



**USING A CARTOON MOVIE ENTITLED “TOM AND  
JERRY” AS AN ALTERNATIVE MEDIA FOR TEACHING  
NAMES OF OBJECTS IN ENGLISH TO ELEMENTARY  
SCHOOL STUDENTS**

**(An Action Research at the Year V Students of SD N Kebonagung 2  
in the Academic Year of 2009)**

**A Final Project**

**Submitted in Partial Fulfillment of the Requirements  
for the Degree of *Sarjana Pendidikan* in English**

**by:**

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## PERNYATAAN

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Fakultas Bahasa dan Seni Universitas Negeri Semarang, Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**USING A CARTOON MOVIE ENTITLED “TOM AND JERRY”AS AN ALTERNATIVE MEDIA FOR TEACHING NAMES OF OBJECTS IN ENGLISH TO ELEMENTARY SCHOOL STUDENTS: An Action Research at the Year V Students of SD N Kebonagung 2 in the Academic Year of 2009**

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini, benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, bimbingan, dan pemaparan atau ujian. Semua kutipan, baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung, maupun sumber lainnya telah disertai keterangan mengenai identitas sebenarnya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang, 2009

Yang membuat Pernyataan ,

Erni Murniwati

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“Do what you think, Think what you do”  
(Ms-Misbach)



**Dedicated to:**

- *My beloved parents Mr. Dahlan and Mrs. Siti Karni.*
- *My beloved husband Mr. Kabul Jazuli.*
- *My beloved daughter Aqilah Bilqis Ramadhani.*
- *My beloved younger brother Muhammad Kafidin.*
- *My classmates in the English Department '04.*

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Furthermore, the writer most surely releases that her research paper is far enough of being perfect. Therefore, I would like to get the reader's advice and support for the betterments and further improvements.

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## ABSTRACT

**Murniwati, Erni. 2009.** *Using a Cartoon Movie Entitled "TOM AND JERRY" as an Alternative Media for Teaching Names of Objects in English to Elementary School Students (An Action Research at the Year V Students of SD N Kebonagung 2 in the Academic Year of 2009).* Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor 1. Dr. A. Faridi, M.Pd., Advisor II. Dr. Dwi Anggani LB., M.Pd.

**Key words:** Cartoon Movie, Tom and Jerry, Media, Teaching Names of Objects in English.

This final project is an action research. In this study, I limit the discussion by stating the problem: to what extent does "TOM AND JERRY" cartoon movie improve students' mastery of names of objects in English? The aim of the action research is to find out whether "TOM AND JERRY" cartoon movie can improve the students' mastery of names of objects in English. It is expected that the result of the study can give contributions to teachers in enriching the teachers' strategy in teaching names of objects in English. Moreover, this study may give an experience to students in learning names of objects in English using a cartoon movie entitled "TOM AND JERRY".

There were four steps in conducting this action research: planning, action, observing and reflecting. In obtaining the data, the writer carried out two cycles. The first cycle of the activity was giving a pre test. The actions were giving a treatment and a written test. In conducting that activities, the writer just used one cartoon movie, because the cartoon movie entitled "Whiskers Away!" included all topics. The topics of the activities were transportation, number and profession. Because the result of the first cycle has not fulfilled the targeted standard, so the writer conducted the second cycle. In the second cycle, similar with the first cycle, the topics of the activities were the same as the topics in the first cycle, they were transportation, number and profession. The actions in the second cycle were giving a treatment, an oral test, post test and questionnaire. The writer gave an oral test not a written test because the limited time given by the school.

According to data analysis, it can be found that there is a significant difference in the result of the students' score, pre test and post test. The average of achievement of the students was 61.80 % in the pre test and in the post test, the average of achievement of the students was 85.19 %. Based on the criterion of Depdikbud, the result of conducting the action research was successful, because it achieved over 85%. The main factor affecting this improvement was the students' interest in the cartoon movie given. It can be found from the questionnaire result. The items number 1 and 3 are about the students' interest and motivation in learning using a cartoon movie. The mean of the students' interest was 84.3 and the mean of the students' motivation was 85. Based on the criterion, it can be concluded that the students' interest and motivation were high.

Referring to my experience in conducting the action research, the writer offers several suggestions. Firstly, the writer suggests the cartoon movie entitled "TOM AND JERRY" to be used frequently to teach Elementary School students in learning names of objects in English. Secondly, it is expected that there would be further studies on teaching English using other cartoon movies applied other technique.

## TABLE OF CONTENTS

<b>ACKNOLEDGEMENT</b> .....	<b>i</b>
<b>ABSTRACT</b> .....	<b>iii</b>
<b>TABLE OF CONTENTS</b> .....	<b>v</b>
<b>LIST OF APPENDICES</b> .....	<b>viii</b>
<b>CHAPTER</b>	
<b>1. INTRODUCTION</b> .....	<b>1</b>
1.1 General Background of the Study.....	1
1.2 Reason for Choosing the Topic .....	3
1.3 Statement of the Problem .....	4
1.4 Objectives of the Study .....	4
1.5 Significance .....	4
1.6 Organization of the Thesis .....	5
<b>2. REVIEW OF RELATED LITERATURE</b> .....	<b>6</b>
2.1 The Definition of Cartoon Movie .....	6
2.2 “TOM AND JERRY” cartoon movie.....	7
2.3 The Definition of Media.....	8
2.4 Teaching English at Elementary School.....	9
2.5 Teaching Names of Objects in English.....	10
2.6 The Characteristics of Elementary school Students.....	12
2.7 Students Problems in Learning English.....	14

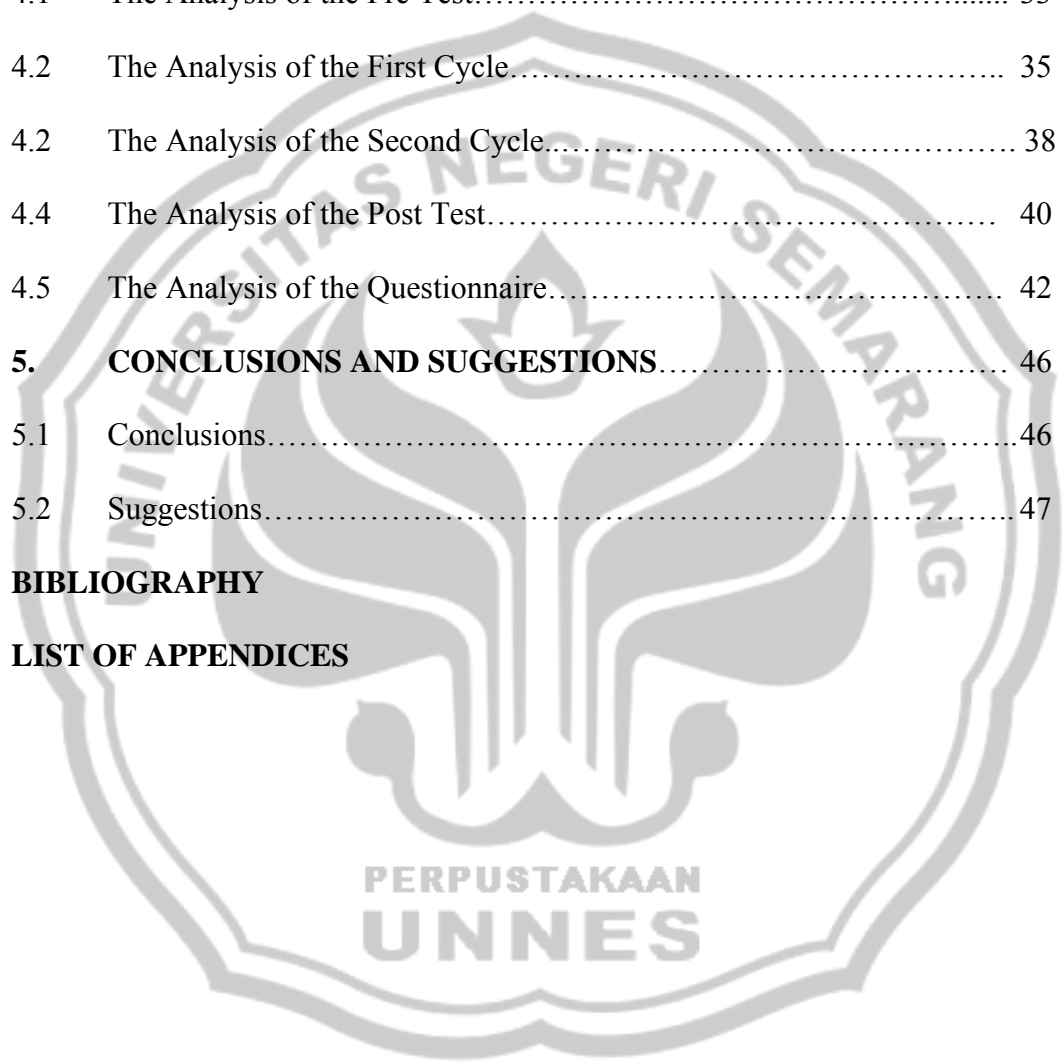
<b>3.</b>	<b>METHODS OF INVESTIGATION</b> .....	16
3.1	Population.....	16
3.2	Sample and Technique of Sampling.....	17
3.3	Data Collection.....	18
3.4	Instrument of the Study.....	19
	a. Tests.....	19
	b. Questionnaire.....	20
3.5	Try Out.....	21
	a. Validity of the Test.....	21
	b. Reliability of the Test.....	22
	c. Difficult Level.....	23
	d. Discriminating Power.....	24
3.6	Research Design.....	25
3.7	Procedure of the Research.....	27
	a. Identifying the Problems.....	27
	b. First cycle.....	27
	1) Planning.....	28
	2) Implementation of the Action.....	28
	3) Observation.....	29
	4) Assessment and Reflection.....	29
	c. Second cycle.....	29
	1) Planning.....	30
	2) Implementation of the Action.....	30



3) Observation.....	31
4) Assessment and Reflection.....	31
3.8 The Criterion of the Assessment.....	32
<b>4. DATA ANALYSIS AND DISCUSSIONS.....</b>	<b>33</b>
4.1 The Analysis of the Pre Test.....	33
4.2 The Analysis of the First Cycle.....	35
4.2 The Analysis of the Second Cycle.....	38
4.4 The Analysis of the Post Test.....	40
4.5 The Analysis of the Questionnaire.....	42
<b>5. CONCLUSIONS AND SUGGESTIONS.....</b>	<b>46</b>
5.1 Conclusions.....	46
5.2 Suggestions.....	47

**BIBLIOGRAPHY**

**LIST OF APPENDICES**



## LIST OF APPENDICES

Appendix	1	List of the Try Out Students
Appendix	2	List of the Students in Action Research
Appendix	3	Analysis of the Try Out
Appendix	3.1	The Computation of Item Validity
Appendix	3.2	The Computation of Item Discrimination
Appendix	3.3	The Computation of Item Difficulty
Appendix	3.4	The Computation of Item Reliability
Appendix	4	The Try Out Test
Appendix	5	The Pre-Test
Appendix	6	The Activity Test
Appendix	7	The Post-Tes
Appendix	8	Questionnaire
Appendix	9	Lesson Plan 1
Appendix	10	Lesson Plan 2
Appendix	11	The Analysis of the Questionnaire Result

# CHAPTER 1

## INTRODUCTION

In this chapter, the writer will discuss about general background of the study, reason for choosing the topic, statement of the problem, objective of the study, and significance.

