learning activity

No.	The Teacher's Activities	The Students' Activities	Time
1.	<p>Introduction</p> <p>a. Greeting</p> <p>b. Checking the student's attendance</p> <p>c. Giving some leading questions</p> <p>d. Stating the objectives</p>	<p>a. Responding</p> <p>b. Answering</p> <p>c. Answering the teacher's questions</p> <p>d. Paying attention</p>	10
2.	<p>Main Activities</p> <p>a. Presenting the cartoon movie media about parts of a bird</p> <p>b. Asking the students to find the unfamiliar vocabularies and find their meanings by using dictionary</p> <p>c. Discussing the cartoon movie media (the story, the character, plot and etc) to make sure that the students have a background knowledge before doing the exercises</p> <p>d. Asking the students to do vocabulary exercise I in the form of classifying the vocabularies based on their type (Noun, Verb, Adjective and adverb)</p>	<p>a. Paying attention to the teacher's presentation about parts of a bird</p> <p>b. Finding the unfamiliar vocabularies and find the meanings</p> <p>c. Discussing together</p> <p>d. Paying attention to the teacher's directions and doing exercise I individually</p>	55

	<p>individually</p> <p>e. Asking the students to do exercise II in the form of multiple choices individually</p> <p>f. Discussing the answer together</p> <p>g. Asking the students to do exercise III in the form of arranging the word and identifying the meaning of the words.</p> <p>h. Discussing the answer together</p>	<p>e. Paying attention to the teacher's directions and doing the exercise II individually</p> <p>f. Discussing</p> <p>g. Paying attention to the teacher's directions and doing the exercise III individually</p> <p>h. Discussing</p>	
3.	Closing		
	<p>a. Guiding the students to draw a conclusion by giving oral questions about parts of a bird</p> <p>b. Giving some suggestions to the students and inform them about the next material in the following meeting</p>	<p>a. Making a conclusion by answering the teacher's questions about parts of a birds</p> <p>b. Paying attention to the teacher's suggestions</p>	15

VIII. Media and Sources

7.1 Media

- a. Power Point Presentation

7.2 Sources

- a. <http://www.youtube.com/watch?v=IRvgf-hNjC8>
- b. BSE English in Focus for Grade VIII Junior High School

IX. Score**The maximum score is 100**

No	Elements	The number of item	Score	Excellent	80-100
1	Classifying the Vocabularies and finding the meaning	20x2	60	Good	70-79
2	Multiple choice	10x1	10	Fair	60-69
3	Guessing the picture	5x6	30		
			100	Poor	50-59
				Fail	0-49

Jember, 19th May 2014**Teacher Consultant****Teacher Trainee****EllyzabethRenyDamayanti, S.Pd****JohariazIswaraWiranata****NIP.197011062008012017****NIM. 080210401019**

LEADING QUESTIONS?

1. Do you know the name of an animal which can fly?
2. There are alot of birds. Could you mention one of them?
3. What do they eat for living?
4. What about the birds which eat fish for living?
5. Do you know what is the name of the bird?
6. They always surround their target(fish) in the air. Do you get the idea about the name?
7. Good, now let's see the material!

Let's watch the cartoon movie on Television!

Part of bird



Source : Source: <http://www.youtube.com/watch?v=IRvgf-hNjC8>

EXERCISE I

Please identify vocabulary in the table below by giving a tick in the column (√)

No.	Words	Verb	Noun	Adjective	Adverb	Meaning
1	Beak					
2	Claws					
3	Eagle					
4	Flexible					
5	Fly					
6	Forelimb					
7	Handle					
8	Hunt					
9	Legs					
10	Near					
11	Neck					
12	Nest (ing)					
13	On					
14	Paw					
15	Eyes					
16	Strong					
17	Tree					
18	Walks					
19	Wings					
20	Yellowish					

EXERCISE II

Choose the correct answer by crossing a, b, c, or d

- Eagle is a kind of
 - fish
 - tree
 - bird
 - cat
- A bird food with the help of its beak
 - walks
 - eats
 - flies
 - swims
- There are two attached to the trunk. They use them to fly
 - wings
 - eyes
 - legs
 - beaks
- There are two legs attached to the trunk. They use them to
 - perch
 - fly
 - swing
 - swim
- There is a tail it isof the bird body attached to the trunk
 - In the front
 - on the behind
 - near
 - Between

6. Birds not only can fly, but they can also
 - a. swim
 - b. jump
 - c. run
 - d. Walk

7. The sight of the bird eyes are very they can catch the bait easily
 - a. Hazy
 - b. Clear
 - c. dark
 - d. Bright

8. Birds usually perch on thestem of the tree
 - a. rotten
 - b. Slick
 - c. higher
 - d. lower


9. Birds also needair for breathing and flying
 - a. nose
 - b. Nostrils
 - c. trunk
 - d. tail

10. Birds do not chew their food, they swallow it
 - a. calmly
 - b. angrily
 - c. slowly
 - d. quickly

EXERCISE III

Look at the pictures below!

After watching cartoon movie video, you have to arrange the word and tell its function!

1. 


b - a - k - e =

Function =

.....

.....

.....

2. 

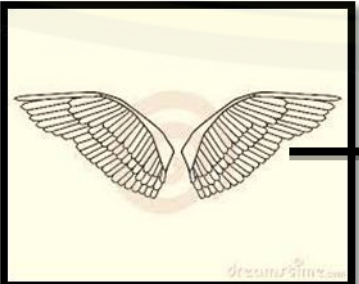
t - r - i - l - n - o - s =

Function =

.....

.....

.....

3. 

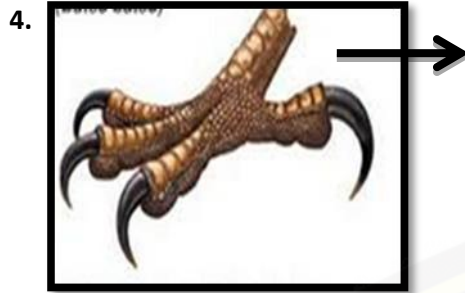
s - w - i - n - g =

Function =

.....

.....

.....



w - a - c - l =

Function =

.....

.....

.....



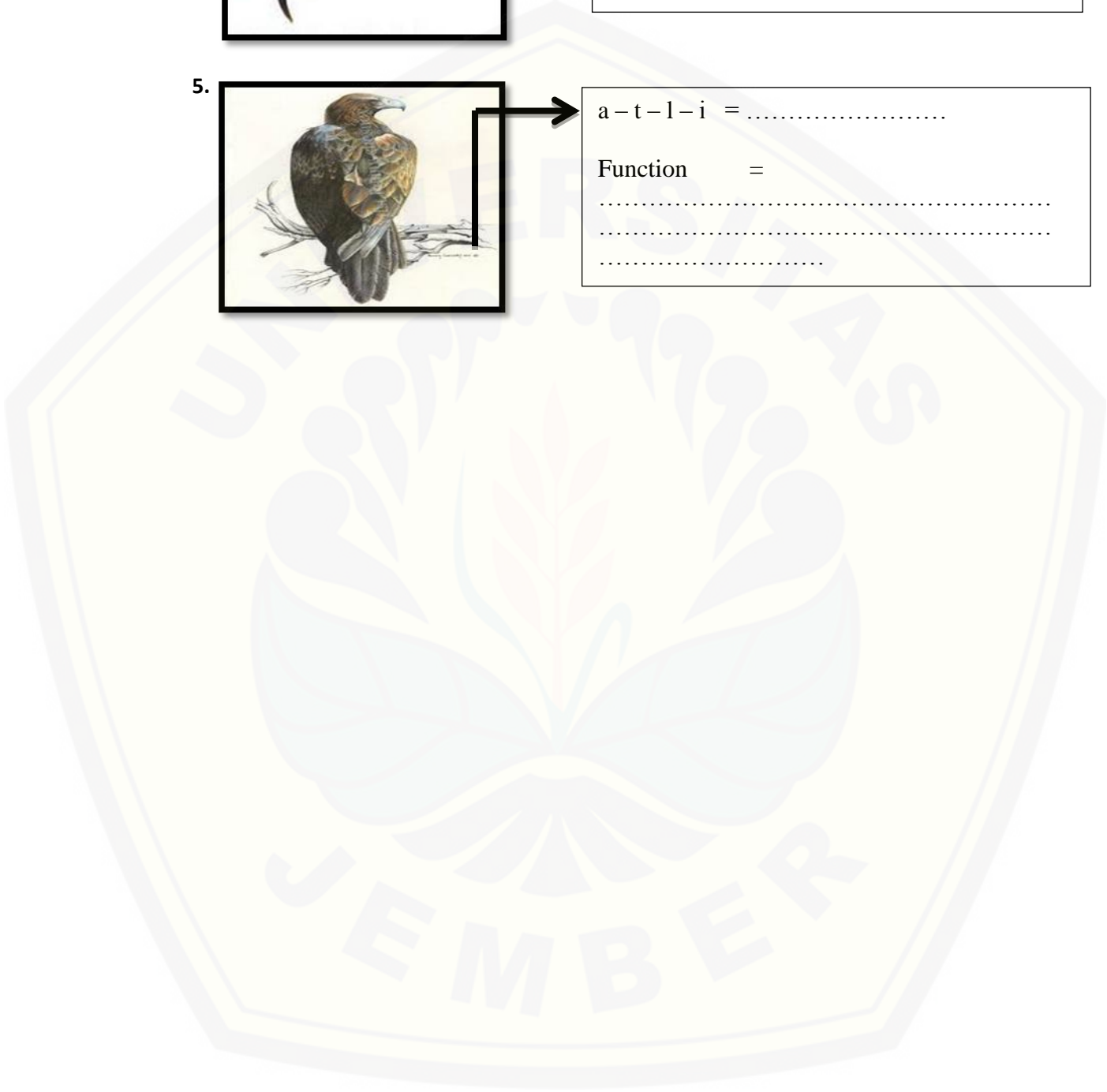
a - t - l - i =

Function =

.....

.....

.....



Answer Key

Exercise 1

No.	Words	Verb	Noun	Adjective	Adverb	Meaning
1	Beak		√			Paruh
2	Claw (s)		√			Cakar, Mencakar
3	Eagle		√			Burungelang
4	Flexible			√		Mudahdisesuaikan
5	Fly	√				Terbang
6	Handle	√				Mengatasi
7	Hunt	√				Berburu
8	Legs		√			Kaki
9	Near				√	Di dekat
10	Neck		√			Leher
11	Nest (ing)	√				Sangkar, Membuatsangkar
12	On				√	Di atas, Hidup
13	Paw		√			Bag. Padaburung (paruh)
14	Sharp			√		Tajam
15	Eyes		√			Mata
16	Tail		√			Ekor
17	Tree		√			Pohon
18	Walks	√				Berjalan
19	Wings		√			Sayap
20	Yellowish			√		Kekuning-kuningan

Exercise II

1. bird
2. eats
3. wings
4. perch
5. tail
6. walk
7. clear
8. higher
9. fresh
10. quickly