### 1.1 General Background of the Study

Language is a very important means of communication in daily human life. Human being uses language both in written and spoken forms to express their ideas. As states by Ramelan (1992: 10) that “ Language is an arbitrary system of speech sound which is used inter personal communication by an aggregation of human being, and which rather exhaustively catalogs things, processes and events in the human environments “.

As an international language, English has an important role in international relation. To encourage Indonesia citizens to learn English, our government states that English is the first foreign language in Indonesia, so English has been given more special attention. Nowadays, we can see that English is not only taught at Junior High School, Senior High School and Vocational School, but also at Elementary school as a local content. This is in Indonesia a new step for the national education in Indonesia (Depdiknas, 2004: 1).

The function of teaching English in Elementary school is to introduce English as the first foreign language to Elementary school student in order to be

able to communicate in simple English. By studying English, the students are expected to have a means to develop their knowledge of science, technology and culture so that they can grow up with Indonesia personality. Later, hopefully, the pupils are able to support the development of tourism (Depdiknas, 2003).

As local content subject, English is taught to pupils of grades 4, 5 and 6. Meanwhile, in some favorite schools English is taught to pupils started from grade one. So many parents realize the important of English enrolled their children to some English courses to study it.

Teaching English in Elementary School has been accepted in Indonesia in line with the government's plan concerning the nine years basic education. According to KTSP curriculum which is operational curriculum, is made by and done in each education institution. KTSP curriculum consists of the objectives of education in institution, structure, educational calendar and syllabus. (BNSP, 2006:5)

Vocabulary is one of the most important components, which has to be mastered and acquired by the students in learning in a new language. By learning vocabulary first, it enables the students to communicate in English. Teaching English Vocabulary to children, especially at Elementary School is not easy and it is different from teaching English vocabulary to adults, because when a teacher teaches at elementary school, he or she plays an important role in the teaching learning process.

The students' needs, interest and motivation are important factors in learning a new language for the students to achieve the goal of the study. After

knowing the important factors, a teacher can decide the most efficient and effective technique, media and strategy of teaching of foreign language. In the writer opinion, there are other important factors that can support the success of the language teaching; they are qualified teacher, good environments, facilities and appropriate media.

Teaching names of object in English to the Elementary School students is different from teaching to adults, since students of Elementary School have different characteristics with adults. For example, when they feel bored with the class, they will sleep during the class and ignore the lesson given by the teacher. That is why, the teachers need to choose one of various techniques that are best for students.

Here, the writer will use a cartoon movie entitled "TOM AND JERRY" as an alternative technique in teaching of names object in English. The Elementary School students are given something new and different from what they usually get in the class. They are not only the object of the teaching learning process but also the participants. In other words, the teacher makes the students active instead of being silent. Through this study, the writer wants to find out a new teaching technique to increase the quality of English teaching learning process in Elementary School.

## **1.2 Reason for Choosing the Topic**

The writer's reasons for choosing the topic are as follows:

- a. Students of Elementary School have problems in mastering the vocabulary items they had learned especially names of objects in English.
- b. Many teachers think that using media in teaching vocabulary especially names of objects in English is not widely available, expensive and waste much time.
- c. In this case, the writer is going to use a cartoon movie entitled “TOM AND JERRY” in order to make learning process will be more interesting and helpful.

### **1.3 Statement of the Problem**

In this thesis, the writer limits the discussion by stating the following problem:

Does “TOM AND JERRY” cartoon movie improve students’ mastery of names of objects in English?

### **1.4 Objective of the Study**

The objective of this study can be stated briefly as follow:

To know the Students’ achievement during the teaching learning process by using a cartoon movie entitled “TOM AND JERRY”.

### **1.5 Significance**

*Theoretically*, this study can contribute to the development of teaching names of objects in English at Elementary School.

*Practically*, the result if the study can be used as additional information for English teacher especially in developing various techniques in teaching learning process.

*Pedagogically*, the result if the study can be used for the teacher to construct the material of names of objects in English at Elementary School.

## **1.6 Organization of the Thesis**

The organization of the paper will be as follow:

Chapter I give introduction which contains the background of the study, the reason for choosing the topic, statement of the problems, objectives of the study, the significance of the research, and the organization of the paper.

Chapter II presents the review of related literature which discusses the definition of cartoon movie, the explanation of “TOM AND JERRY “cartoon movie, the definition of media, teaching English at Elementary School, teaching names of objects in English, the characteristics of Elementary School students and students problems in learning English.

Chapter III explains the methodology of research which discusses the population, sample and technique of sampling, data collection, instrument of the study, try out, research design, procedure of the research and the criterion of the assessment.

Chapter IV concerns with the results of the research and the discussions.

Chapter V proposes the conclusions and suggestions.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the writer would like to put the theories from some experts that support this research, those are about the definition of cartoon movie, “TOM AND JERRY” cartoon movie, the definition of media, teaching English at Elementary School, teaching names of objects in English, the characteristics of Elementary School students, student problems in learning English.

#### **2.1 The Definition of Cartoon Movie**

Brown, Lewis and Harclerod (1977: 113) state that cartoons are one of the major forms of graphic communication. They have the power to capture attention and influence attitudes and behavior. Cartoons have obvious characteristics, which can be specified quite easily: minimum detail, familiar symbols or characters, stereotypes that are quickly recognized and understood. The cartoon messages usually are crisply and clearly communicated.

“Cartoon is moving diagrams or cartoons that are made up of a sequence of images displayed one after the other. Animations are created for entertainment, ad banners as well as instructional sequences.”

Cartoon is illusion of motion created by the consecutive display of images or static elements. A film and video production, this refers to techniques by which each frame of a film or movie is produced individually. There frame mat be generated by computer or by photographing a drawn or painted image, or by



repeatedly making small changes to a model unit, and then photographing the result with a special animation camera. When the frames are strung together and resulting film is viewed, there is an illusion of continuous movement due to phenomenon known as persistence of vision.” (<http://www.answer.com/topic/animation>).

Cartoon is an amusing drawing or series of drawing in a newspaper, etc. it has the power to draw attention and influence attitude and behavior (Hornby, 1995: 117).

From the definition above, it can be concluded cartoons are sets of moving pictures made by photographing a series of cartoon drawings or sketches, which carry messages or information, emphasize humorous elements and are design to reach certain objectives. By inserting humorous elements, cartoons are intended to attract the student’s attention.

## **2.2 “TOM AND JERRY” cartoon movie**

'Tom and Jerry' is a series of theatrical short subjects (cartoons) created by William Hanna and Joseph Barbera for Metro-Goldwyn-Mayer that centered on a never-ending rivalry between a housecat (Tom) and a mouse (Jerry) whose chases and battles often involved comic violence.

([http://en.wikipwdia.org/wiki/Tom\\_Jerry](http://en.wikipwdia.org/wiki/Tom_Jerry)). The writer is interested in this movie and chooses it as media to teach names of objects in English for the Elementary School students because “TOM AND JERRY” cartoon movie provides many vocabularies especially names of objects in English to help teaching learning

process and the students can see the pictures of vocabulary especially names of objects in English.

### **2.3 The definition of Media**

Media will help to establish the conditions for the learners to identify or describe something. There are some experts who give their opinion dealing with media:

- a. Media are any person, material or events; those establish conditions which enable the learners to acquire knowledge, skills and attitudes. (Gerlach, Ely 1980: 241)
- b. Media are used to motivate students in learning. (Hamalik, oemar 1993: 18)
- c. Media are tools or the physical things used by a teacher to facilities the instruction. (Brown: J.W, Richard B.L, Fred F.H, 1969: 2-3)

In other words, any special factors that help the teacher to select appropriate media should be used. Many kinds of media such as pictures, tape recorder, overhead projector, radio, television, computer, etc are very useful for the teacher to archive instructional goals of the teaching learning process and they can also be easily formed in our daily lives.

In general, “media” refers to various means of communication. For example: television, radio, and the newspaper are different types of media. The term can also be used as a collective vocabulary for the press or news reporting agencies. In the computer world, “media” is also used as a collective vocabulary,

but refers to different types of data storage options. (<http://www.techterms.com/definition/media>).

The term “media” are a plural of medium and the media the mass collectively (oxford dictionary). When media refers to the mass media, it is sometimes treated as a singular form, as in: the media has shown great interest in these events. Many people think this use is incorrect and that media should always be treated as a plural form: the media has shown great interest in these events.

From the definition above, media can be interpreted as any substances which an important role in teaching and learning process, they help the students or learners master the material more interestingly, through media students can see people, places and things that are far from their own experiences.

## **2.4 Teaching English at Elementary School**

Teaching English is not easy, moreover teaching English for elementary school students. Bearing in mind that students at this level are still children, the activities of teaching and learning should be enough in order to make them understand what is expected of them. Teachers at this level should plan lesson with a varied activities, so that the classroom becomes fun and enjoyable. Besides, to provide a comfortable classroom is also important because children respond well to surroundings which are pleasant and familiar.

Above all, there is also one thing that must be considered in teaching English especially for elementary school students who are still beginner; that is about the way of teaching. As English is new language for elementary school

students, therefore it is must for teachers at this level to present English in an appropriate way. Hadfield (2003:2) states that in presenting a new language at elementary school, teachers need to do three things.

First is creating a context for a new language. It means that teachers need to show their students how the language is used and what it means. In this case English should be presented in a context that makes it clear, for instance by using media, text, picture, mime, songs or games.

Second is focusing on the form of the new language. It means that after establishing the meaning of the new language, the next step that teachers have to do is showing their students how it is formed. In this session, teachers begin to teach their students about grammar in order to make them understand how to make a simple sentence.

Third is checking comprehension. It means that after teachers have explained how the language is used and how it is formed, teachers need to check whether their students have understood what explained or not. The activity of checking their comprehension can be done by asking them to practice their language in front of class, or giving them a quiz or test.

## **2.5 Teaching Names of Objects in English**

English has very important role toward this world, not only in developing technology, science, and culture, but also in making good relationship among nations all over the world. In order to support the English teaching and learning, Indonesian government has constructed the KTSP (Kurikulum Tingkat Satuan

Pendidikan) for Elementary School, Junior High School and Senior High School. This curriculum is used for guiding the teachers of SD, SMP and SMA to develop or create their own teaching.

Even now, based on the School Based Curriculum (KTSP) English is also taught at Elementary School which the intension is to develop students' language skill for accompanying action (*language accompanying action*). In elementary school may add any lesson that is called *muatan local* or local content. There are many kinds of local content taught in different schools, such as dancing, handicraft, gardening, regional language, English, etc.

....., English in Elementary School is intended to develop students' language ability used in language accompanying action. English used to interact and to behave "here and now". The topic is talking about everything that there be in context situation. To achieve this competence, the students need to be displayed and made to be common with kind of adjacency pairs which is a basic to have more complex interaction ability (Depdiknas, 2006: 403).

As one of local content taught in Elementary School, English has some functions for the students as follows:

- a. By studying English, students are expected to have ability to develop their communication competence in oral, limitedly in language accompanying action in context of school.
- b. Later, the students are expected to have awareness of essence and importance of English to develop their competitive capacity in global community (Depdiknas, 2006: 403).

Referring to he purposes of School Based Curriculum (KTSP) above, the writer thinks that teaching English at Elementary School should be in line; in

order to make the study result could be successful as expected on the School Based Curriculum (KTSP). Those are helping the students to recognize themselves, their culture and other nations' culture. Besides, it is also expected that English learning at elementary school could help the students to be able to deliver their idea and feeling, to participate in the society and even to find out and use their imaginative skill within themselves.