EXERCISE III

1. beak

It is used for swallowing the food

2. nostril

It is used for Breathing

3. wings

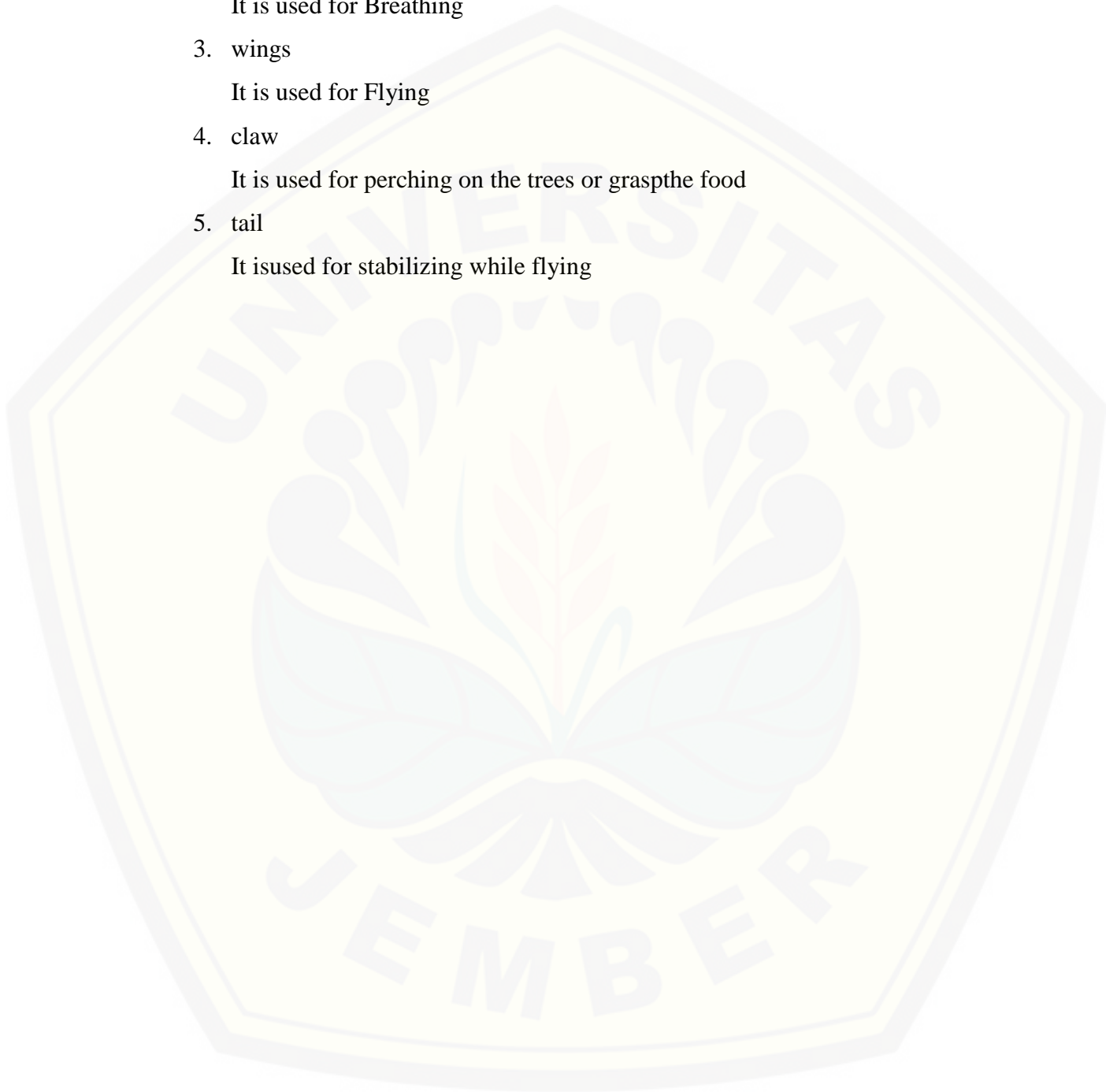
It is used for Flying

4. claw

It is used for perching on the trees or grasping the food

5. tail

It is used for stabilizing while flying



APPENDIX 7. SCRIPT OF CARTOON MOVIE MEDIA (PART OF A BIRD)

1

00:00:00,000 --> 00:00:01,000

Created by Johariaz Iswara Wiranata S.Pd

NIM 080210401019

2

00:00:02,000 --> 00:00:03,000

Dear, Students

3

00:00:04,000 --> 00:00:09,000

the body of a bird also has different parts

4

00:00:10,000 --> 00:00:13,000

Now, look at this bird

5

00:00:14,000 --> 00:00:22,000

Small round part in the front of its body is head

5

00:00:25,000 --> 00:00:29,000

you all have amouth to eat food don't you

6

00:00:32,000 --> 00:00:38,000

but a bird does not have a amouth like us to eat food

7

00:00:41,000 --> 00:00:44,000

it has a beak instead

8

00:00:45,000 --> 00:00:54,000

a bird eats food with the help of its beak

9

00:00:55,000 --> 00:00:59,000

you all have teeth in your mouth, don't you

10

00:01:02,000 --> 00:01:06,000

but a beak of a bird doesn't have any tooth in it

11

00:01:08,000 --> 00:01:14,000

So, the bird doest not chew its food

12
00:01:17,000 --> 00:01:23,000
it swallows its food directly without chewing

13
00:01:28,000 --> 00:01:30,000
a bird has two eyes.

14
00:01:31,000 --> 00:01:33,000
it sees with the help of its eyes

15
00:01:35,000 --> 00:01:44,000
so, the head of the bird has two eyes and a beak

16
00:01:45,000 --> 00:01:49,000
now, look at to the beak closely!

17
00:01:50,000 --> 00:01:56,000
you can see two holes

18
00:01:58,000 --> 00:02:01,000
These are nostril

19
00:02:03,000 --> 00:02:06,000
a bird breathes through its nostrils

20
00:02:09,000 --> 00:02:17,000
the body of a bird has a big part in the middle

21
00:02:19,000 --> 00:02:22,000
do you know what that is?

22
00:02:24,000 --> 00:02:27,000
well it is the trunk

23
00:02:29,000 --> 00:02:34,000
the trunk has wings attach to it

24
00:02:37,000 --> 00:02:41,000
a bird flies with the help of its wings

25

00:02:43,000 --> 00:02:49,000

a bird also has two legs attach to the trunk

26

00:02:52,000 --> 00:02:57,000

it walks with the help of its legs

27

00:03:00,000 --> 00:03:06,000

now, look at to the small part that joint with head and trunk

28

00:03:08,000 --> 00:03:11,000

it is a neck

29

00:03:12,000 --> 00:03:20,000

the part at the bag at the trunk is the tail

30

00:03:21,000 --> 00:03:27,000

so, the body has parts like

31

00:03:28,000 --> 00:03:33,000

a head, a neck, a atrunk, and a tail

32

00:03:35,000 --> 00:03:36,000

it also has

33

00:03:37,000 --> 00:03:43,000

two wings, two legs, a beak and two nostrils

34

00:03:44,000 --> 00:03:54,000

most of the birds have all these parts on their body

35

00:03:54,000 --> 00:04:00,000

but a kiwi doesn't has wings

APPENDIX 8. CYCLE 1

LESSON PLAN II

Second Meeting

(RPP)

School Name	: SMP Negeri 14 Jember
Subject	: English
Grade / Semester	: VIII / 2
Skill	: Reading
Sub Skill	: Vocabulary
Text Type	: DescriptiveText (Describing People)
Time	: 2 x 40 Minutes

II. Standard Competence :

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar
(Comprehending the meaning of written functional text and short essay in the form of descriptive and recount that relates to the surroundings)

II. Basic Competence :

- 5.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
(Reading aloud a functional text and essay text meaningfully in the form of short and simple descriptive and recount using acceptable pronunciation, stressing and intonation that relates to surroundings)
- 5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar
(Responding the meaning of written functional text and short essay accurately that relates to surroundings)
- 5.3 merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam bentuk teks berbentuk deskriptive dan recount
(Responding the meaning and rhetorical step of a short essay text in the form of descriptive and recount text accurately and fluently that relates to surrounding)

III. Indicators**2. Cognitive****a. Product**

1.1 Finding the general and specific information of descriptive text "Describing People" using cartoon movie media

b. Process

1.2 Watching the cartoon movie media about "Describing People".

1.3 Finding out the meaning of the unfamiliar vocabularies.

1.4 classifying noun, verb, adjective, adverbs from the words provided by the teacher

IV Learning Objectives

At the end of the teaching learning process, the students are able to:

a. Product

4.1 Find the general information and specific information based on the cartoon movie media.

b. Process

4.2 Watch the cartoon movie media about "Describing People".

4.3 Find out the meaning of the unfamiliar vocabularies.

4.4 Classify noun, verb, adjective, adverb.

.

V. Teaching Materials

5.1 Cartoon movie about Describing People(Enclosed)

VI. Teaching and learning strategy

6.1 Approach : The Student centered learning

6.2 Method : Presentation, Question and Answer, Vocabulary Exercises, Discussion.

VII. The teaching and learning activity

No.	The Teacher's Activities	The Students' Activities	Time
1.	<p>Introduction</p> <ul style="list-style-type: none"> a. Greeting b. Checking the student's attendance c. Giving some leading questions d. Stating the objectives 	<ul style="list-style-type: none"> a. Responding b. Answering c. Answering the teacher's questions d. Paying attention 	10
2.	<p>Main Activities</p> <ul style="list-style-type: none"> a. Presenting the cartoon movie media about Describing People b. Asking the students to identify the unfamiliar vocabularies and find their meanings by using dictionary c. Discussing the cartoon movie media (the story, the character, plot and etc) to make sure that the students have a background knowledge before doing the exercises d. Asking the students to do the vocabulary exercise I in the form of classifying the vocabularies based on their type (Noun, Verb, Adjective and adverb) individually e. Discussing the answer together f. Asking the students to do exercise II in the form of multiple choices individually g. Discussing the answer together h. Asking the students to do exercise III in the form of arranging the 	<ul style="list-style-type: none"> a. Paying attention to the teacher's presentation b. Identify the unfamiliar vocabularies and find the meanings c. Discussing together d. Paying attention to the teacher's directions and doing the exercise I individually e. Discussing f. Paying attention to the teacher's directions and doing the exercise II individually g. Discussing h. Paying attention to the teacher's directions and doing the exercise III 	55

	<p>word and identifying the meaning of the words</p> <p>i. Discussing the correct answers of the vocabulary exercises given</p>	<p>individually</p> <p>i. Discussing the correct answers</p>	
3.	Closing		
	<p>a. Guiding the students to draw a conclusion by giving oral questions about Describing People</p> <p>b. Giving some suggestions to the students and inform them about the next material in the following meeting</p>	<p>a. Making a conclusion by answering the teacher's questions about Describing Peoples</p> <p>b. Paying attention to the teacher's suggestions</p>	15

X. Media and Sources

7.3 Media

- a. Power Point Presentation

7.4 Sources

- a. <http://www.youtube.com/watch?v=ACRpnHBxays>
- b. BSE English in Focus for Grade VIII Junior High School

XI. Score**The maximum score is 100**

No	Elements	The number of item	Score
1	Classifying the Vocabularies and finding the meaning	20x3	60
2	Multiple choice	10x1	10
3	Guessing the picture	5x6	30
			100

Excellent	80-100
Good	70-79
Fair	60-69
Poor	50-59
Fail	0-49

Jember, 20th May 2014**Teacher Consultant**

EllyzabethReny Damayanti, S.Pd
NIP.197011062008012017

Teacher Trainee

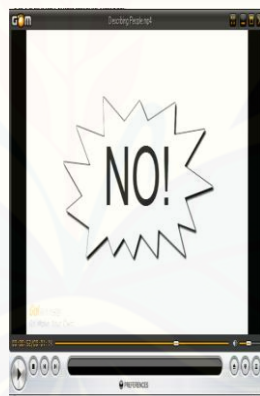
Johariaz Iswara Wiranata
NIM. 080210401019

LEADING QUESTIONS?

1. Do you have friends?
2. How many friends do you have?
3. Are they different in the way they look?
4. Are they wearing the same cloth?
5. Do they have same colour of hair and eyes?
6. Good, now let's see the material!

Let's watch the cartoon movie on Television!

Describing People



Source : [Source: http://www.youtube.com/watch?v=ACRpnHBxays](http://www.youtube.com/watch?v=ACRpnHBxays)

EXERCISE I

Please identify the vocabulary in the table below by giving a tick in the column (√)

No.	Words	Verb	Noun	Adjective	Adverb	Meaning
1	Describe					
2	People					
3	Sweater					
4	Now					
5	Great					
6	Well					
7	Today					
8	How					
9	Would					
10	Me					
11	Beautiful					
12	Young					
13	Blonde					
14	Hair					
15	Wear					
16	Dress					
17	Shoe					
18	Have					
19	Pink					
20	Sunglasses					

EXERCISE II

Choose the correct answer by crossing a, b, c, or d

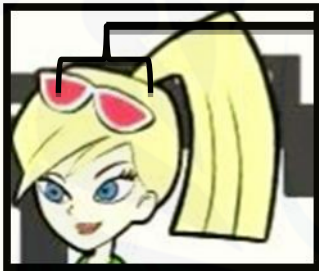
- According to John's description, Jane is awoman
 - ugly and beautiful
 - fat and young
 - young and beautiful
 - lazy and fat
- How is Jane's hair?
 - short and black
 - short and blonde
 - long and black
 - long and blonde
- How is Jane's eyes?
 - big and green
 - small and black
 - big and blue
 - small and brown
- How is John's eyes?
 - big and green
 - small and green
 - big and blue
 - small and blue
- According to Jane's description, John hashair
 - straight black
 - curly black
 - straight Brown
 - curly brown
- There is on Jane's head
 - pink sunglasses
 - black sunglasses
 - green sunglasses
 - red sunglasses

7. What does John wear when she meet Jane?
 - b. blue sweater and green shoes
 - c. white skirt and pink sunglasses
 - d. green dress and white shoes
 - e. blue shoes and green sweater
8. Based on the cartoon movie media, what is the synonym of old?
 - b. fat
 - b. skinny
 - c. heavy
 - d. elderly
9. Based on the cartoon movie media, what is the synonym of fat?
 - b. ugly
 - b. fat
 - c. elderly
 - d. heavy
10. Based on the cartoon movie media, what is the synonym of ugly?
 - b. smart
 - b. lazy
 - c. plain
 - d. attractive


EXERCISE III

Look at the picture below!