Based on the School Based Curriculum (KTSP) English is taught in Elementary School from the first grade to the sixth grade and in this research the writer teaches the fourth graders in SD N Kebonagung 2. Here, the writer use cartoon movie "TOM AND JERRY" as a media for teaching name of objects in English for the fourth graders as the introduction of English vocabulary especially name of objects in English.

## **2.6 The Characteristics of Elementary School students**

Dealing with the development curriculum in Indonesia, teaching English to young learners has become important in recent years. However, it is not always an easy task to teach young learners. There are many considerations that should be taken on how to teach and what to teach. It is fact that children are different from adults physically and mentally.

The age has become a major factor to formulate decisions on teaching students. The students who are considered as young learners enjoy studying language through loads of cheerful activities in a bright and colorful room. While adults, are expected to use abstract notions since they can think rationally. As

Harmer Jeremy (2001: 40) affirms that adults often encompass clear understanding of why they are learning and what they wish to comprehend out of it.

Teaching Elementary School students is not the same as teaching adults because they have different characteristics and as stated by Helaly:

“Unlike, adults are not self motivated and do not have an immediate need to learn English. They are not concerned with job or university degrees that required knowledge of English. Their world is their daily games, events of interest to them, now knowledge that may come across and question that their inquisition minds may ask” (Helaly, 1987: 49).

In general, the Elementary school students are the children at the age between six up to twelve years old are enthusiastic to know and learn everything. The following are some general characteristics of the children of that group according to Wendy Scott:

- a. They are competent users of mother tongue.
- b. They can tell the difference between fact and fiction.
- c. They love to play and learn best when they enjoy themselves seriously and like to think that what they are doing in the real work.
- d. They are enthusiastic and positive about learning.
- e. They rely on the spoken as well as the physical word to convey and understand meaning.
- f. They are able to work with others and learn from others.
- g. Their own understanding comes through eyes, hands and ears. The physical word is dominant at all times.
- h. They have very short attention and concentration span (1990: 2-4).

In Indonesia, the characteristics of Elementary School students are similar generally. However, the writer wants to add several characteristics based on the book of “*Psikologi Perkembangan*”, written by “Tim Pengembangan MKDK IKIP Semarang”. They are:

- 1) The Elementary School students are the children at the age of 7 to 12 old.
- 2) They are in the smart age. It means that they often show they know from school and they are really proud of it.
- 3) There is a strong correlation between physical condition and school achievement.
- 4) They intended to praise themselves.
- 5) At the end of this phase, they begin to have in special subjects (IKIP Semarang press, 1989:102).

From the explanation above, the write can say that Elementary School students still need a specific guidance from their teacher and people around them especially their parents in order to follow the lesson well. Since they get bored easily during the class activity, the teacher plays the task of creating and maintaining cheerful situation in the classroom. Thereby, as beginners, Elementary School students will be happy learning English.

## **2.7 Student Problems in Learning English**

Learning a foreign language is different from learning a native language since the students; environment in achieving their first language and a foreign language are different.



Setiyadi (2006: 23-25) adds that when people learn another language, their mother tongue sometimes interferes with the target language. This phenomenon is often called interference. Interference is often caused by the similarities between their mother tongue and a new language. Interference with a new language differs from the mother tongue and how much the mother tongue interferes with the target language.

The writer concludes that learning a foreign language is different from learning a native language so the elementary school students as beginner find some problems in learning English, they are:

- a. Students are surrounded by the first language at home, at school or even in communication with the people in their society where foreign language is not used as a means of communication.
- b. Students do not know how to read or write at the time they are learning their mother tongue, but they learn English through expression and reading.
- c. Students may be interfered by their first language system which has been well established in their mind. (Wahyuni, 1997: 15)

## **CHAPTER III**

### **METHODS OF INVESTIGATION**

In this chapter, the writer was going to present population, sample and technique of sampling, data collection, instrument of the study, try out, research design, procedure of the research and the criterion of the assessment.

#### **3.1 Population**

Azwar (1997: 77) defines that “population is the group of people which we want to obtain the data”. Arikunto (2002: 102) adds that “population is all the objects research”

Based on the theories defined by Azwar and Arikunto, the writer concludes that a population is a group from which the sample is taken or a population is a group of people (or items) about which an observer wants to obtain the information is being collected. The population of this study is the fifth graders of SD N Kebonagung 2 in the academic year of 2008/2009 with the total 36. The choice of the study is based on the following consideration:

- a. The students have been taught English since they were in the fourth graders.
- b. The students needed an interesting media in learning English especially names of objects in English.
- c. Cartoon movie was never used by the teacher when learning English in the class.

According to Azwar (1997: 79), “sample is a part population”. (Arikunto, 2002: 110) claims that “a good sample is the one that represent the whole population”. In determining the size of sample, Arikunto (2002: 112) says that “if the population is 100 respondents or less, it is better to take the whole population is sample. If the population is more than 100 respondents, the researches can take 10-15%, or more than 25% of the population based on the capability of researches”.

### **3.2 Sample and Technique of Sampling**

According to Arikunto (2002: 109), sample is part of representative of population, which is researched. As stated before, the population is the fifth graders of SD N Kebonagung 2 in the academic year of 2008/2009. The total population is 36 students. Arikunto (2002: 112) says...”when the number of the subjects in a research is less that one hundred, they, all, should be taken as he subject research”.

Sampling is an important step in conducting a research. The technique of sampling has to be conducted in such a way so that the sample represents the whole population. Best (1981: 9) states that sampling is the individual observations or individuals are chosen in such a way that each has an equal chance of being selected, and that each choice is independent of any other choice.

In this study, the sample used was “the sample population” since all the population was chosen as a sample.

### 3.3 Data Collection

In doing a research, some of the data are needed to achieve the objectives of the research. Thus to collect the data, we have to do data collection. According to Arikunto (2006: 232) data collection means to observe variable which will be observed by using interview, tests, observation, questionnaire, etc.

On the other side McNiff (1997: 77) also states that there are several techniques in collecting data based on Methods in Walker and Hopkin. The methods in Walker and Hopkin are field notes, audio tape recording, pupil diaries, interviews, and discussion, video tape recording, questionnaire, sociometry, documentary evidence, slide/tape photography, and case study.

Considering all those data collection methods, the writer come to a decision to use some of them which were more appropriate to the class situation in which the writer would conduct her research. They were:

a. Test (pre test and post test)

Test is used to measure the extent of students' achievement during the teaching learning process. In this research, the writer will give a series of test, those are pre test, assessment test and post test. The pre test is intended to investigate the students' initial condition; the assessment test is intended to get the information of students' improvement during the teaching and learning process; and the post test is intended to know the students' achievement in the final of teaching and learning process.

b. Questionnaire

The purpose of giving questionnaire is to get the information about the students' personal responses after the teaching and learning process.

### **3.4 Instrument of the Study**

According to Arikunto (2002: 136), research instrument is a device by researcher while collecting data to make his work becomes easier and to get better result, complete, and systematic in order to make the data easy to be process. In this research the writer use a test method. The instruments in this research are test and questionnaire as her data collection methods, thus the instruments used by the writer are as follows:

**a. Tests**

As mentioned above that in this research there were three kinds of test, i.e. pre test, assessment test and post test. All those tests would be given in the form of multiple-choice. The reason were because multiple-choice test type was economical in term of the number of items that can be answered in a short period of testing time and it was also easily and quickly scored. The first test was called pre test, the purpose of giving pre test was to know the students' ability in mastering English vocabularies especially name of objects in English before conducting this study. The second was called assessment test, after presenting the media and explain the theme to the students, she would continue with assessment test to know the students' result after they would be treated in each cycle. In

addition, after all of the cycles were done, the last test was post test. The purpose of the post test was to check the significant difference of the students' result before and after the treatment in each cycle. To know the significant difference of the students' result, the writer compared the result of the post-test and pre-test. The questions of pre-test and post-test were different, but the difficulty level of each item was same.

The writer would arrange the data by using a frequency distribution. To know the average mark, the writer would use the simple formula as follows:

$$\frac{\sum nX}{\sum n} = \text{the average mark}$$

Where,

X = students mark

N = number of students

nX = students' mark x number of the students

#### **b. Questionnaire**

A questionnaire is a list of questions that should be answered by students. This kind of instrument is used to get the information about the students' needs, interest, like and dislike after being taught by using media "TOM AND JERRY" cartoon movie.

Based on the way to answer, according to Arikunto (2006: 152) there are two kinds of questionnaire, i.e. opened and closed questionnaire. In this study, the writer decided to use closed questionnaire, because it is easier to do, either by the respondent or by the writer herself.

### 3.5 Try Out

The quality of a data, whether or nor it is good, is based on the instruments of the data collection. Therefore, before a test is used as the instrument, firstly the writer does a try out.

The try out itself would be conducted on Saturday May 20<sup>th</sup>, 2009 in SD N TUNGU, Grobogan. There were 20 students who become the respondents. Each of them had to complete the test consisting of 40 items in 30 minutes.

After scoring the try out result, the next step which would done by the writer was analysis the validity, reliability, discriminating power, and level of difficulty of each item. The reason was to get valid and reliable items which are proper to be used in the real test: pre test, assessment and post test.

#### a. Validity of the Tests

One of the requirements of a good test is being valid. Validity is used to measure the quality of any test. In this research, the writer dealt with item validity. Item validity is the index of validity of each item (Arikunto, 1998: 162).

To calculate the validity of her test, the writer used the formula of Pearson Product Moment (Arikunto, 2006:170)

$$r_{xy} = \frac{N \sum xy - (\sum x) \sum y}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

in which,

$r_{xy}$  = the coefficient of the correlation between X variable and Y variable,

N = the number of the correspondents/students,

$\sum x$  = the sum of sc item,

$\sum x^2$  = the sum of the square score in each item,

$\sum y$  = the sum of total score from each students,

$\sum y^2$  = the sum of the square score from each students,

$\sum xy$  = the sum of multiple of score from each student with the total score in each item,

#### b. **Reliability of the Test**

A reliable test is consistent and dependable (Brown, 2004: 20). The reliability of a test is a matter of how consistent it produces similar result on different occasion under similar situation, for instance if we give the same test to the same students on two different occasions, the test should yield similar result.

The formula will be used by the writer to calculate the reliability of her test is the formula of Kuder Richardson 20 (K-R 20) as stated by Arikunto (2006: 188):

$$r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{V_1 - \sum pq}{V_t} \right)$$

in which,

$r_{11}$  = the reliability of the test,



$k$  = the number of items,

$p$  = the numbers of the students who answered the item correctly,

$q$  = the numbers of the students who answered the item incorrectly,

$V_t$  = total varian,

The computation of  $r_{11}$  is consulted with  $r_{table}$ . If  $r_{11} > r_{table}$  so the instrument of test is reliable.

### c. **Difficult Level**

Heaton (1975:172) states that the index of difficulty or the facility value of an item simply shows how an easy or difficult the particular item proved in the test. A good test is a test in which no too easy and difficult. Because if it is so it can not function as a good means of evaluation.

To compute the difficulty level, the writer used this formula (Arikunto, 1995:212)

$$P = \frac{B}{JS}$$

In which,

$P$  = item difficulty

$B$  = number of students who answered the item correctly

$JS$  = number of students

The level of difficulty of each item is determined by using these following categorizations (Arikunto, 1995: 214):

0	$P \leq 0.30$	is difficult
	$0.30 < P \leq 0.70$	is medium
	$0.70 < P \leq 1.00$	is easy

**d. Discriminating Power**

According to Heaton (1975:173) the discrimination index of an item indicates the extent to which the item discriminates between the testees, separating the more able testees from the less able. It means that the index of discriminating tells us whether those students who performed well on the whole test tended to do well or badly on each item in the test.