After watching cartoon movie video, you have to arrange the word and tell its description!

1.  →

s-u-n-s-a-l-e-s-g-s =
Description =

2.  →

r-o-b-w-n =
Description =

3.  →

w-e-t-a-e-r-s =
Description =

4.

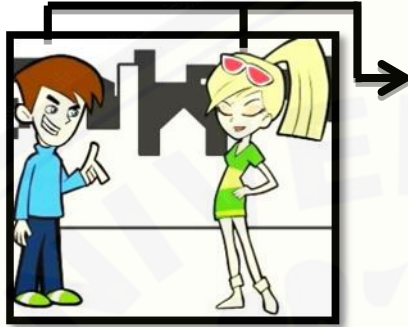


r-e-d-s-s =

Description =

.....
.....
.....

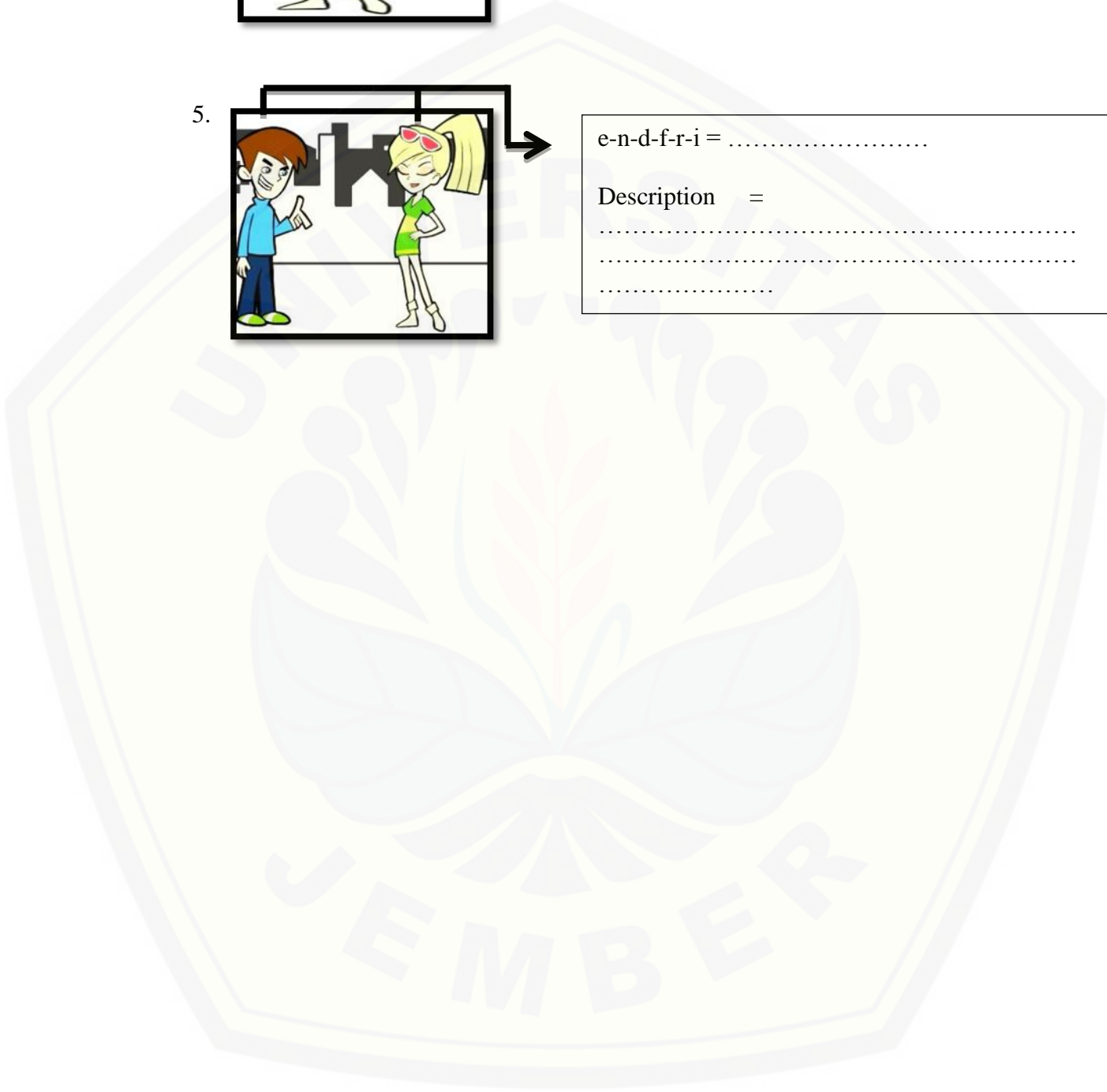
5.



e-n-d-f-r-i =

Description =

.....
.....
.....



Answer Key

Exercise 1

No.	Words	Verb	Noun	Adjective	Adverb	Meaning
1	Describe	√				Mendeskripsikan
2	People		√			Orang
3	Sweater		√			Baju Hangat
4	Now				√	Saat ini
5	Great			√		Besar
6	Well			√		Baik
7	Today		√			Hari ini
8	How				√	Bagaimana
9	Would	√				Akan
10	Me		√			Saya
11	Beautiful			√		Indah
12	Young			√		Muda
13	Blonde			√		Pirang
14	Hair		√			Rambut
15	Wear	√				Memakai
16	Dress		√			Pakaian
17	Shoe		√			Sepatu
18	Have				√	Memiliki
19	Pink		√			Merah muda
20	Sunglasses		√			Kacamata

Exercise II

1. young and beautiful
2. short and blonde
3. big and blue
4. small and blue
5. straight Brown
6. pink sunglasses
7. blue sweater and green shoes
8. elderly
9. fat
10. plain

EXERCISE III

1. sunglasses

The sunglasses are pink

2. brown

John's hair is straight and brown hair

3. sweater

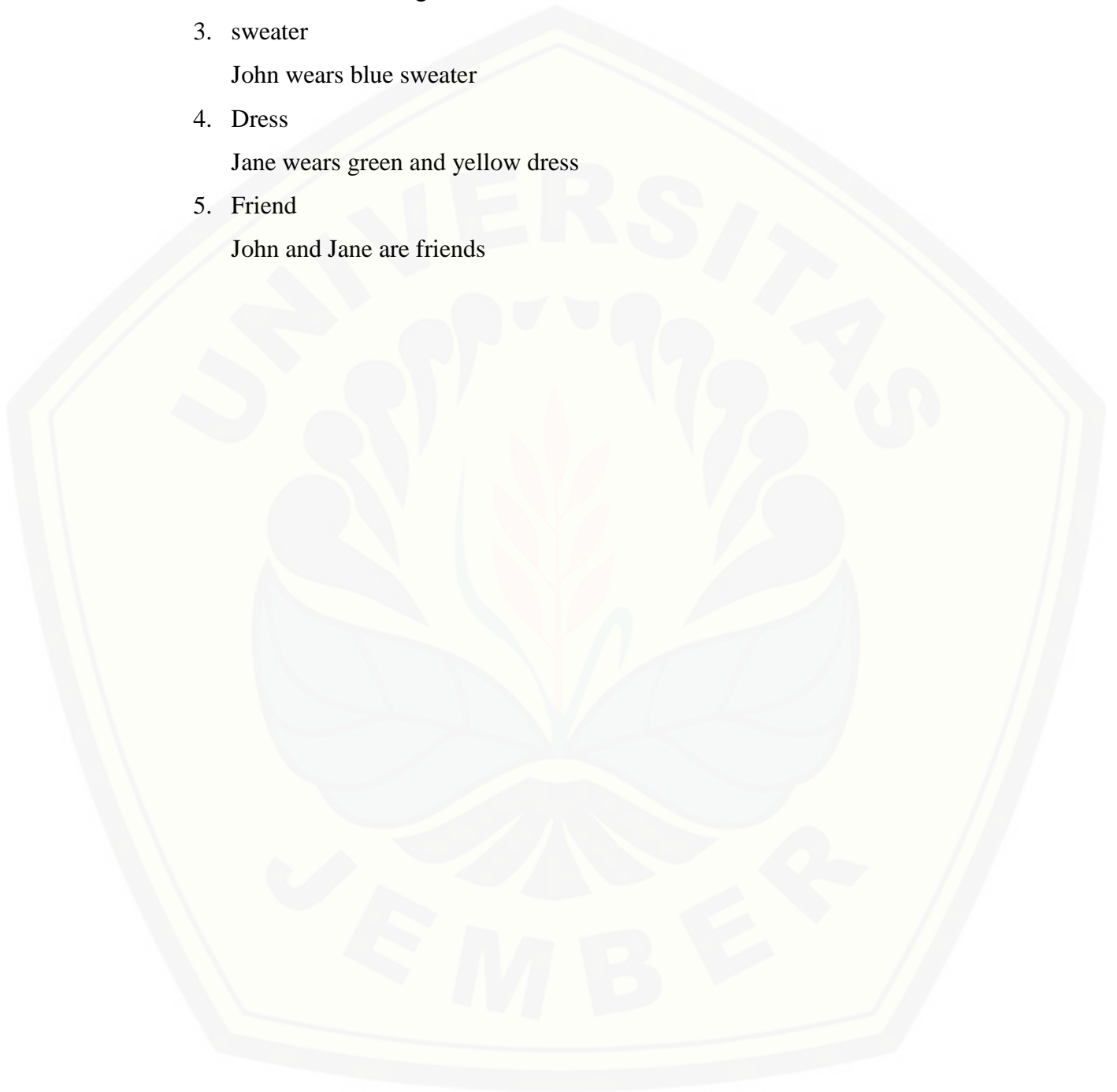
John wears blue sweater

4. Dress

Jane wears green and yellow dress

5. Friend

John and Jane are friends



APPENDIX 9. SCRIPT OF CARTOON MOVIE MEDIA (DESCRIBING PEOPLE)

1

00:00:00,000 --> 00:00:03,000

Created by Johariaz Iswara Wiranata S.Pd

NIM 080210401019

2

00:00:04,000 --> 00:00:06,000

Hello John,

3

00:00:06,000 --> 00:00:07,000

Good Morning Jane

4

00:00:08,000 --> 00:00:09,000

How are you doing today?

5

00:00:09,000 --> 00:00:13,000

I am doing well, i learn how to describe people in english class today

5

00:00:14,000 --> 00:00:16,000

that's great How would you describe me

6

00:00:17,000 --> 00:00:20,000

first,i can describe you by how you look

7

00:00:21,000 --> 00:00:22,000

You are beautifull,young woman

8

00:00:23,000 --> 00:00:24,000

with long blonde hair

9

00:00:25,000 --> 00:00:26,000

and big bule eyes

10

00:00:27,000 --> 00:00:28,000

and you are young man

11

00:00:29,000 --> 00:00:30,000

with brown hair and green eyes

12
00:00:31,000 --> 00:00:33,000
second i can describe you by how you dress

13
00:00:34,000 --> 00:00:37,000
you are wearing green and yellow dress and white shoes

14
00:00:37,040 --> 00:00:39,000
you also have a pink sun glasses

15
00:00:40,000 --> 00:00:42,000
you are wearing a blue sweater and green shoes

16
00:00:43,000 --> 00:00:44,000
I like it

17
00:00:45,000 --> 00:00:48,000
Most importantly i can describe people in a good way

18
00:00:049,000 --> 00:00:52,000
it is not good to call people fat or old

19
00:00:53,000 --> 00:00:56,000
instead, use plain, heavy, or elderly

20
00:00:57,000 --> 00:00:59,000
you describe people in a good way

21
00:00:60,000 --> 00:01:01,000
You make many friend @_@

22
00:01:02,000 --> 00:01:03,000
that's right, Jane

23
00:03:09,000 --> 00:03:11,000
thank you ^_^ JOHARIAZ ISWARA W. S.Pd

APPENDIX 10. CYCLE 1

Vocabulary Test

Name :

Score:

Number :

Class : VIII-A

EXERCISE I

Please identify the vocabulary the table below by giving a tick in the column (√)

No.	Words	Verb	Noun	Adjective	Adverb	Meaning
1	Look					
2	Different					
3	Frame					
4	Shall					
5	Have					
6	Axes					
7	Fix					
8	Big					
9	Wide					
10	Attach					
11	Hang					
12	Bucket					
13	There					
14	Steering wheel					
15	Together					
16	Manage					
17	Skid loader					
18	Very					
19	Slow					
20	Heavy					

EXERCISE II

Choose the correct answer by crossing a, b , c, or d

1. There are some parts on the driver's cap such as
 - a. axes and bucket
 - b. alarm and steering wheels
 - c. wheels and bump
 - d. steering wheels and seat
2. What kind of parts fix into the wheels?
 - a. axes
 - b. wheels
 - c. counter wipe
 - d. goods
3. How does the driver speed up the skid loader? He uses
 - a. gears shift level
 - b. axes
 - c. wide bucket
 - d. counter wipes
4. What kind of attachment is used to prevent to tipping over?
 - a. driver's seat
 - b. counter wipes
 - c. steering wheels
 - d. alarm warning

5. Based on the cartoon movie, what do you think about the bucket?
 - a. small and dirty
 - b. heavy and lightweight
 - c. big and lightweight
 - d. big and heavy
 6. Something used to give a warning to a driver when the skid loader is over loader is called
 7. Where does the driver's cap stand?
 - a. on the bottom of the wheels
 - b. on the top of the frame
 - c. hang on the bucket
 - d. attach to the bump
 8. There is a on the end of the bump. What is the right part of skid loader is it?
 - f. driver's seat
 - g. counter Wipe
 - h. bucket
 - i. steering Wheel
 9. How does the driver control the direction of the skid loader?
 - c. by using his seat
 - d. by using his gear shift level
 - e. by using torch
 - f. by using steering wheels
 10. Skid loader has wide and large bucket used to move many goods. The underlined words in Indonesian is
- c. Besar dan berat
 - d. Lebar dan besar
 - e. Lebar dan berat
 - f. Berat dan sempit

EXERCISE III

Look at the pictures below!

After watching cartoon movie video, you have to arrange the word and tell its Function!



m-e-f-a-r =

Description =

.....

.....

.....



h-e-e-l-s-w =

Description =

.....

.....



k-e-t-u-b-c =

Description =

.....

.....

.....



e-d-i-w =

Description =

.....

.....

.....



y-e-a-v-h =

Description =

.....

.....

.....

Answer Key

Exercise 1

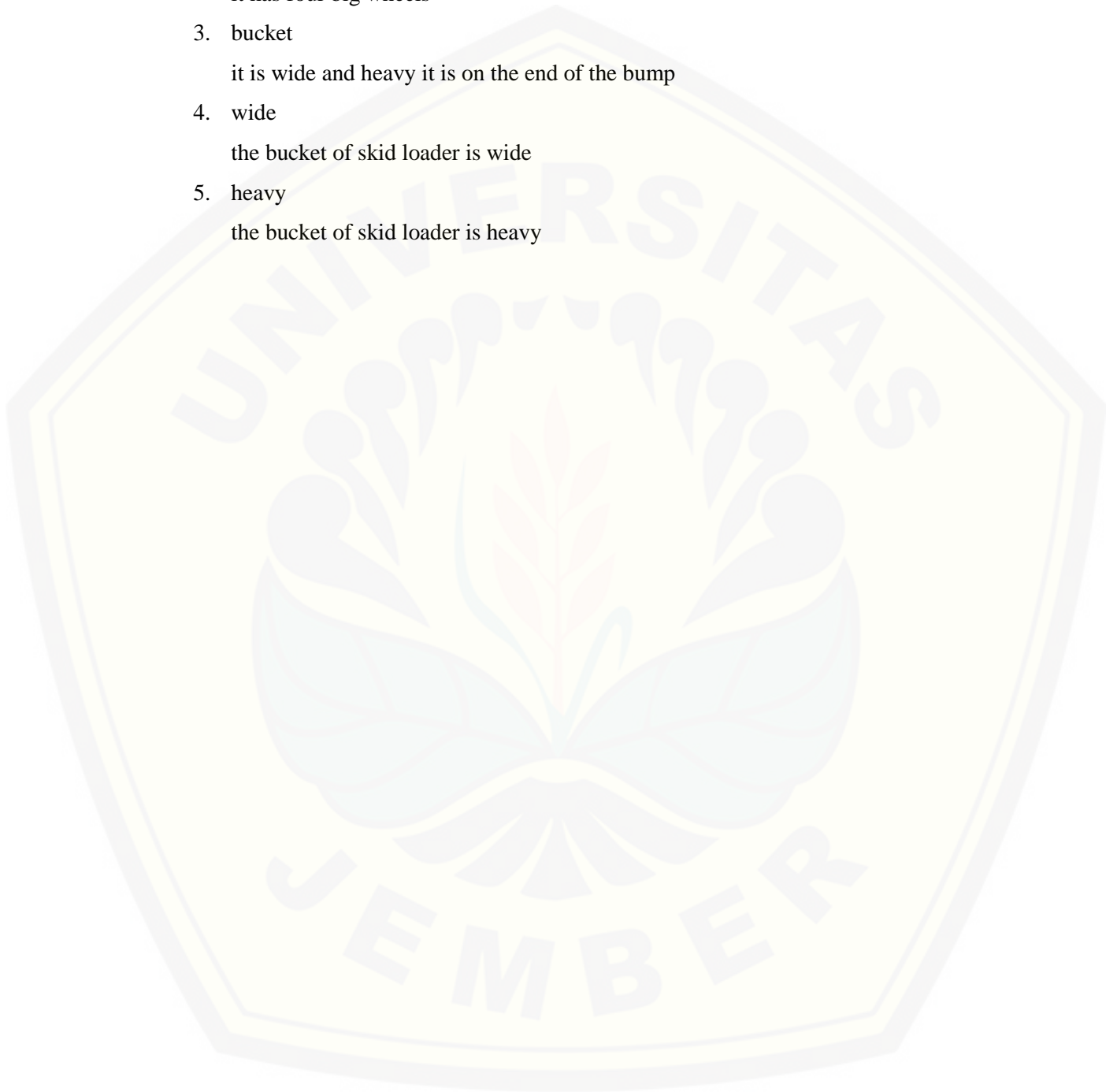
No.	Words	Verb	Noun	Adjective	Adverb	Meaning
1	Look	√				Melihat
2	Different			√		Berbeda
3	Frame	√				Kerangka
4	Shall		√			Akan
5	Have		√			Memiliki
6	Axes		√			Laraspenopang
7	Fix	√				Memasang
8	Big			√		Besar
9	Wide			√		Lebar
10	Attach	√				Mengikatkan
11	Hang	√				Menggantung
12	Bucket		√			Kantong, Timba
13	There				√	Disana
14	Steering wheel		√			Setirkemudi
15	Together				√	Bersama-sama
16	Manage	√				Mengatur
17	Skid loader		√			Alatangkutberat
18	Very				√	Sangat
19	Slow			√		Pelan
20	Heavy			√		Berat

Exercise II

1. steering wheels and seat
2. axes
3. gears shift level
4. steering wheels
5. big and heavy
6. alarm warning
7. on the top of the frame
8. bucket
9. by using steering wheels
10. besar dan berat

EXERCISE III

1. frame
it is a basic place for axes, wheels, bucket and driver's cap
2. wheels
it has four big wheels
3. bucket
it is wide and heavy it is on the end of the bump
4. wide
the bucket of skid loader is wide
5. heavy
the bucket of skid loader is heavy



APPENDIX 11.SCRIPT OF CARTOON MOVIE MEDIA (SKID LOADER)

1
00:00:00,000 --> 00:00:06,000
Created by Johariaz Iswara Wiranata S.Pd
NIM 080210401019

2
00:00:17,000 --> 00:00:18,000
Construction game,

3
00:00:19,000 --> 00:00:22,000
well, look at all the different parts

4
00:00:23,000 --> 00:00:26,000
what car can be made from this?

5
00:00:26,020 --> 00:00:29,000
Shall we have a look?

5
00:00:29,020 --> 00:00:31,000
This is a frame

6
00:00:32,000 --> 00:00:36,000
axes are fixed into the frame

7
00:00:37,000 --> 00:00:42,000
wheels are attach into the axes

8
00:00:50,000 --> 00:00:54,000
on a frame we attach the bump

9
00:00:55,000 --> 00:00:59,000
on the end of the bump hang the bucket

10
00:01:05,000 --> 00:01:11,000
the driver's cap stands on the frame

11
00:01:12,000 --> 00:01:17,000
on the driver's cap there is a seat

12
00:01:20,000 --> 00:01:24,000
a steering wheel

13
00:01:25,000 --> 00:00:30,000
and the gears shift level

14
00:01:31,040 --> 00:00:33,000
on the top of the driver's cap

15
00:01:33,015 --> 00:01:42,000
there is a torch warning

16
00:01:40,000 --> 00:01:43,000
we can do together a skid loader

17
00:01:44,000 --> 00:01:48,000
yes, we manage to make skid loader

18
00:01:054,000 --> 00:01:58,000
a skid loader has grasser plate

19
00:02:03,000 --> 00:02:08,000
a skid loader has a wide bucket

20
00:02:18,000 --> 00:02:22,000
wipe it can be very slow

21
00:02:23,000 --> 00:02:28,000
and transport them from place to place

22
00:02:32,000 --> 00:02:36,000
the bucket of the frame of the skid loader

23
00:02:36,020 --> 00:02:39,000
is big and heavy

24
00:02:44,020 --> 00:02:46,000
counter wipe, preventive from tipping over

25
00:02:46,020 --> 00:02:51,000
when the bucket is loaded

26
00:03:50,020 --> 00:03:55,000
Thank you::: Johariaz Iswara Wiranata S.Pd

APPENDIX 12. CYCLE 2

LESSON PLAN III

First Meeting

School Name	: SMP Negeri 14 Jember
Subject	: English
Grade / Semester	: VIII / 2
Skill	: Reading
Sub Skill	: Vocabulary
Text Type	: Narrative Text
Time	: 2 x 40 Minutes

I. Standar Kompetensi :

11. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk Narrative dan recount yang berkaitan dengan lingkungan sekitar
(Comprehending the meaning of written functional text and short essay in the form of narrative and recount that relates to the surroundings)

II. Kompetensi Dasar :

- 11.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk narrative dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
(Reading aloud a functional text and essay text meaningfully in the form of short and simple narrative and recount using acceptable pronunciation, stressing and intonation that relates to surroundings)
- 5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar
(Responding the meaning of written functional text and short essay accurately that relates to surroundings)
- 5.3 merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam bentuk teks berbentuk Narrative dan recount
(Responding the meaning and rhetorical step of a short essay text in the form of narrative and recount text accurately and fluently that relates to surrounding)

III. Indicators**3. Cognitive****a. Product**

- 1.1 Finding the general and specific information of narrative text “Lion and Mouse” using cartoon movie media

b. Process

- 1.2 Watching the cartoon movie media about “Lion and Mouse”
- 1.3 Finding out the meaning of the unfamiliar vocabularies.
- 1.4 Classifying noun, verb, adjective, adverb.

IV Learning Objectives

At the end of the teaching learning process, the students are able to:

a. Product

- 4.1 Find the general information and specific information based on the cartoon movie media.

b. Process

- 4.2 Watch the cartoon movie media about “Lion and Mouse”
- 4.3 Find out the meaning of the unfamiliar vocabularies.
- 4.4 Classify noun, verb, adjective, adverb.

V. Teaching Materials

- 5.1 Cartoon movie about Lion and Mouse (Enclosed)

VI. Teaching and learning strategy

- 6.1 Approach : The Student centered learning
- 6.2 Method : Presentation, Question and Answer, Vocabulary Exercises, Discussion.