The formula used by the writer to calculate the item discrimination was as follow:

$$D = \frac{U - L}{N}$$

In which,

D = discriminating index

U = the number of students in the upper group who answered the item correctly

L = number of students in the lower group who answered the item correctly

N = the number of the students in one group

In order to know the level of DP of each test items, the writer saw the DP classification. That is like this:

$D = \text{Negative}$	is very poor
$0.00 < D \leq 0.20$	is poor
$0.20 < D \leq 0.40$	is satisfactory
$0.40 < D \leq 0.70$	is good
$0.70 < D \leq 1.00$	is excellent

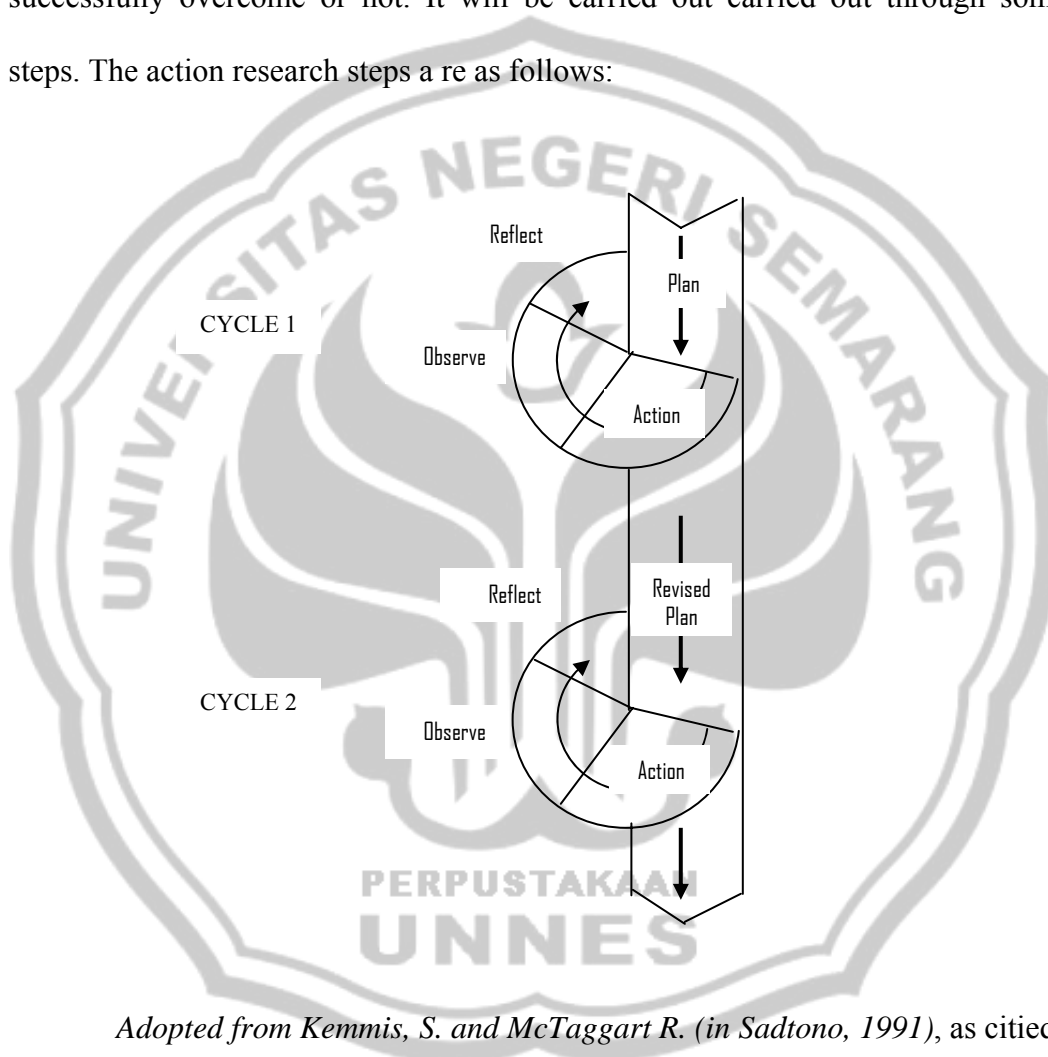
If the D is negative, all of the items are not good. So if all items which have the D value are negative, it will be better to get rid off.

### **3.6 Research Design**

According to Mc. Taggart (in Sadtono, 1991: 1), “the type research which would be appeared have the closest link with practice is action research.” Further, Kemmis (in sadtono, 1991: 90) says that “....action research should be aimed at critiquing the existing social order, broadly speaking. It is characterized by its focus on concentrating problems in the practitioner’s environment and by its participatory and collaborative nature.” It aims to improve practice, understanding of the practice by its practitioners and improve the situation in which the practice takes place.

Referring to the action research theory model by Kemmis and Taggart, the writer used action research as the research design in this study. The action research is a cyclical approach. The research began with the problems that arose

in the teaching learning process, and with the recognition of finding a new strategy to overcome those problems by giving treatment to a group of students who face the problems. This research also involved continual test to measure the improvement of the students' learning and to know whether the problems were successfully overcome or not. It will be carried out carried out through some steps. The action research steps are as follows:



*Adopted from Kemmis, S. and McTaggart R. (in Sadtono, 1991), as cited*

in [www.epd4elt.com/file.php/1/action\\_research1.GIF](http://www.epd4elt.com/file.php/1/action_research1.GIF)

In details, the activity consists of:

- a. Identifying the problems
- b. Designing Planned Actions

- c. Implementation of the Actions
- d. Observations
- e. Assessment and Reflection

### The Schedule of Activities during the Research

No	Activities	Meeting				
		I	II	III	IV	V
1	Planning					
2	Pre-Test					
3	Treatment 1					
4	Treatment 2					
5	Post-test					

### 3.7 Procedure of the Research

#### a. Identifying the problems

The first activity was identifying the students' problem in learning English vocabulary especially names of objects in English. The writer also did pre-test to know the problems faced by the students besides the result of the pre-test will be used to analyze the gain score that shows the effectiveness of the technique. In this activity, the students were given a set of test, which was used to strengthen the result of the interview.

#### b. First cycle

The second activity was conducting first cycle, the treatment after finding the problems from the interview and pre-test.

### **1). Planning**

The writer will made plan for the treatment to overcome the problems. The research plans were:

- a) Making lesson plans
- b) Planning a teaching material
- c) Preparing the facilities needed in teaching learning process.

### **2). Implementation of the Action**

While conducting the action, the writer did a treatment. The activities in the action were:

- a) In here the researcher previewed the cartoon movie “TOM AND JERRY” to the students.
- b) The researchers discussed the nature (the main character, setting, and etc) of the cartoon.
- c) The researcher took measures and gives motivation to ensure that seeing cartoon movie is more that entertainment for students.
- d) The researcher asked some questions about the content related to topics. In the first activity, the topic is transportation, number and transportation.
- e) The researcher played the cartoon movie.

- f) The researcher renewed key points and gives answer to the question posed before the film.
- g) The researcher gave a written assessment test related to the topic and the writer gave thirty minutes to do the test.

### **3). Observation**

The observation was done by the help of classroom teacher and the writers' friend. It was done during the teaching learning process. The observers observed the students' behavior such as the students' activeness in teaching learning process. The observer also took some photographs during the activity.

### **4). Assessment and Reflection**

After conducting the observation, the next step was assessment and reflection. In this step the writer analyzed the result of the test and observation. If the result has not fulfilled the targeted standard; so the writer would conduct cycle two.

### **c. Second cycle**

The third activity was done through treatment, an oral test, final test and questionnaire. After conducting the activity in cycle one, the writer found some problems, they are: some students were less attentive with the media which was used. Besides, there was no time limit in the test section that enabled the students to manage their time in doing test. While using the media the students were

passive. The teaching learning process was not optimal yet. Then, to overcome the problems, the writer made a plan.

### **1) Planning**

The planning in this cycle was made based from the findings in cycle one. The plans are as follows:

- a) Made the revision of lesson plan which the weakness found in the cycle one has been revised.
- b) Preparing the questionnaire to gather the data non test from the cycle two.
- c) Preparing the materials and the test
- d) Preparing the facilities needed in teaching learning process.

### **2) Implementation of the Action**

The next activity was the treatment. Basically, the activity in the cycle two was same by the cycle one, in this activity the writer gave the same cartoon movie entitled "TOM AND JERRY" but the writer made some revision. The activities were:

- a) The researcher reviewed the last material to help learners remember the lesson.
- b) The researcher asked some questions related to topic. In the second activity, the researcher gave transportation, number and profession too, as a topic.



- c) The researcher played the cartoon movie with same title in the first activity.
- d) The researcher renewed key points and gives answer to the question posed before the film.
- e) The researcher gave an oral assessment test related to the topic; the reason was the limited time given by the school.

Next, the writer asked them to do the final test in the test section. She explained about how to do the test, there were 30 items to be tested the test limited by the time, the students must have finished doing the test in 45 minutes, because after 45 minutes, the score will appeared. Then, the next activity was giving questionnaire to the students. She explained what that is and told what they should do to the questionnaire. She gave the students five minutes to fill the questionnaire.

### **3) Observation**

Observation in the cycle two similar with the cycle one, the observation comprises student observation. The observers observed the students' behavior such as the students' activeness in teaching learning process. The observer also took some photographs during the activity. The observation targets are the progress being achieved from the teaching learning process and the weakness that still arisen.

### **4) Assessment and Reflection**

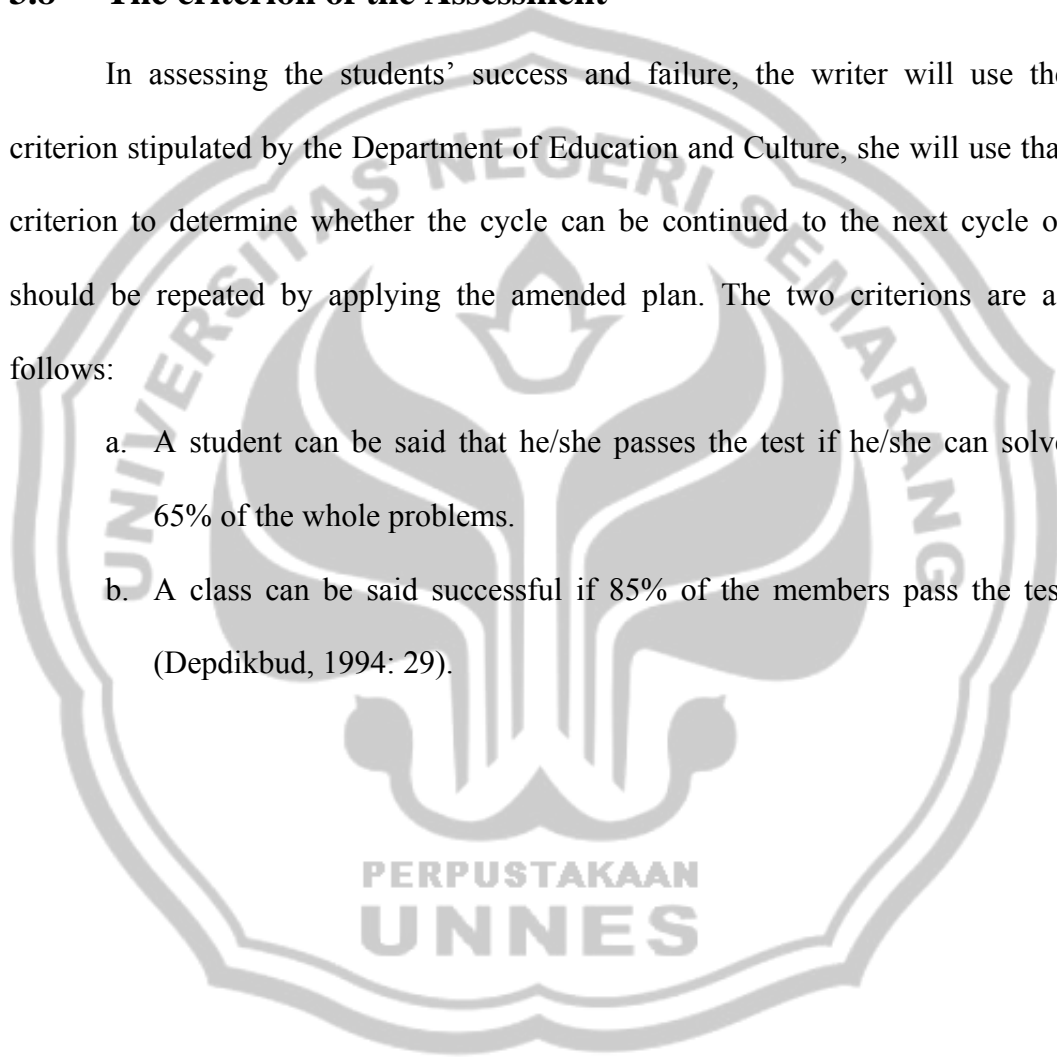
After conducting the observation, the next step was assessment and reflection. In this step the writer analyses the result of the test and observation from the cycle