VII. Teaching and learning activity

No.	The Teacher's Activity	The Students' Activity	Time
1.	<p>Pembukaan</p> <ul style="list-style-type: none"> a. Greeting b. Checking the student's attendance c. Giving some leading questions d. Stating the objectives 	<ul style="list-style-type: none"> a. Responding b. Answering c. Answering the teacher's questions d. Paying attention 	10
2.	<p>Main Activities</p> <ul style="list-style-type: none"> a. Presenting the cartoon movie media about Lion and Mouse b. Asking the students to find the unfamiliar vocabularies and find their meanings by using dictionary c. Discussing the cartoon movie media (the story, the character, plot and etc) to make sure that the students have a background knowledge before doing the exercises d. Asking the students to do vocabulary exercise I in the form of classifying the vocabularies based on their type (Noun, Verb, Adjective and adverb) individually e. Discussing the answer together f. Asking the students to do 	<ul style="list-style-type: none"> a. Paying attention to the teacher's presentation b. Identify the unfamiliar vocabularies and find the meanings c. Discussing together d. Paying attention to the teacher's directions and doing the exercise I individually e. Discussing f. Paying attention to the teacher's directions and doing 	55

	<p>exercise II in the form of multiple choices individually</p> <p>g. Discussing the answer together</p> <p>h. Asking the students to do exercise III in the form of arranging the word and identifying the meaning of the words</p> <p>i. Discussing the correct answers of exercises given</p>	<p>the exercise II individually</p> <p>g. Discussing</p> <p>h. Paying attention to the teacher's directions and doing the exercise III individually</p> <p>i. Discussing the correct answers</p>	
3.	Closing		
	<p>a. Guiding the students to draw a conclusion by giving oral questions about Lion and Mouse</p> <p>b. Giving some suggestions to the students and inform them about the next material in the following meeting</p>	<p>a. Making a conclusion by answering the teacher's questions about lion and mouse</p> <p>b. Paying attention to the teacher's suggestions</p>	15

VIII. Media and Sources

8.1 Media

- a. Power Point Presentation

8.2 Sources

- a. <http://www.youtube.com/watch?v=kfouqABUa34>
- b. BSE English in Focus for Grade VIII Junior High School

IX. Score**The maximum score is 100**

No	Elements	The number of item	Score	Excellent	80-100
1	Classifying the Vocabularies and finding the meaning	20x3	60	Good	70-79
2	Multiple choice	10x1	10	Fair	60-69
3	Guessing the picture	5x6	30		
			100	Poor	50-59
				Fail	0-49

Teacher Consultant

EllyzabethRenyDamayanti, S.Pd
NIP.197011062008012017

Jember, 9thJune2014
Teacher Trainee

JohariazIswaraWiranata
NIM. 080210401019

LEADING QUESTIONS?

1. What do you do if your friend need your help?
2. Do you still want help him although he was very cruel to you?
3. If he want you to become a friend, do you accept him?
4. Good, now let's watch the cartoon movie about Lion and Mouse which will tell us about friendship!

Let's watch the cartoon movie on the tv!

Lion and Mouse

Source : <http://www.youtube.com/watch?v=kfouqABUa34>

EXERCISE I

Please identify the types of words in the table below by giving a tick in the column (√)

No.	Words	Verb	Noun	Adjective	Adverb	Meaning
1	angrily					
2	arise					
3	catch					
5	cut					
6	death					
7	disturb					
8	escape					
9	bite					
10	from					
11	hear					
12	hunter					
13	lion					
14	net					
15	on					
16	playing					
17	roar					
19	sleepy					
20	start					

EXERCISE II

Choose the correct answer by crossing a, b, c, or d




- A is the king of forest. The correct word to complete the sentence is.....
a. mouse b. tree b. lion d. hunters
- Where did the mouse live?
a. on the ground
b. on the top of the tree
c. in the hole of the wood
d. in the cave
- What did the lion do under the tree?
a. hunted b. ran c. slept d. sang
- Why did the lion sleep under the tree? Because he was.....
a. angry b. hungry c. happy d. sleepy
- Who wanted to catch the lion?
a. tree b. mouse c. lion d. hunter
- How would the hunter catch the lion?
a. with a net b. with an axe c. with an archer d. with a knife

7. Who trapped the lion successfully?
 - a. the mouse
 - b. the hunters
 - c. the enemy
 - d. the king of the jungle
8. What did the mouse do to help the lion
 - a. stare at the lion
 - b. cut the net
 - c. laughed on the lion
 - d. walked away
9. Finally, the lion can escape from the hunter's trap. What is the synonym of the underlined word?
 - a. run away
 - b. trapped
 - c. cut
 - d. hunt
10. Finally, how were the Lion and Mouse?
 - a. became an enemy
 - b. became a hunter
 - c. trapped in the net
 - d. became a friend

EXERCISE III

Look at the picture below!

Based on the picture taken from the Caartoon Movie Video, Please arrange the jumbled letters into the correct words then give the explanation!

1.		f - r - e - s - t - o =
2.		l - o - i - n =
3.		s - e - m - u - o =
4.		s - t - e - r - h - u - n - t =
5.		p - a - r - t =

Answer key

Exercise 1

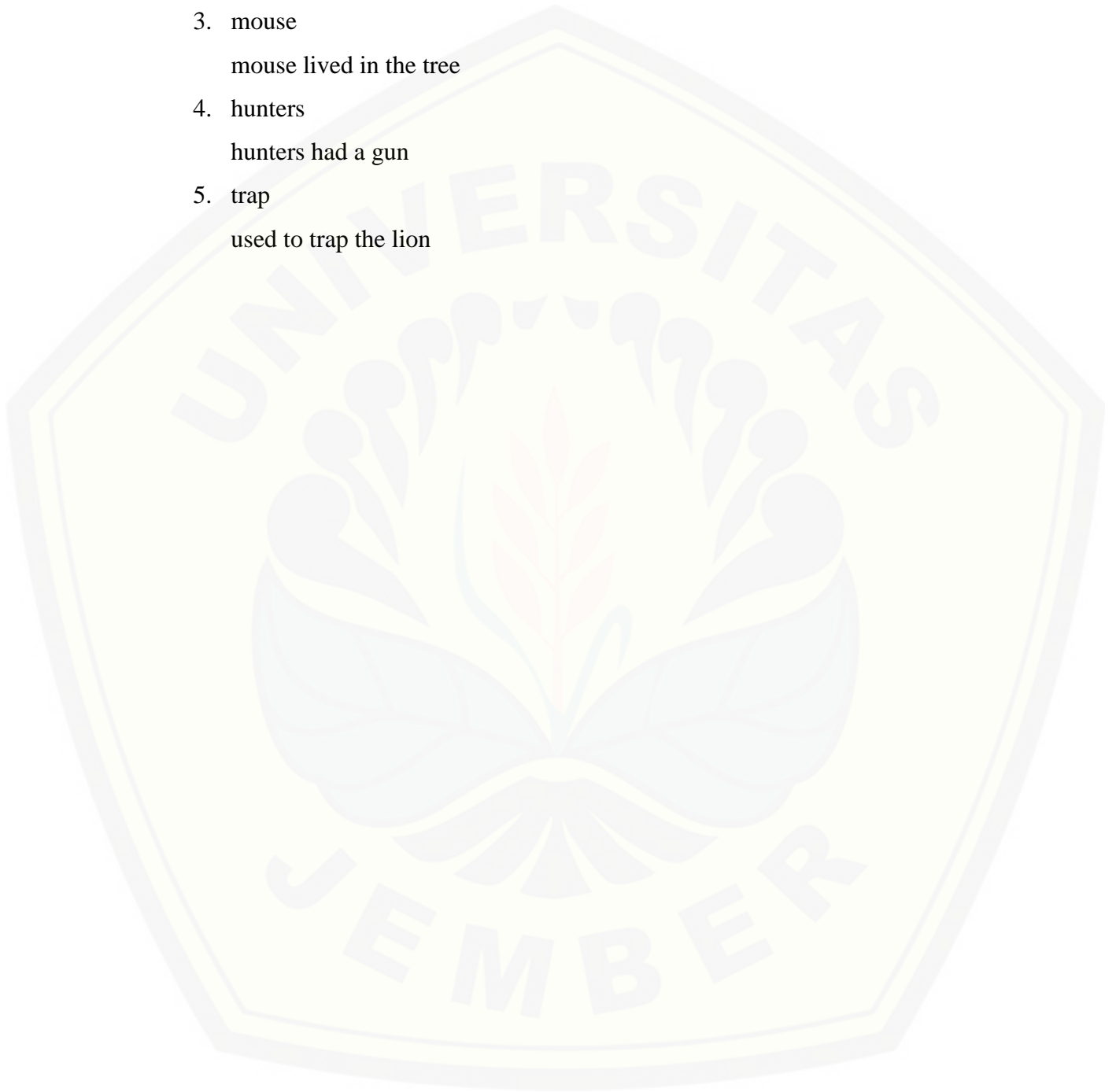
No.	Words	Verb	Noun	Adjective	Adverb	Meaning
1	angrily				√	DenganMarahnya
2	arise			√		Terbangun
3	catch	√				Menangkap
5	cut	√				Memotong
6	death		√			Kematian
7	disturb	√				Mengganggu
8	escape	√				Meloloskandiri
9	forest		√			Hutan
10	sadly				√	Dengansedihnya
11	hear	√				Mendengar
12	hunter		√			Pemburu
13	lion		√			Singa
14	net		√			Jaring
15	on				√	Diatas
16	playing	√				Bermain
17	roar	√				Mengaum
19	sleepy			√		Mengantuk
20	start	√				Memulai

Exercise II

1. lion
2. in the hole of the wood
3. sleeping
4. sleepy
5. hunters
6. with a net
7. yes, they did
8. cut the net
9. run away
10. became a friend

EXERCISE III

1. forest
lion lived in the forest
2. lion
lion was the king of the forest
3. mouse
mouse lived in the tree
4. hunters
hunters had a gun
5. trap
used to trap the lion



APPENDIX 13. SCRIPT OF CARTOON MOVIE MEDIA (MOUSE AND LION)

1

00:00:00,000 --> 00:00:04,000

Created by Johariaz Iswara Wiranata S.Pd

NIM 080210401019

2

00:00:05,000 --> 00:00:10,000

it is a big forest, there are many mighty of animals

3

00:00:10,000 --> 00:00:15,000

the king of all these animal is the Lion

4

00:00:16,000 --> 00:00:22,000

The work he does here is hunting and eating
till stomach full of animals' flesh and roaring around

5

00:00:23,000 --> 00:00:28,000

one day, the lion has just sleep on the grass under the tree

5

00:00:29,000 --> 00:00:32,000

with a little mouse used to live in a holow of that tree

6

00:00:34,000 --> 00:00:40,000

the mouse came out and sing on the lion deep sleep

7

00:00:41,000 --> 00:00:43,000

it started dancing and playing on the land

8

00:00:49,000 --> 00:00:55,000

the lion woke up with aloud roar and got the mouse

9

00:00:55,000 --> 00:01:09,000

Hey you little mouse! you are not even on the size of me
What makes you can jump on me as you like

10

00:01:11,000 --> 00:01:14,000

oh my king, please forgive me!

11

00:01:15,000 --> 00:01:20,000

No! No! i Wouldn't i'll Kill you!

12

00:01:21,000 --> 00:01:20,000

i am sorry, i promise i will not do it again

13

00:01:21,000 --> 00:01:35,000

please, let me alive. let me leave!

if i am alive, i wish i can help you and do all you need

14

00:01:36,000 --> 00:01:41,000

Hahahaha what? are you going to help me?

15

00:01:43,000 --> 00:01:50,000

you fool creature? now, go...go...away! you are excused!

and i am blessing you

16

00:01:54,000 --> 00:01:57,000

it is going to definetly fall hole(target) in the trunk

17

00:01:58,000 --> 00:02:03,000

obviously, he is attracted by the flesh bood.

it is definite! he is gonna eat

18

00:02:05,000 --> 00:02:13,000

after seeing the lion eat the bite. the hunter drop the net trap

19

00:02:14,000 --> 00:02:19,000

the hunters trap me in this net.

they are coming to shoot me and kill me Huhuhu #_#

20

00:02:20,000 --> 00:02:26,000

Ok ^_^ don't worry!! am the mouse you have. i am coming ^_^

21

00:02:35,000 --> 00:02:37,000

ohhh @_@ it is impossible!

22

00:02:37,000 --> 00:02:42,000

now, i will do cute the net and help you out

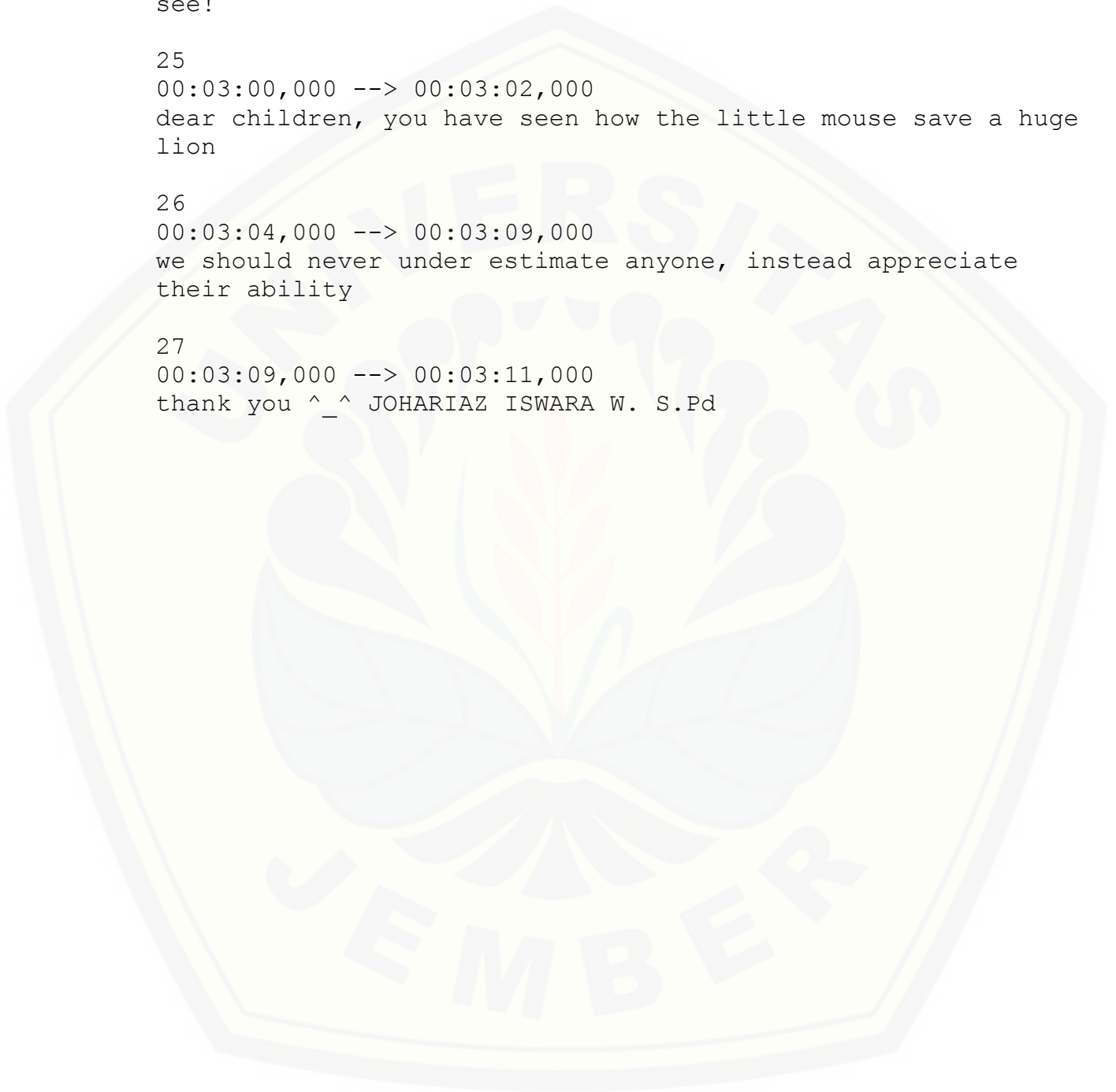
23
00:02:43,000 --> 00:02:44,000
impossible!

24
00:02:44,000 --> 00:02:50,000
i will make it possible! i will cut the net! just wait and see!

25
00:03:00,000 --> 00:03:02,000
dear children, you have seen how the little mouse save a huge lion

26
00:03:04,000 --> 00:03:09,000
we should never under estimate anyone, instead appreciate their ability

27
00:03:09,000 --> 00:03:11,000
thank you ^_^ JOHARIAZ ISWARA W. S.Pd



APPENDIX 14. CYCLE 2

LESSON PLAN IV

Second Meeting

School Name	: SMP Negeri 14 Jember
Subject	: English
Grade / Semester	: VIII / 2
Skill	: Reading
Sub Skill	: Vocabulary
Text Type	: Narrative Text (Princess and dragon)
Time	: 2 x 40 Minutes

III. Standar Kompetensi :

11. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk Narrative dan recount yang berkaitan dengan lingkungan sekitar
(**Comprehending the meaning of written functional text and short essay in the form of narrative and recount that relates to the surroundings**)

II. Kompetensi Dasar :

- 11.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk narrative dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
(**Reading aloud a functional text and essay text meaningfully in the form of short and simple narrative and recount using acceptable pronunciation, stressing and intonation that relates to surroundings**)
- 5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar
(**Responding the meaning of written functional text and short essay accurately that relates to surroundings**)
- 5.3 merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam bentuk teks berbentuk Narrative dan recount
(**Responding the meaning and rhetorical step of a short essay text in the form of narrative and recount text accurately and fluently that relates to surrounding**)

III. Indicators**4. Cognitive****a. Product**

- 1.1 Finding the general and specific information of narrative text “Princess and dragon” using cartoon movie media

b. Process

- 1.2 Watching the cartoon movie media about “Princess and dragon”
- 1.3 Recognizing the unfamiliar vocabularies used in the cartoon movie media about “Princess and dragon”
- 1.4 Finding out the meaning of the unfamiliar vocabularies.
- 1.5 classifying noun, verb, adjective, adverb.
- 1.6 Finding the general information and specific information based on the cartoon movie media.

IV Learning Objectives

At the end of the teaching learning process, the students are able to:

a. Product

- 4.1 Find the general information and specific information based on the cartoon movie media.

b. Process

- 4.2 Watch the cartoon movie media about “Princess and dragon”
- 4.3 Find out the meaning of the unfamiliar vocabularies.
- 4.4 Classify noun, verb, adjective, adverb.

V. Teaching Materials

- 5.1 Cartoon movie about Princess and dragon (Enclosed)

VI. Teaching and learning strategy

- 6.1 Approach : The Student centered learning
- 6.2 Method : Presentation, Question and Answer, Vocabulary Exercises, Discussion.

VII. Teaching and learning activity

No.	The Teacher's Activity	The Students' Activity	Time
1.	Introduction		
	<ul style="list-style-type: none"> a. Greeting b. Checking the student's attendance c. Giving some leading questions d. Stating the objectives 	<ul style="list-style-type: none"> a. Responding b. Answering c. Answering the teacher's questions d. Paying attention 	10
2.	Main Activities		
	<ul style="list-style-type: none"> a. Presenting the cartoon movie media about Princess and dragon b. Asking the students to find the unfamiliar vocabularies and find their meanings by using dictionary c. Discussing the cartoon movie media (the story, the character, plot and etc) to make sure that the students have a background knowledge before doing the exercises d. Asking the students to do vocabulary exercise I in the form of classifying the vocabularies based on their type (Noun, Verb, Adjective and adverb) individually e. Discussing the answer together f. Asking the students to do 	<ul style="list-style-type: none"> a. Paying attention to the teacher's presentation about "Princess and dragon" b. Finding the unfamiliar vocabularies and find the meanings. c. Discussing together d. Paying attention to the teacher's directions and doing the exercise I individually e. Discussing f. Paying attention to the teacher's directions and doing the exercise 	55

	<p>exercise II in the form of multiple choices individually.</p> <p>g. Discussing the answer together</p> <p>h. Asking the students to do exercise III in the form of arranging the word and identifying the meaning of the words</p> <p>i. Discussing the correct answers of vocabulary given</p>	<p>II individually</p> <p>g. Discussing</p> <p>h. Paying attention to the teacher's directions and doing the exercise III individually</p> <p>i. Discussing the correct answers</p>	
3.	Closing		
	<p>a. Guiding the students to draw a conclusion by giving oral questions about Princess and dragon</p> <p>b. Giving some suggestions to the students and inform them about the next material in the following meeting</p>	<p>a. Making a conclusion by answering the teacher's questions about Princess and dragon</p> <p>b. Paying attention to the teacher's suggestions</p>	15

VIII. Media and Sources

8.1 Media

- a. Power Point Presentation

8.2 Sources

- a. <http://www.youtube.com/watch?v=3-RK3FD6xQM>
- b. BSE English in Focus for Grade VIII Junior High School

IX. Score**The maximum score is 100**

No	Elements	The number of item	Score
1	Classifying the Vocabularies and finding the meaning	20x3	60
2	Multiple choice	10x1	10
3	Guessing the picture	5x6	30
			100

Excellent	80-100
Good	70-79
Fair	60-69
Poor	50-59
Fail	0-49

Teacher Consultant

Ellyzabeth Reny Damayanti, S.Pd
NIP.197011062008012017

Jember, 10th June 2014
Teacher Trainee

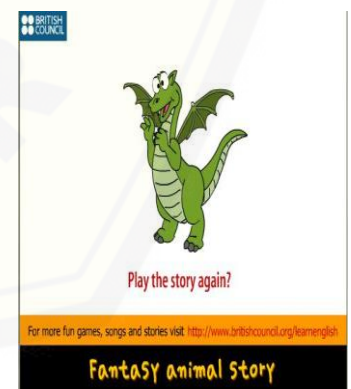
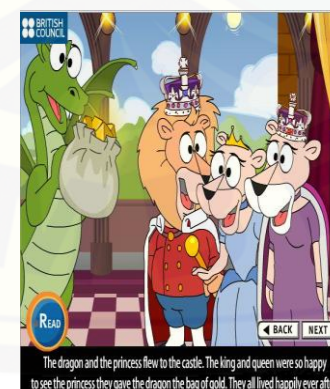
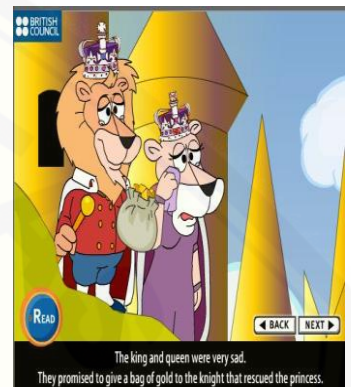
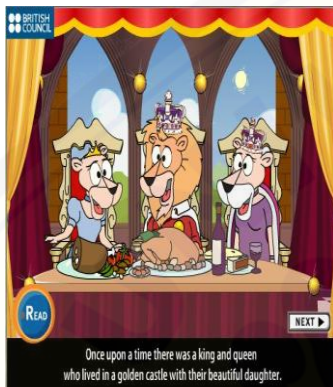
Johariaz Iswara Wiranata
NIM. 080210401019

LEADING QUESTIONS?

1. What will you do if you need a help?
2. Will you scream if there is no one to save you?
3. What will you do if there is a person who save you safely?
4. If he wants you to become a friend, do you accept him?
5. Good, now let's watch the cartoon movie about princess and dragon which tell us about friendship!

Let's watch the cartoon movie on the tv!

Princess and dragon



Source : <http://www.youtube.com/watch?v=3-RK3FD6xQM>

EXERCISE I

Please identify the vocabulary in the table below by giving a tick in the column (√)

No.	Words	Verb	Noun	Adjective	Adverb	Meaning
1	There					
2	King					
3	Queen					
5	Castle					
6	Beautiful					
7	Ugly					
8	Capture					
9	Lock					
10	Tall					
11	Dark					
12	Tower					
13	Up					
14	Sad					
15	Promise					
16	Gold					
17	Rescue					
19	Fast					
20	Roar					

EXERCISE II

Choose the correct answer by crossing a, b, c, or d

- Where did the princess live? She lived in the.....
 a. cave b. ocean c. tower d. castle
- With whom did the princess live? She lived with.....
 a. king and queen
 b. dragon
 c. knight
 d. ogre
- Who captured the princess?
 a. ogre b. knight c. dragon d. king and queen
- The rower was and
 a. bright and tight
 b. dark and tall
 c. beautiful and clean
 d. big and wide

5. How did the king and queen feel when her daughter captured by the ogre?
.....
a. happy b. satisfying c. sad d. comfortable
6. Did the knights rescue the princess successfully?
- a. yes, they did
b. yes, they are
c. no, they did not
d. no, they are not
7. The roar of the ogre was
- a. nice b. scary c. beautiful d. awesome
8. Who could save the princess safely and defeated the ugly ogre?
- a. dragon b. knight c. ugly ogre d king and queen
9. After beating the ugly ogre, how could the dragon escape the prince from the dark and tall tower?
- a. they walked slowly c. they flew high to the sky
b. they used a stairs d. they jumped freely to the ground
10. Finally, how did the king give to appreciate the brave of the dragon?
- a. by giving a bag of money
b. by giving a bag of gold
c. by giving a bag of bugs
d. by giving a bag of biscuits

EXERCISE III

Look at the picture below!