two. The reflection of the cycle two are used to reflect the result of the students learning evaluation to find out the progress being achieved during the teaching learning process and to find out the weakness that still arisen during the processes.

### **3.8 The criterion of the Assessment**

In assessing the students' success and failure, the writer will use the criterion stipulated by the Department of Education and Culture, she will use that criterion to determine whether the cycle can be continued to the next cycle or should be repeated by applying the amended plan. The two criterions are as follows:

- a. A student can be said that he/she passes the test if he/she can solve 65% of the whole problems.
- b. A class can be said successful if 85% of the members pass the test (Depdikbud, 1994: 29).



## CHAPTER IV

### DATA ANALYSIS AND DISCUSSIONS

In this chapter, the writer discussed the result of the study. They were the analysis of the pre-test, the analysis of the first cycle, the analysis of the second cycle, the analysis of the post-test, and the analysis of the questionnaire.

#### 4.1 The Analysis of the Pre-test

Before giving a treatment, first of all the writer conducted a pre-test as a means to know the students' initial condition, whether the students were familiar or not with the words that would be presented in the pre test. The pre test itself was conducted on May 25<sup>th</sup>, 2009 and followed by 36 students. It consisted 30 items of multiple choices which covered three themes; transportations, number and profession, and for each of them were scored one.

From the result of the students' pre test, it was found that 22 students got less than 65 and 14 students got more than 65. The writer concluded that in the pre test more than half of the students did not master vocabulary specially names of objects well. The result of the pre test could be seen in the table below.

### The Result of the Pre Test

No	Code of Students	The Number of Right Answer	Score
1	S-1	17	57
2	S-2	15	50
3	S-3	20	67
4	S-4	17	57
5	S-5	18	60
6	S-6	16	53
7	S-7	19	63
8	S-8	18	60
9	S-9	21	70
10	S-10	21	70
11	S-11	21	70
12	S-12	19	63
13	S-13	18	60
14	S-14	17	57
15	S-15	18	60
16	S-16	21	70
17	S-17	19	63
18	S-18	20	67
19	S-19	17	57
20	S-20	20	67
21	S-21	18	60
22	S-22	15	50
23	S-23	20	57
24	S-24	20	67
25	S-25	19	63
26	S-26	21	70
27	S-27	25	83
28	S-28	13	43
29	S-29	24	80
30	S-30	19	63
31	S-31	23	77
32	S-32	19	63
33	S-33	20	67
34	S-34	18	60
35	S-35	15	50
36	S-36	20	67
	Total		2261

After tabulating the result of the students' pre test, the writer then tried to analyze the pre test result in order to know the students initial condition.

$$\begin{array}{l} \text{The total of the percentage} \\ \text{The result of the students' achievement} = \text{-----} \times 100\% \\ \text{The number of the students} \end{array}$$

$$\begin{array}{l} 2261 \\ = \text{-----} \times 100\% \\ 36 \\ = 61.80\% \end{array}$$

From the analysis above, the average of the students' achievement results in the pre test was 61.80%. This result was less than the criterion of the assessment that has been stipulated by Department of Education and Culture. The writer concluded that the students were not able enough in mastering vocabulary especially names of objects in English, so teaching and learning process was needed to be improved in order to make the students' ability in mastering vocabulary especially names of objects in English was also improved.

## 4.2 The Analysis of the First Cycle

The first activity was conducted on May 28<sup>th</sup>, 2009. In here, the writer took Transportation and Number as a topic. Before conducting the teaching activity, the writer had prepared media (note book) very well. Hereafter, the writer checked attendance list to make sure all students had been present. The writer then played cartoon film (Whiskers Away!), but she just previewed the film for about 3

minutes. The aim was to interest them in the class activity. She asked them to pay attention because in the end of this activity, the writer would give a test. After previewed the cartoon film, the writer tried to discuss about the main character and setting.

During this activity, some of the students did not listen to her explanation. Therefore, most of them were listening carefully and seriously. Hence, the writer gave motivation to ensure that seeing cartoon film is more than entertainment and they could take some lesson from it.

The motivation had been given to the students. Next, the writer asked some questions to them. She wrote down on the black board three classification of transportation: field, air, and water transportation, number and profession. She asked them to fill it for whoever could answer. They had to raise their hand. Otherwise, there was just five students could answer and complete it.

In order to attain the lesson material, the writer played the film for about 15 minutes. And after that, the writer renewed key points and gave clear meaning of the words. He also asked the students to pronounce the word correctly.

In the end activity, in order to check the students' ability to attain the lesson, the writer gave an assessment test. From the result of the assessment, it was found that 9 students got less than 65 and 27 got more than 65. The writer concluded that in this assessment more than half of the students could master vocabulary especially names of object in English well. The result of the test in the first activity could be seen in the table below.

### The Result of the Students' Achievement in the Second Activity

No	Code of Students	The Number of Right Answer	Score
1	S-1	19	63
2	S-2	18	60
3	S-3	23	77
4	S-4	21	70
5	S-5	21	70
6	S-6	18	60
7	S-7	22	73
8	S-8	21	70
9	S-9	23	77
10	S-10	22	73
11	S-11	25	83
12	S-12	21	70
13	S-13	23	77
14	S-14	19	63
15	S-15	21	70
16	S-16	24	80
17	S-17	22	73
18	S-18	21	70
19	S-19	19	63
20	S-20	21	70
21	S-21	23	77
22	S-22	18	60
23	S-23	18	60
24	S-24	22	73
25	S-25	19	63
26	S-26	23	77
27	S-27	27	90
28	S-28	17	57
29	S-29	28	93
30	S-30	23	77
31	S-31	26	87
32	S-32	22	73
33	S-33	23	77
34	S-34	12	73
35	S-35	21	70
36	S-36	24	80
	Total		2599

After tabulating the result of the students' assessment, the writer then tried to analyze the pre test result in order to know the students initial condition.

$$\begin{array}{l} \text{The total of the percentage} \\ \text{The result of the students' achievement} = \text{-----} \times 100\% \\ \text{The number of the students} \end{array}$$

$$\begin{array}{l} 2599 \\ = \text{-----} \times 100\% \\ 36 \\ = 72.19\% \end{array}$$

From the analysis above, it was found that the average of the students' achievement result in the assessment of the second activity was 72.19%. This result was higher than the criterion of the assessment that has been stipulated by Department of Education and Culture, which is 85%. According to the writer, it was proper to say that the students were able enough in mastering names of objects in English, but teaching learning process in this research was still necessary to improve the students' ability in mastering vocabulary especially names of objects to reach the criterion of the assessment issued by Department of Education and Culture.

### 4.3 The Analysis of the Second Cycle

The second activity was conducted on June 01<sup>th</sup>, 2009. The topic presented during this activity was same with the first activity. All students had been present in the second activity. They were 36 students. First of all, the writer divided the



students into three groups in order to control them easily. Then, she reviewed the last material for about 5 minutes to help the students remembered the lesson. Before playing the cartoon, the writer discussed about the topic. She asked to the students to mention what kind of transportation, profession and number they could find in their environment. Moreover, she also asked each groups to write down on the black board. Most of the students were enthusiastic.

Before played the carton film, the writer asked the students to watch carefully and paid attention. The film was played for about 15 minutes. The title was the same as the first activity, but it was other sequence or part. The writer asked them to write down what kinds of transportation, profession and number did the character have.

Like the first activity, the writer renewed some key words related to the topic and explained clearly the cartoon, because some students might be confused about the story. He wrote down on the blackboard. The students were carefully listening what she talked about. Moreover, the writer conducted them to pronounce the words correctly.

Next in the end activity, the writer gave the assessments not in written, but in oral in order to know how far they had mastered the lesson given. The reason was the limited time give by the school. Though there was no specific result, but from the students' answers the writer concluded that the students' result in this second activity was good enough, but there were still some students can't understand the material which was given by the writer.

#### 4.4 The Analysis of the Pos-test

Finally after doing the pre test and the activities, in this research the students also had to do a post test. The post test was conducted on June 06<sup>th</sup>, 2009 followed 36 students. It consisted of 30 items of multiple choices.

From the result of the students' achievement in the post test, it was found that there was only 1 student got less than 65 and 35 students got more than 65. According to the writer, it was proper to say that in the post test almost of the students could master vocabulary especially names of objects in English well. The result of the post test could be seen in the table below.

**The Result of the Post Test**

No	Code of Students	The Number of Right Answer	Score
1	S-1	25	83
2	S-2	23	77
3	S-3	26	87
4	S-4	25	83
5	S-5	26	87
6	S-6	23	77
7	S-7	24	80
8	S-8	25	83
9	S-9	28	93
10	S-10	27	90
11	S-11	29	97
12	S-12	25	83
13	S-13	26	87
14	S-14	22	73
15	S-15	25	83
16	S-16	28	93
17	S-17	24	80
18	S-18	26	87
19	S-19	27	90
20	S-20	26	87
21	S-21	25	83

22	S-22	23	77
23	S-23	24	80
24	S-24	26	87
25	S-25	25	83
26	S-26	26	87
27	S-27	30	100
28	S-28	29	63
29	S-29	30	100
30	S-30	25	83
31	S-31	30	100
32	S-32	26	87
33	S-33	27	90
34	S-34	26	87
35	S-35	23	77
36	S-36	25	83
	Total		3067

As usual, to know the students' achievement result, the writer then tried to analyze the students' achievement result.

$$\begin{aligned} \text{The total of the percentage} \\ \text{The result of the students' achievement} &= \frac{\text{The number of the students}}{\text{Total}} \times 100\% \\ &= \frac{3067}{36} \times 100\% \\ &= 85.19\% \end{aligned}$$

From the analysis above, it was found that the average achievement of the students in the post test was 85.19%. The writer concluded that the students' achievement in learning vocabulary especially names of objects in English by using a cartoon movie entitled "TOM AND JERRY" had a significant improvement; the result of the post test was the same as the criterion of the assessment stipulated by Department of Education and Culture, that is 85%.