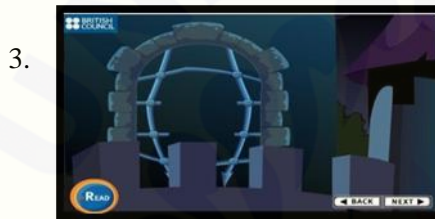
Based on the picture taken from the Caartoon Movie Video, Please arrange the jumbled letters into the correct words then give the explanation!



l - u - g - y =



s - y - a - d - s =



e - s - p - e - d - c - a =



s - n - i - g - h - t - k =



c - a - s - l - e - t =

Answer Key

Exercise 1

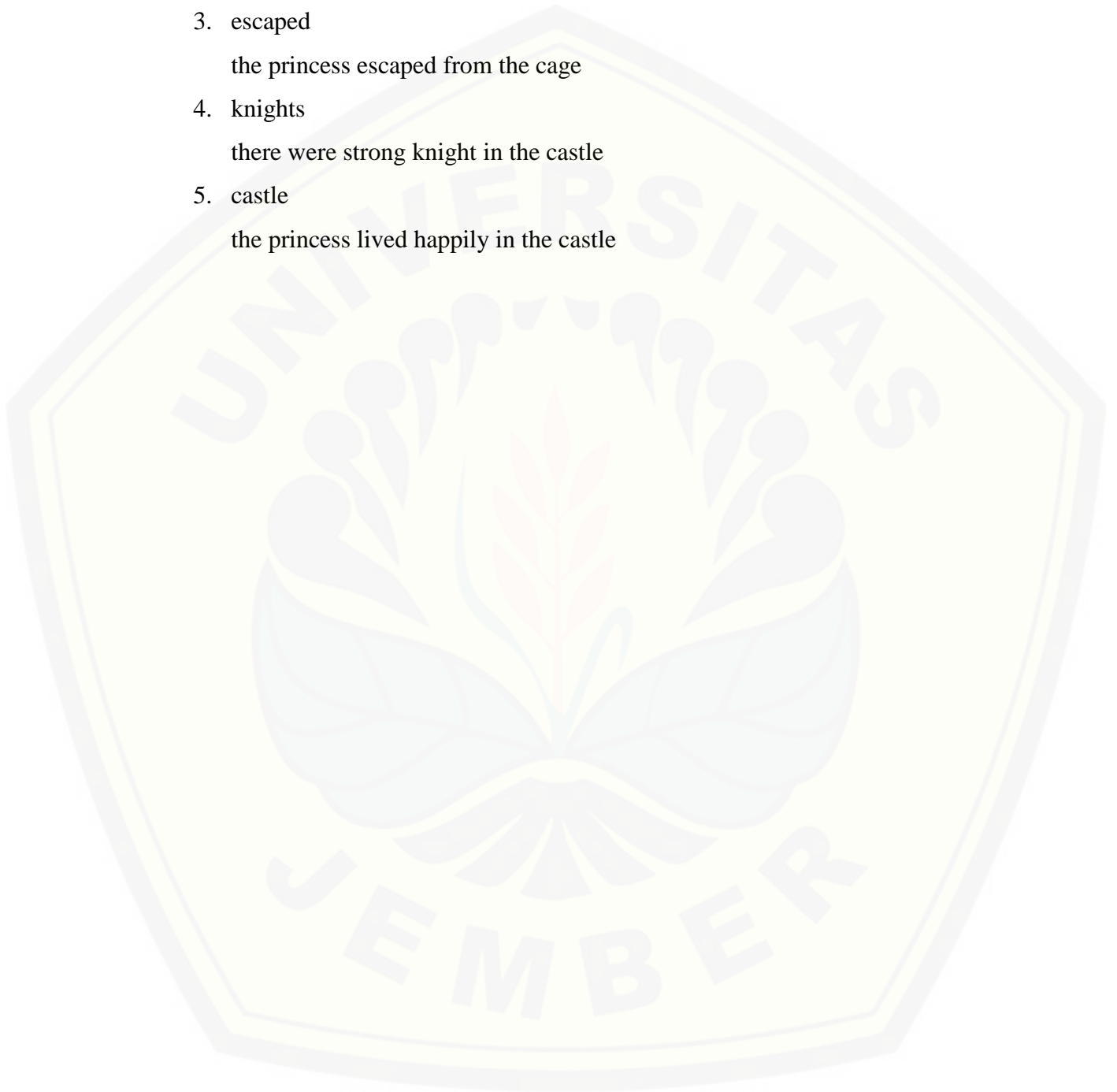
No.	Words	Verb	Noun	Adjective	Adverb	Meaning
1	there				√	Disana
2	king		√			Raja
3	queen		√			Ratu
5	castle		√			Istana
6	beautiful			√		Indah
7	ugly			√		Buruk
8	capture	√				Menangkap
9	lock	√				Mengunci
10	tall			√		Tinggi
11	dark			√		Gelap
12	tower		√			Tower
13	up				√	Diatas
14	sad			√		Sedih
15	promise	√				Berjanji
16	gold		√			Emas
17	rescue	√				Menyelamatkan
19	fast			√		Cepat
20	roar	√				Mengaum

Exercise II

1. castle
2. king and queen
3. ogre
4. dark and tall
5. sad
6. no, they did not
7. scary
8. dragon
9. they flew high to the sky
10. by giving a bag of gold

EXERCISE III

1. ugly
 org has an ugly face
2. sadly
 the king and queen waiting the princess sadly
3. escaped
 the princess escaped from the cage
4. knights
 there were strong knight in the castle
5. castle
 the princess lived happily in the castle



APPENDIX 15. SCRIPT OF CARTOON MOVIE MEDIA
(PRINCESS AND DRAGON)

1

00:00:00,000 --> 00:00:04,000

Created by Johariaz Iswara Wiranata S.Pd
NIM 080210401019

2

00:00:05,000 --> 00:00:10,000

Once upon a time there was a king and queen who lived in a golden castle with their beautiful daughter

3

00:00:10,000 --> 00:00:15,000

One night an ugly orge captured the beautiful princess and locked her up in his jail, dark tower

4

00:00:16,000 --> 00:00:22,000

The king and queen were very sad they promise to give a bag of gold to the knight that rescued the princess

5

00:00:23,000 --> 00:00:28,000

All the knight in the land wanted to rescue the princess. They rode to the tower as fast as they could

5

00:00:29,000 --> 00:00:32,000

The ugly orge roared with anger when he saw the knights.

6

00:00:34,000 --> 00:00:40,000

His roar was so scary that they rode away as fast as they could

7

00:00:41,000 --> 00:00:43,000

One day a friendly dragon was flying over the orge's tower when he heard the princess crying for help

8

00:00:49,000 --> 00:00:55,000

The dragon flew down to the tower, took a big fiery breath and blew the orge far away over the mountains and into the ocean

9

00:00:55,000 --> 00:01:09,000

The dragon rescued the princess from the tower and gently put her on his strong back. They flew high in the sky

10

00:01:11,000 --> 00:01:14,000

They flew over the tower and castle, over the mountains and cave, and out toward the deep blue ocean

11

00:01:15,000 --> 00:01:20,000

The dragon and princess flew to the castle. The king and the queen were so happy to see the princess

12

00:01:21,000 --> 00:01:20,000

They gave the dragon a bag of gold. They all lived happily ever after

13

thank you ^_^ JOHARIAZ ISWARA W. S.Pd

APPENDIX 16. CYCLE 2

Vocabulary Test

Name :
 Number :
 Class : VIII-A

Score:

EXERCISE I

Please identify the vocabulary in the table below by giving a tick in the column (√)

No.	Words	Verb	Noun	Adjective	Adverb	Meaning
1	Live					
2	Nice					
3	Cake					
5	Meet					
6	Where					
7	See					
8	Grandmother					
9	Behind					
10	Tree					
11	Later					
12	Little					
13	Big					
14	Eyes					
15	Ears					
16	Loud					
17	Run					
19	Woodcutter					
20	Never					

EXERCISE II

Choose the correct answer by crossing a, b, c, or d

1. With whom did little red riding hood live? She lived in the.....
 a. grandmother b. grandfather c. mother d. father
2. What kind of food did little red riding hood bring?
 a. nice fried chicken
 b. nice chocolate
 c. nice cake
 d. nice fried banana
3. For whom the cake was made?
 a. grandma b. wolf c. woodcutter d. Mother

4. Where did the little red riding hood meet the wolf?
 - a. in the kitchen
 - b. in the river
 - c. in the yard
 - d. in the jungle
5. Where did little red riding hood's grandma live?
 - a. behind the mother's house
 - b. on the trees
 - c. behind the woodcutter's house
 - d. behind the trees
6. What did wolf do to eat little red riding hood?
 - a. he camouflage like wood cutter
 - b. he camouflage like grandma
 - c. he camouflage like wolf
 - d. he camouflage like tree
7. Where was the wood cutter?
 - b. in grandma's house
 - c. in the jungle
 - d. in the yard
 - e. in the wood
8. A wood cutter heard a loud scream. The underlined word has the same meaning as?
 - a. laugh
 - b. smile
 - c. cry
 - d shout
9. How did the wood cutter beat the wolf?
 - a. by using wood
 - b. by using axe
 - c. by using cake
 - d. by using tree
10. The wood cutter hit the wolf over the head and the wolf opened his mouth wide? The underlined word has the same meaning as?
 - a. small
 - b. little
 - c. broad
 - d. tiny

EXERCISE III

Look at the picture below!

Based on the picture taken from the Caartoon Movie Video, Please arrange the jumbled letters into the correct words then give the explanation!



t - e - e - m =

.....

.....

.....

.....



h - i - n - d - b - e =

.....

.....

.....

.....



n - u - r =

.....

.....

.....

.....



e - d - i - w =

.....

.....

.....

.....



d - o - o - w - t - e - r - c - u - t =

.....

.....

.....

.....

Answer Key

Exercise 1

No.	Words	Verb	Noun	Adjective	Adverb	Meaning
1	Live	√				Mendiami
2	Nice			√		Bagus
3	Cake		√			Kue
5	Meet	√				Menemui
6	Where				√	Dimana
7	See	√				Melihat
8	Grandmother		√			Nenek
9	Behind				√	Dibelakang
10	Tree		√			Pohon
11	Later				√	Nanti
12	Little			√		Kecil/Sedikit
13	Big			√		Besar
14	Eyes		√			Mata
15	Ears		√			Telinga
16	Loud			√		Keras
17	Run	√				Lari
19	Woodcutter		√			Tukangkayu
20	Never				√	Tidakpernah

Exercise II

1. Grandmother
2. Nice cake
3. Grandma
4. In the jungle
5. Behind the trees
6. He camouflage like grandma
7. In the jungle
8. Shout
9. By using axe
10. Broad

EXERCISE III

1. meet

little red riding hood meet the wolf

2. behind

the little red riding hood house lived behind the forest

3. run

the wolf run so fast

4. wide

the wolf mouth was wide opened

5. woodcutter

the woodcutter hit the wolf with an axe



APPENDIX 17. SCRIPT OF CARTOON MOVIE MEDIA
(LITTLE RED RIDING HOOD)

1

00:00:00,000 --> 00:00:04,000

Created by Johariaz Iswara Wiranata S.Pd

NIM 080210401019

2

00:00:05,000 --> 00:00:15,000

Little red riding hood lived with her mother. One day little red riding hood went to see her granny. She had a nice cake in her basket

3

00:00:16,000 --> 00:00:25,000

On her way little red riding hood met a wolf. "Hello"! said the wolf. "where are you going?" "I'm going to see my grandmother. She lives in a house behind those trees."

4

00:00:26,000 --> 00:00:41,000

The wolf ran to granny's house, and ate granny up. He got into granny's bed. A little later, little red riding hood reached the house. she looked at the wolf

5

00:00:42,000 --> 00:00:58,000

"Granny, what big eyes you have!" "all the better to see you with!" said the wolf.

5

00:00:59,000 --> 00:00:66,000

"Granny, what big ears you have!" "all the better to hear you with!" said the wolf.

6

00:00:67,000 --> 00:00:75,000

"Granny, what big nose you have!" "all the better to smell you with!" said the wolf.

7

00:00:76,000 --> 00:00:83,000

"Granny, what big teeth you have!" "all the better to eat you with!" said the wolf.

8

00:00:84,000 --> 00:00:95,000

A wood cutter was in the wood. He heard a loud scream, and ran to the house.

9

00:00:96,000 --> 00:01:19,000

The woodcutter hit the wolf over the head. the wolf opened his mouth and shouted- and granny jumped out.

10

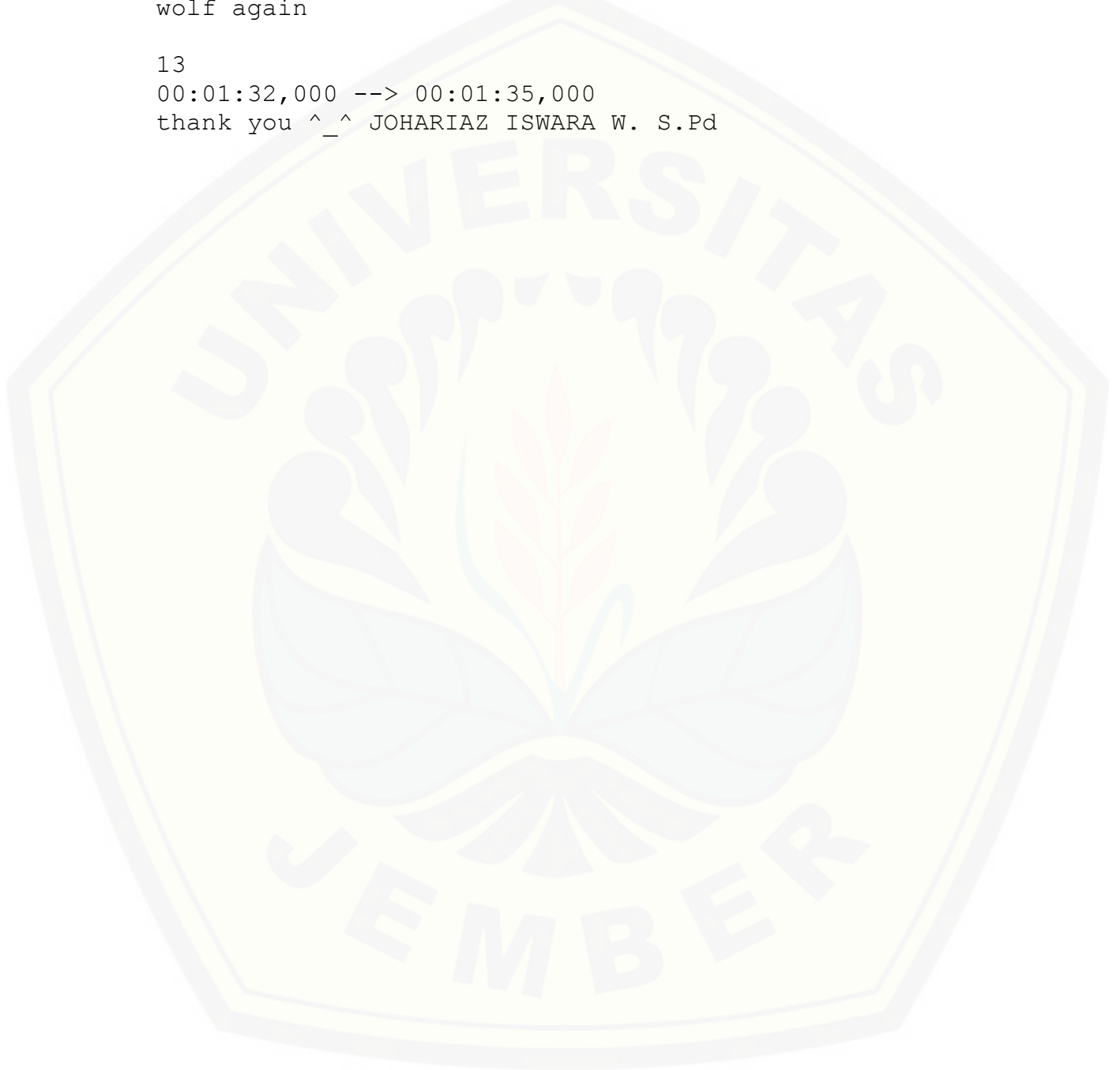
00:01:20,000 --> 00:01:31,000

The wolf ran away, and little red riding hood never saw the wolf again

13

00:01:32,000 --> 00:01:35,000

thank you ^_^ JOHARIAZ ISWARA W. S.Pd



APPENDIX 18

Table 4.1 The result of Observation in Cycle I

No	Meeting 1								Meeting 2							
	1	2	3	4	5	6	Active	Passive	1	2	3	4	5	6	Active	Passive
1		√	√	√		√	√			√	√	√		√	√	
2	√	√	√			√	√		√	√	√			√	√	
3		√			√	√		√	√	√			√	√	√	
4		√				√		√		√	√	√	√	√	√	
5			√			√		√			√			√		√
6	√	√	√	√		√	√			√	√	√	√	√	√	
7		√	√	√		√	√		√	√	√	√	√	√	√	
8		√	√			√		√		√	√			√		√
9		√		√	√	√	√		√	√	√	√	√	√	√	
10		√				√		√		√	√			√		√
11		√	√		√	√	√			√	√		√	√	√	
12		√	√	√		√	√			√	√		√	√	√	
13	√		√			√		√		√	√			√		√
14		√		√		√		√		√	√	√		√	√	
15	√	√	√	√	√	√	√			√			√	√		√
16		√	√			√		√		√	√			√		√
17		√				√		√	√	√	√		√	√	√	
18		√			√	√		√			√		√	√		√
19		√		√	√	√		√		√			√	√	√	√
20	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
21		√	√		√	√	√			√	√	√	√	√	√	
22		√				√		√		√		√		√		√
23		√	√			√		√		√	√		√	√	√	
24		√		√	√	√	√		√	√	√			√	√	
25		√			√	√		√			√			√		√
26		√	√			√		√	√	√	√	√		√	√	
27			√			√		√		√	√			√		√
28	√		√			√		√		√	√		√	√	√	
29		√			√	√		√		√			√	√	√	
30	√	√	√	√		√	√		√	√	√	√		√	√	
31	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
32				√		√		√		√	√	√	√	√	√	
33	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
34		√	√			√		√	√		√	√	√	√	√	
35	√	√		√	√	√	√		√	√	√		√	√	√	
36		√	√		√	√	√			√	√		√	√	√	
37	√	√			√	√	√		√	√	√		√	√	√	
38	√	√			√	√	√		√	√	√		√	√	√	
39	√	√	√		√	√	√		√	√	√		√	√	√	
40	√	√	√	√	√	√	√			√	√	√	√	√	√	
TOTAL	14	34	24	16	19	40	20	20	16	35	25	16	26	40	27	13

APPENDIX 19

Table 4.5 The results of Observation in Cycle II

No	Meeting 1								Meeting 2							
	1	2	3	4	5	6	Active	Passive	1	2	3	4	5	6	Active	Passive
1	√	√	√	√		√	√		√	√	√	√		√	√	
2	√	√	√		√	√	√		√	√	√	√	√	√	√	
3	√	√	√		√	√	√		√	√	√		√	√	√	
4		√		√		√		√		√		√	√			√
5			√	√		√		√			√	√		√		√
6	√	√	√	√		√	√		√	√	√	√	√	√	√	
7		√	√	√		√	√			√	√	√		√	√	
8		√	√			√		√	√	√	√	√		√	√	
9	√	√		√	√	√	√		√	√		√	√	√	√	
10		√			√	√		√		√			√	√		√
11	√	√	√		√	√	√		√	√	√		√	√	√	
12		√	√	√		√	√			√	√	√	√	√	√	
13	√	√	√	√		√	√		√	√	√	√		√	√	
14		√		√		√		√		√		√		√		√
15	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
16		√	√			√		√	√	√	√					√
17		√				√		√	√	√			√	√	√	
18		√			√	√		√		√			√	√		√
19		√		√	√			√				√	√	√		√
20	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
21		√	√		√	√	√			√	√	√	√	√	√	
22	√	√	√			√	√		√	√	√	√	√	√	√	
23		√	√			√		√		√	√			√		√
24		√		√	√	√	√			√		√	√	√	√	
25	√	√			√	√	√		√	√			√	√	√	
26		√	√			√		√	√	√	√		√	√	√	
27	√		√	√		√	√		√		√	√		√	√	
28	√	√	√	√		√	√		√	√	√	√		√	√	
29		√			√	√		√		√			√	√		√
30	√	√	√	√		√	√		√	√	√	√	√	√	√	
31	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
32				√		√		√		√	√		√	√	√	
33	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
34	√	√	√	√		√	√		√	√	√	√		√	√	
35	√	√		√	√	√	√		√	√		√	√	√	√	
36	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
37	√	√		√	√	√	√		√	√		√	√	√	√	
38	√	√			√	√	√			√	√			√		√
39	√	√	√		√	√	√		√	√	√	√		√	√	
40	√	√	√	√	√		√		√	√	√	√		√	√	
TOTAL	23	37	26	24	21	38	27	13	25	37	28	28	26	38	30	10

APPENDIX 20

The Students' Vocabulary Achievement Test Score in Cycle 1

No	The Students' Initials Name	Score	Achievement	
			Achieved	Not Achieved
1	AB	73	√	
2	AM	76	√	
3	ARAW	54		√
4	AI	67		√
5	AA	73	√	
6	AH	80	√	
7	AM	63		√
8	AMA	73	√	
9	BR	70	√	
10	BAK	63		√
11	BHO	70	√	
12	DR	77	√	
13	DA	73	√	
14	DT	80	√	
15	FN	53		√
16	FPK	63		√
17	KK	60		√
18	HE	73	√	
19	IP	70	√	
20	IZ	70	√	
21	LR	53		√
22	MGA	76	√	
23	MWA	73	√	
24	MFB	72	√	
25	MAX	60		√
26	MY	53		√
27	MUM	70	√	
28	MN	76	√	
29	NY	73	√	
30	RIB	70	√	
31	RNS	76	√	
32	SF	54		√
33	SMH	57		√
34	SIS	70	√	
35	SWM	64		√
36	SS	70	√	
37	TAUN	70	√	
38	ULFH	76	√	
39	FP	73	√	
40	YH	70	√	
Total	40 (N)	2737 ($\sum x$)	27 (n)	13

APPENDIX 21

The Students' Vocabulary Achievement Test Scores in Cycle 2

No	The Students' Initial Name	Score	Achievement	
			Achieved	Not Achieved
1	AB	76	√	
2	AM	80	√	
3	ARAW	57		√
4	AI	70	√	
5	AA	76	√	
6	AH	89	√	
7	AM	66		√
8	AMA	76	√	
9	BR	83	√	
10	BAK	77	√	
11	BHO	76	√	
12	DR	86	√	
13	DA	72	√	
14	DT	83	√	
15	FN	70	√	
16	FPK	66		√
17	KK	66		√
18	HE	73	√	
19	IP	76	√	
20	IZ	73	√	
21	LR	76	√	
22	MGA	76	√	
23	MWA	73	√	
24	MFB	72	√	
25	MAX	60		√
26	MY	53		√
27	MUM	70	√	
28	MN	76	√	
29	NY	73	√	
30	RIB	70	√	
31	RNS	76	√	
32	SF	51		√
33	SMH	63		√
34	SIS	76	√	
35	SWM	57		√
36	SS	79	√	
37	TAUN	73	√	
38	ULFH	76	√	
39	FP	76	√	
40	YH	86	√	
Total	40 (N)	2903 ($\sum x$)	31 (n)	9