#### 4.5 The Analysis of the Questionnaire

To complete the data, the last activity which had done in this research was answering the questionnaire. This activity was conducted on June 6<sup>th</sup>, 2009 and followed by 36 students. It consisted of 5 questions which the aim was to get the information about the students' personal responses in learning names of objects by using a cartoon movie entitled "TOM AND JERRY".

After giving a questionnaire, the writer the analyzed it. The analysis of the questionnaire was done through some technique. Those were:

##### a. Grading the items of questionnaire

As stated before that the questionnaire consisted of 5 questions. Each of which had three options namely a, b, and c. each option was given a score that shows the quality of each indicator. The score range was from 1 to 3 as showed in the table below:

**The Point Range**

Option	Point	Meaning
A	1	Low
B	2	Medium
C	3	High

The explanation of the points above is as follows:

- 1) If the students choose a, the score is 1; it means that it is low.
- 2) If the students choose b, the score is 2; it means that it is medium.
- 3) If the students choose c, the score is 3; it means that it is high.

#### **b. Tabulating the data of the questionnaire**

The purpose of tabulating the questionnaire result was to make the result of grading was clearly readable.

#### **c. Finding the mean**

The formula which was used by the writer to compute the mean is as follows:

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

Where,

m : mean

$\sum x$  : the sum of item score

N : the number of the students

#### **d. Determining the data of the questionnaire**

Providing the graded scores is very important, since the result of the mean was not in round figure, but in decimal. The result of the questionnaire of each issue can be classified into a range of mean that shows in the table below:

### Classification of Graded Scores

Range of mean	Students interest	The advantage	Students motivation	The relevancy	Sustainability
0.00-1.00	Low	Do not help the students	Low	Not relevant	Not necessary
1.01-2.00	Medium	Help	Medium	relevant	necessary
2.01-3.00	High	Help the students very much	High	Very relevant	Very necessary

#### e. Matching the mean to the classification graded scores

After giving the questionnaire result, the next step that the writer did was matching the mean of the students' responses in answering the questionnaire to the classification of graded scores.

Based on the range of mean which is shown in the table of the result of the questionnaire, the classifications of the result of the questionnaire are as follows:

#### The Classification of the Result of the Questionnaire

Issue	Mean	Category
Students' Interest	2.53	High
The advantage	2.77	Help the students very much
Students' motivation	2.55	High
The relevancy	2.61	Very relevant
Sustainability	2.47	Very necessary

#### **f. Concluding the questionnaire result**

Based on the result of matching the mean to the classification of graded scores, it could be concluded that:

- 1) The students' interest in learning names of objects in English by using a cartoon movie entitled "TOM AND JERRY".
- 2) The cartoon entitled "TOM AND JERRY" has some advantages: that is cartoon movie could help the students improving their vocabulary especially names of objects in English.
- 3) The students' motivation in learning English after having activity by using a cartoon movie entitled "TOM AND JERRY" is high.
- 4) The relevancy between material given and the students' daily need is very relevant; and
- 5) The sustainability of the program is necessary for the students.

From the students' questionnaire result, the writer makes a conclusion that the students are very interested in learning vocabulary especially names of objects in English by using a cartoon movie. As a result they are motivated to learn vocabulary especially names of objects in English, so that their achievement in learning vocabulary especially names of objects in English is improved.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

In this last chapter the writer closes the discussion of her research by giving conclusions and suggestions.

#### **5.1 Conclusions**

Based on the result of the analysis in the previous chapter, the writer can conclude that:

- a. The students' mastery of names of objects in English of transportation, number, and profession during the teaching and learning activities by using a cartoon movie entitled "TOM AND JERRY" was good. It was supported by the significance difference result of the pre test (61.80%) and the result of the post test (85, 19%). The significance difference result between two means was 23, 39%.
- b. An assessment test in each activity is very needed to check the students' ability in attaining the lesson materials.

#### **5.2 Suggestions**

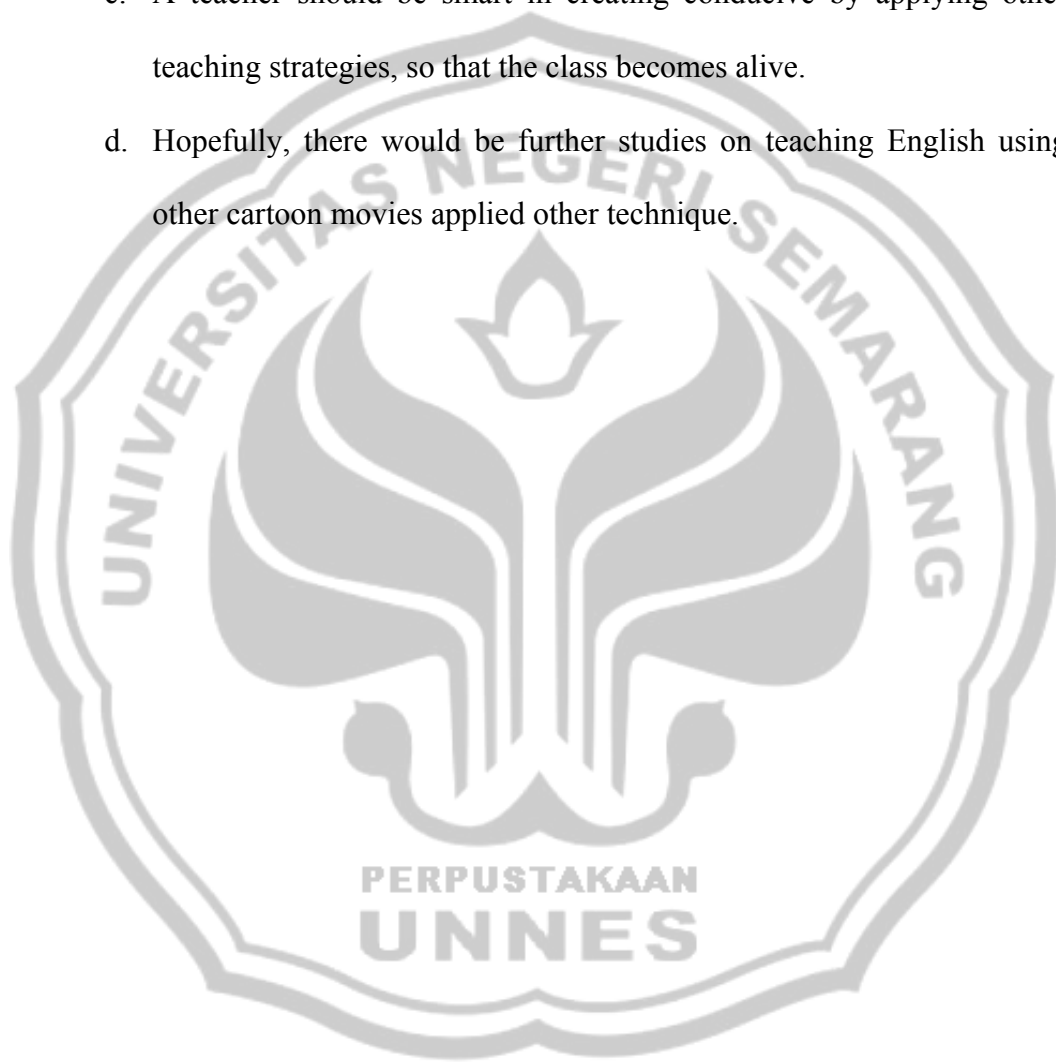
Based on the conclusions above, the writer would like to offer some suggestions:

- a. The use of a cartoon movie entitled "TOM AND JERRY" is recommended to the teachers to teach elementary school students for



improving students' interest and getting the students' experience in learning names of objects in English.

- b. The use of a cartoon movie entitled "TOM AND JERRY" in teaching names of objects in English should be related to topic material.
- c. A teacher should be smart in creating conducive by applying other teaching strategies, so that the class becomes alive.
- d. Hopefully, there would be further studies on teaching English using other cartoon movies applied other technique.



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[http:// www.epd4elt.com/file.php/1/action\\_research1.GIF](http://www.epd4elt.com/file.php/1/action_research1.GIF)



*Appendix 1*

**List of the Try Out Students  
(SD Negeri Tunggu, Grobogan)**

1. Umi Syafa'atul K
2. Sri Mulyani
3. Ahya Khoirotun N
4. Muhammad Imam
5. Agus Irawan
6. Ali Mustofa
7. Ahmad Tohir
8. Fahmi Nurfaizi
9. Muhammad Sokhibul K
10. Handriyanto
11. Ahmad Syaifudin
12. Miftah Nurfikriyah
13. Bagus Jati Kusuma
14. Dana Sari
15. Retno Tri Utami
16. 16. Muhammad Rifai
17. Zaenal Dwi R
18. Ahmad Fahru K
19. Umi Kulsum
20. Andi Dwi Santoso

*Appendix 2*

**List of the Students in Action Research  
(SD Negeri Kebonagung 2, Demak)**

- 
1. Cahyo Nusantoro
  2. Muhammad Jupri
  3. Nurul Hidayati
  4. Purwo Susilo
  5. Sri Wahyuni
  6. Ahmad Khoirudin
  7. Ahmad Dhofir
  8. Ahmad Zamroni
  9. Al Hidayah
  10. Aning Khoirotun Nisa'
  11. Annisa' Arifatul H
  12. Arina Nur Farikhah
  13. Atik Millati
  14. Bagus Adi Prabowo
  15. Bayu Parmana
  16. Berliana Anggun Septiani
  17. Dian Afriandi
  18. Dwi Astutik
  19. Eva Ilvani
  20. Eny Sulistyowati
  21. Fitri Dwi Dayanti
  22. Kharis Afandi
  23. Krisna Hanjung Wijaya
  24. Muhammad Bachtiar
  25. Muhammad Yudi Prasetyo
  26. Naila Dianun Nafiah
  27. Naili Munfarichah
  28. Neneng Sulfa Anggraini
  29. Fernanda Sw. P
  30. Saiful Anwar
  31. Suryani K Y
  32. Yuda Resti Adi Nugroho
  33. Zuli Rosida Hidayati
  34. Rutia Riang Rangga Rita
  35. Nurhidayah
  36. Yusuf Bahtiar

### Appendix 3.1

#### The Computation of Item Validity

**Formula:**

$$r_{xy} = \frac{N \sum xy - (\sum x) \sum y}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

**Criteria**

The item is valid if  $r_{xy} > r_{table}$

The following is the example of counting the validity of item number 1, and for the other items will use the same formula.

No	Subject	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	S-05	1	37	1	1369	37
2	S-12	1	37	1	1369	37
3	S-09	1	35	1	1225	35
4	S-15	0	35	0	1225	0
5	S-02	1	35	1	1225	35
6	S-17	1	34	1	1156	34
7	S-19	1	34	1	1156	34
8	S-13	1	34	1	1156	34
9	S-20	1	32	1	1024	32
10	S-01	1	32	1	1024	32
11	S-08	1	31	1	961	31
12	S-07	1	28	1	784	28
13	S-11	1	25	1	625	25
14	S-04	1	22	1	484	22
15	S-16	1	20	1	400	20
16	S-10	1	18	1	324	18
17	S-03	1	13	1	169	13
18	S-14	0	9	0	81	0
19	S-18	0	9	0	81	0
20	S-06	0	8	0	64	0
$\Sigma$		16	528	16	15902	467

$$\begin{aligned}
 r_{xy} &= \frac{20(467) - 16(528)}{\sqrt{\{20(16) - (16)^2\} \{20(15902) - (528)^2\}}} \\
 &= \frac{9340 - 8448}{\sqrt{(320 - 256)(318040) - (278784)}} \\
 &= \frac{892}{\sqrt{(64)(39251)}} \\
 &= \frac{892}{\sqrt{2512064}} \\
 &= \frac{892}{1568.94921} \\
 &= 0.563
 \end{aligned}$$

For  $\alpha=5\%$  and number of subject = 20,  $r_{table}$  is 0.444

Because  $r_{xy} > r_{table}$ , then item number 1 is Valid

### Appendix 3.4

#### The Computation of Item Reliability

##### Formula:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{V_1 - \sum pq}{V_t} \right)$$

##### Explanation:

- $r_{11}$  = the reliability of the test,  
 $k$  = the number of items,  
 $p$  = the numbers of the students who answered the item correctly,  
 $q$  = the numbers of the students who answered the item incorrectly,  
 $V_t$  = total varian,

##### Criteria:

The test is reliable if  $r_{11} > r_{table}$

$$\begin{aligned} \sum pq &= pq_1 + pq_2 + pq_3 + \dots + pq_{40} \\ &= 0.16 + 0.24 + 0.23 + \dots + 0.23 \\ &= 7.94 \end{aligned}$$

$$\begin{aligned} V_t &= \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N} \\ &= \frac{15902 - \frac{(528)^2}{20}}{20} \end{aligned}$$

$$= 98.14$$

$$r_{11} = \left[ \frac{40}{40-1} \right] \left[ \frac{98.14 - 7.94}{98.14} \right]$$

$$= 0.942$$

For  $\alpha=5\%$  and number of subject = 20,  $r_{table}$  is 0.444  
 Because  $r_{11} > r_{table}$ , then instrument is reliable



### Appendix 3.2

#### The Computation of Item Discrimination

##### Formula:

$$D = \frac{U - L}{N}$$

##### Explanation:

- D = discriminating index  
 U = the number of students in the upper group who answered the item correctly  
 L = number of students in the lower group who answered the item correctly  
 N = the number of the students in one group

##### Criteria:

- $0.00 < D \leq 0.20$  is poor  
 $0.20 < D \leq 0.40$  is satisfactory  
 $0.40 < D \leq 0.70$  is good  
 $0.70 < D \leq 1.00$  is excellent

Upper Group			Lower Group		
No	Subjects	Score	No	Subjects	Score
1	S-05	1	1	S-08	1
2	S-12	1	2	S-07	1
3	S-09	1	3	S-11	1
4	S-15	0	4	S-04	1
5	S-02	1	5	S-16	1
6	S-17	1	6	S-10	1
7	S-19	1	7	S-03	1
8	S-13	1	8	S-14	0
9	S-20	1	9	S-18	0
10	S-01	1	10	S-06	0
Sum		9	Sum		7

$$D = \frac{9 - 7}{10}$$

$$= 0.2$$

According to the criteria, the item number 1 is Poor.

### Appendix 3.3

#### The Computation of Item Difficulty

##### Formula:

$$P = \frac{B}{JS}$$

##### Explanation:

$P$	=	item difficulty
$B$	=	number of students who answered the item correctly
$JS$	=	number of students

##### Criteria:

0	$P \leq 0.30$	is difficult
0.30	$0.30 < P \leq 0.70$	is medium
0.70	$0.70 < P \leq 1.00$	is easy

The following is the example of computation of the facility value of item number 1, and for the other items will use the same formula.

Upper Group			Lower Group		
No	Subjects	Score	No	Subjects	Score
1	S-05	1	1	S-08	1
2	S-12	1	2	S-07	1
3	S-09	1	3	S-11	1
4	S-15	0	4	S-04	1
5	S-02	1	5	S-16	1
6	S-17	1	6	S-10	1
7	S-19	1	7	S-03	1
8	S-13	1	8	S-14	0
9	S-20	1	9	S-18	0
10	S-01	1	10	S-06	0
Sum		9	Sum		7

$$B = 9 + 7 = 16$$

$$JS = 20$$

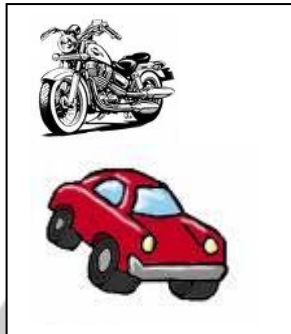
$$P = \frac{16}{20} = 0.8$$

According to the criterions, the item number 1 is easy.

## Appendix 4

**TRY OUT****I. Choose The Correct Answer!**

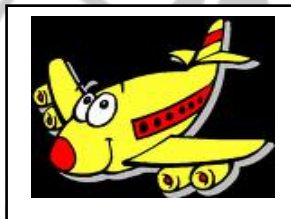
1.



There are.....and.....in my garage.

- a. bicycle and car
- b. car and motorcycle
- c. bicycle and cart
- d. car and cart

2.



Look there! There is a.....on the sky.

- a. hot air balloon
- b. plane
- c. kite
- d. helicopter

3.



B: That is a.....

- a. taxi
- b. ship
- c. cab
- d. truck

4.



B: It is a....

- a. plane
- b. ship
- c. train
- d. helicopter

5.



- a. ship
- b. train
- c. plane
- d. bicycle

6. It is a



- a. ship                      c. car  
b. train                     d. bicycle

7.



A: What is this?

B: This is a.....

- a. bus                        c. truck  
b. ship                      d. car

8.



A: Is it a train?

B: No, it is not. It is a.....

- a. train                      c. cart  
b. plane                    d. bicycle

9.



A: Do you know what picture it is?

B: It is a....

- a. plane                    c. train  
b. pedicab                d. cycle

10.



A: What is this?

B: This is a.....

- a. bus                        c. train  
b. boat                      d. car

11.

**56,57,58**

What is the number after fifty seven?

It is number.....

- a. fifty six                c. fifty eight  
b. fifteen                 d. fifteen eight

12.

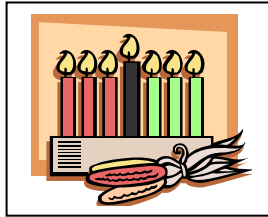
**45 + 35 = ...**

What is forty five plus thirty five?

It is a.....

- a. sixty                      c. eight  
b. ninety                  d. forty

13.



How many candles are there?

There are.....candles.

- a. ten                                      c. eight  
b. six                                         d. seven

14.



What number is this?

This is number.....

- a. fifty                                      c. fourteen  
b. fifteen                                    d. forty one

15.

$$100 : 5 = \dots$$

What is two hundred divided into four?

It is.....

- a. thirty                                    c. fifty  
b. forty                                      d. twenty

16.

$$6 \times 7 = \dots$$

What is six multiplied by seven? It is.....

- a. fifty two                                c. sixty two  
b. forty two                                d. twenty two

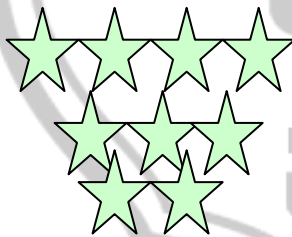
17.

19,20,21

What is the number before twenty?

- a. ninety                                    c. nineteen  
b. eighteen                                d. seventeen

18.



A: How many stars does your mother have?

B: My mother has .....stars.

- a. nine                                        c. twelve  
b. ten                                         d. eleven

19.

80

A: Do you know this number?

B: Yes, I do. This is number.....

- a. ninety                                    c. seventy  
b. eighty                                    d. sixty

20.



Nita: How old are you?

Fita: I am.....years old.

- a. seven                                     c. thirteen  
b. nine                                       d. eleven

21.



Tukul Arwana is .....

- a. A policeman            c. An artist  
b. A farmer                d. A teacher

22.



Mr. Karjono is teaching English now.

He is a.....

- a. teacher                    c. soldier  
b. farmer                    d. butcher

23.



A: What is your father?

B: He is a.....

- a. soldier                    c. driver  
b. policeman                d. teacher

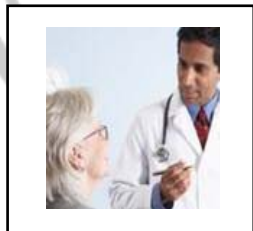
24.



My uncle plants rice. He is a.....

- a. carpenter                c. tailor  
b. farmer                    d. sailor

25.



My father works in a Hospital.

He is a.....

- a. teacher                    c. carpenter  
b. sailor                      d. doctor

26.





A: What is she?


B: She is a.....

- a. sailor                      c. nurse  
b. doctor                    d. tailor

27. Susilo Bambang Yudhoyono is our.....  
 a. president                      c. prime minister  
 b. governor                        d. vice president

28.  My mother makes clothes.  
 She is a.....  
 a. postman                        c. teacher  
 b. tailor                            d. sailor

29.  A: What is your father?  
 B: He is a.....  
 a. postman                        c. sailor  
 b. driver                            d. nurse

30.  My grandfather is a.....  
 a. teacher                        c. fisherman  
 b. tailor                            d. sailor

**II. Match the words in the box with the following pictures!**



- a. A bus
- b. Twenty one
- c. Twenty two
- d. An ambulance
- e. A policeman
- f. A carpenter

34.

**10+11=....**

35.



**III. Fill in the blanks with the correct answer!**

36.



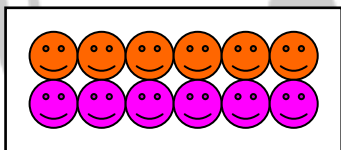
I have a.....

37.

**17**

This is number.....

38.



There are.....marbles

39. 11, 12, 13, the number before twelve is.....

40.



My father is a.....






--- GOOD LUCK ---



## Appendix 5

### PRE TEST

#### I. Choose The Correct Answer!

2. There is a ..... on the sea.
-  a. ship  
b. train  
c. plane  
d. bicycle
3. It is a .....
-  a. ship  
b. train  
c. car  
d. bicycle
4. There is a ..... on the sky.
-  a. hot air balloon  
b. plane  
c. kite  
d. helicopter
5. A: Do you know what picture it is?  
B: It is a....
-  a. plane  
b. ship  
c. train  
d. helicopter
6. A: Is it a train?  
B: No, it is not. It is a.....
-  a. train  
b. plane  
c. cart  
d. bicycle

7. There are ..... and ..... in my garage.



- a. bicycle and car  
b. car and motorcycle  
c. bicycle and cart  
d. car and cart

8. Do you know what picture it is?



- B: It is a....  
a. plane  
b. pedicab  
c. train  
d. cycle

9. A: How many stars does your mother have?



- B: My mother has ..... stars.  
a. nine  
b. ten  
c. twelve  
d. eleven

10. ..... divided into four? It is.....

$$100 : 5 = \dots$$

- a. thirty  
b. forty  
c. fifty  
d. twenty

11. What is the number after fifty seven?

**56,57,58**

- It is number.....  
a. fifty six  
b. fifteen  
c. fifty eight  
d. fifteen eight

12. What is the sum of thirty five?


$$45 + 35 = \dots$$


- It is a.....  
a. sixty  
b. ninety  
c. eight  
d. forty


13. What is the result of ..... by seven? It is.....


$$6 \times 7 = \dots$$


- a. fifty two  
b. forty two  
c. sixty two  
d. twenty two


14. A: Do you know this number?  
 B: Yes, I do. This is number.....  
 a. ninety                      c. seventy  
 b. eighty                      d. sixty

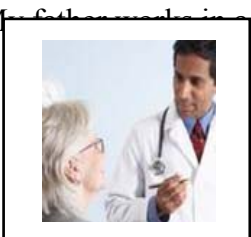
15. Nita: Where are you?  
 Fita: I am.....years old.  
 a. seven                      c. thirteen  
 b. nine                      d. eleven

16. M: What is your mother's job?  
 She is a.....  
 a. postman                      c. teacher  
 b. tailor                      d. sailor

17. A: What is your father's job?  
 B: He is a.....  
 a. postman                      c. sailor  
 b. driver                      d. nurse

18. T: Who is this man?  
 .....  
 a. A policeman                      c. An artist  
 b. A farmer                      d. A teacher

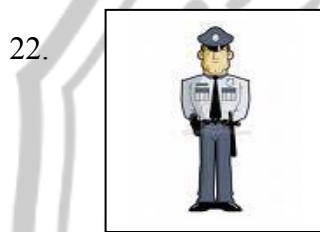
19. M: Who is this man?  
 He is a.....  
 a. carpenter                      c. tailor  
 b. farmer                      d. sailor

20. M: Who is this man in the Hospital?  
 He is a.....  
 a. teacher                      c. carpenter  
 b. sailor                      d. doctor



B: She is a.....  
 a. sailor                      c. nurse  
 b. doctor                      d. tailor

**IV. Match the words in the box with the following pictures!**



- g. A bus
- h. Twenty one
- i. Twenty two
- j. An ambulance
- k. A policeman
- l. A carpenter

24.

$10+11=....$



**V. Fill in the blanks with the correct answer!**

26.  There are.....marbles

27. 11, 12, 13, the number before twelve is.....

28.  I have a.....

29.  This is number.....






30. Susilo Bambang Yudhoyono is our.....  
 a. president                      c. prime minister  
 b. governor                        d. vice president

--- GOOD LUCK ---

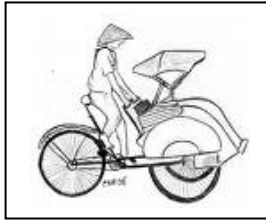
PERPUSTAKAAN  
UNNES

## Appendix 6

**TEST****I. Choose The Correct Answer!**

1.  A: Do you have a car?  
B: No, I do not. I have a.....  
a. train                      c. cart  
b. motorcycle                d. bicycle
2.  A: Is it a boat?  
B: No, it is not. It is a.....  
a. bus                        c. train  
b. ambulance                d. car
3.  Look there! There is a.....on the sky.  
a. ship                        c. helicopter  
b. plane                      d. cart
4.  There are.....and.....in my garage.  
a. bicycle and car  
b. car and motorcycle  
c. bicycle and cart  
d. car and cart
5.  There is a.....on the sea.  
a. plane                      c. ship  
b. train                        d. bicycle

6.



A: What is that?

B: That is a.....

- a. cart                              c. car  
b. ship                                d. pedicab

7.



Look at the picture! It is a.....

- a. train                                c. car  
b. ship                                 d. boat

8.



A: How many stars does your mother have?

B: My mother has .....stars.

- a. forty                                c. fourteen  
b. thirteen                            d. eleven

9.

19,20,21

What is the number before twenty?

- a. ninety                              c. seventeen  
b. nineteen                            d. eighteen

10.

What is fifty four divided into six? It is.....

- a. nine                                 c. eleven  
b. eight                                d. twelve

11.

What is forty seven plus twenty eight?

It is a.....

- a. sixty five                            c. seventy five  
b. seventy four                        d. forty seven





12.



A: What is your house number?

B: It is.....

- a. seventy seven                      c. seventy eight  
b. eighty eight                        d. eighty seven

13. **9 X 7 =...** What is six multiplied by seven? It is.....  
 a. sixty three                      c. sixteen two  
 b. sixteen three                      d. fifty three
14. **56,57,58** What is the number after fifty seven?  
 It is number.....  
 a. fifty six                              c. fifty eight  
 b. fifteen                                 d. fifteen eight
15.  A: Who is he?  
 B: He is a.....  
 a. doctor                                 c. nurse  
 b. teacher                                d. dentist
16. Mrs. Nina helps the doctor to take care of the patients.  
 She is a.....  
 a. sailor                                    c. tailor  
 b. doctor                                 d. nurse
17.  B: No, he is not. He is a.....  
 a. teacher                                c. tailor  
 b. soldier                                 d. singer
18.  Mr. Andi makes chairs and tables.  
 He is a.....  
 a. driver                                    c. carpenter  
 b. soldier                                 d. sailor
19.  .....  
 a. carpenter                              c. tailor  
 b. fisherman                              d. sailor
20. Mr. Andi regulates the traffic. He is a.....  
 a. policeman                            c. soldier  
 b. farmer                                 d. sailor



**VI. Match the words in the box with the following pictures!**

21.



22.



23.



24.

**7 x 4 = ...**

25.



- m. A soldier
- n. A policeman
- o. Twenty eight
- p. Twenty one
- q. An architect
- r. A cab
- s. A postman

**VII. Fill in the blanks with the correct answer!**

26. Mr. Karjono is teaching English now. He is.....

27. Twenty four plus sixteen is.....

28. Susilo Bambang Yudhoyono is our.....

29. The number after twenty three is.....

30. Mr. John makes clothes. He is a.....








**--- GOOD LUCK ---**

## Appendix 7

POST TEST

## II. Choose The Correct Answer!

1.  A: Who is he?  
B: He is a.....  
a. doctor                      c. nurse  
b. teacher                      d. dentist
2. What is the number before twenty?  
a. ninety                      c. nineteen  
b. eighteen                      d. seventeen
3.  Look there! There is a.....on the sky.  
a. ship                              c. helicopter  
b. plane                              d. cart
4.  A: What is your house number?  
B: It is.....  
a. seventy seven              c. seventy eight  
b. eighty eight                d. eighty seven
5.  A: What is your father?  
B: He is a.....  
a. postman                      c. sailor  
b. driver                              d. nurse
6.  Do you know what picture it is?  
B: It is a....  
a. plane                              c. train  
b. ship                                d. helicopter

7. Mrs. Nina helps the doctor to take care of the patients.

She is a.....

- a. sailor  
b. doctor  
c. tailor  
d. nurse

8.



A: Is it a car?

B: No, it is not. It is a.....

- a. plane  
b. ship  
c. pedicab  
d. cab

9.



A: How many stars does your mother have?

B: My mother has .....stars.

- a. fifteen  
b. eleven  
c. twelve  
d. eleven

10.



A: What is that?

B: That is a.....

- a. cab  
b. pedicab  
c. cart  
d. cat

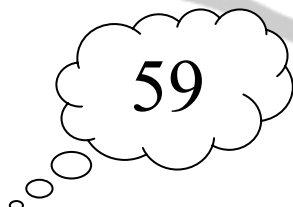
11. What is eighteen plus twenty five? It is.....

- a. fifty three  
b. forty three  
c. sixty three  
d. twenty three

12. Jusuf Kalla is a .....

- a. president  
b. governor  
c. prime minister  
d. vice president

13.



Nita: How old is your grandmother?

Fita: She is.....years old.

- a. sixty nine  
b. ninety nine  
c. forty nine  
d. fifty nine

14.



Mr. John designs a building. He is a.....

- a. teacher  
b. sailor  
c. carpenter  
d. architect

15.



Look there! There is a.....on the

- a. boat                      c. cart  
b. ship                      d. plane

16. What is six multiplied by four? It is.....

- a. twenty four              c. twenty five  
b. twenty six              d. twenty three

17.



- A: Is it a train?  
B: No, it is not. It is a.....  
a. train                      c. cart  
b. plane                      d. bicycle

18. Mr. Jacky regulates the traffic. He is a.....

- a. policeman              c. tailor  
b. soldier                  d. sailor

19. What is the number after fifteen?

- a. six                          c. seventeen  
b. sixteen                  d. fourteen

20.



- A: What is he?  
B: He is a.....  
a. soldier                      c. tailor  
b. farmer                      d. sailor

**III. Match the words in the box with the following pictures!**

21.



22.



23.



24.



25.



- a. A fisherman
- b. A sailor
- c. A singer
- d. A ship
- e. A boat
- f. A truck
- g. A tailor

**IV. Fill in the blanks with the correct answer!**

26.



A: Do you have a car?

B: No, I do not have. I have a .....

27.



This is number.....

28. Mr. Surya makes chairs and tables. He is a.....

29. The number after thirty seven is.....

30. Mr. John sells meat. He is a .....

--- GOOD LUCK ---

*Appendix 8***Questionnaire**

**Nama** :  
**No. Absen** :  
**Kelas** :

Jawablah pertanyaan-pertanyaan di bawah ini dengan memberi tanda silang ( x ) pada pilihan yang disediakan!

1. Apakah kalian menyukai kartun yang diberikan sebagai media pengajaran Bahasa Inggris?  
a. Tidak suka                      b. Suka                      c. Sangat suka
2. Apakah kartun yang diberikan dapat membantu kalian dalam menguasai kata-kata baru dalam Bahasa Inggris?  
a. Tidak membantu              b. Membantu              c. Sangat membantu
3. Apakah belajar dengan media kartun dapat menambah semangat kalian dalam belajar Bahasa Inggris?  
a. Tidak menambah              b. Menambah              c. Sangat menambah
4. Apakah kata-kata yang telah diajarkan sering kalian gunakan dan butuhkan dalam kegiatan sehari-hari?  
a. Tidak                      b. Kadang-kadang              c. Sering
5. Apakah kegiatan belajar mengajar dengan menggunakan media kartun perlu dilakukan terus menerus?  
a. Tidak perlu                      b. Perlu                      c. Sangat perlu

*Appendix 9***Lesson Plan**

<b>Grade</b>	: Fifth year of elementary school
<b>Semester</b>	: 2
<b>Subject</b>	: English
<b>Competence Standard</b>	: 7. To understand simple English writing in the context of class room.
<b>Basic Competence</b>	: 7.1 To read in correct pronunciation, and intonation involving words, phrases, and simple sentences.
<b>Indicator</b>	: - To read words in correct pronunciation, and intonation in the context of classroom. - To read words in correct pronunciation and intonation in the context of classroom through watch a cartoon movie.
<b>Kinds of Text</b>	: Interpersonal
<b>Theme</b>	: Transportations, numbers and profession.
<b>Aspect/Skill</b>	: Reading
<b>Time allotment</b>	: 2 x 35 minutes

**1. Learning Outcomes**

By the end of learning the students should be able to:

- Read words in correct pronunciation and intonation in the classroom context.
- Read words in correct pronunciation and intonation in the classroom context through watch a cartoon movie.

**2. Learning Aid**

Media “cartoon film”

**3. Materials**

- Transportations  
Bicycle, motorcycle, car, train, plain, bus, ship, etc.
- Numbers  
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, ....., 100
- Profession  
Carpenter, teacher, sailor, dentist, policeman, nurse, driver, farmer, etc.

**4. Learning Methodology/technique**

Grammar Translation Method

**5. Teaching and Learning Process****a. Building knowledge of the field**

- The teacher opens the lesson by greeting the students.
- The teacher asks to his/her students some questions, eg:
  - ✓ Do you like watching a cartoon movie?
  - ✓ What is that?
  - ✓ Have you ever watched “TOM AND JERRY”?
  - ✓ Do you like that?
- The students answer the question orally.
- Any time the students respond to a question, the teacher writes down the students’ answer on the board.
- The teacher introduces cartoon movie entitled “TOM AND JERRY” to the students.



**b. Modeling of the text**

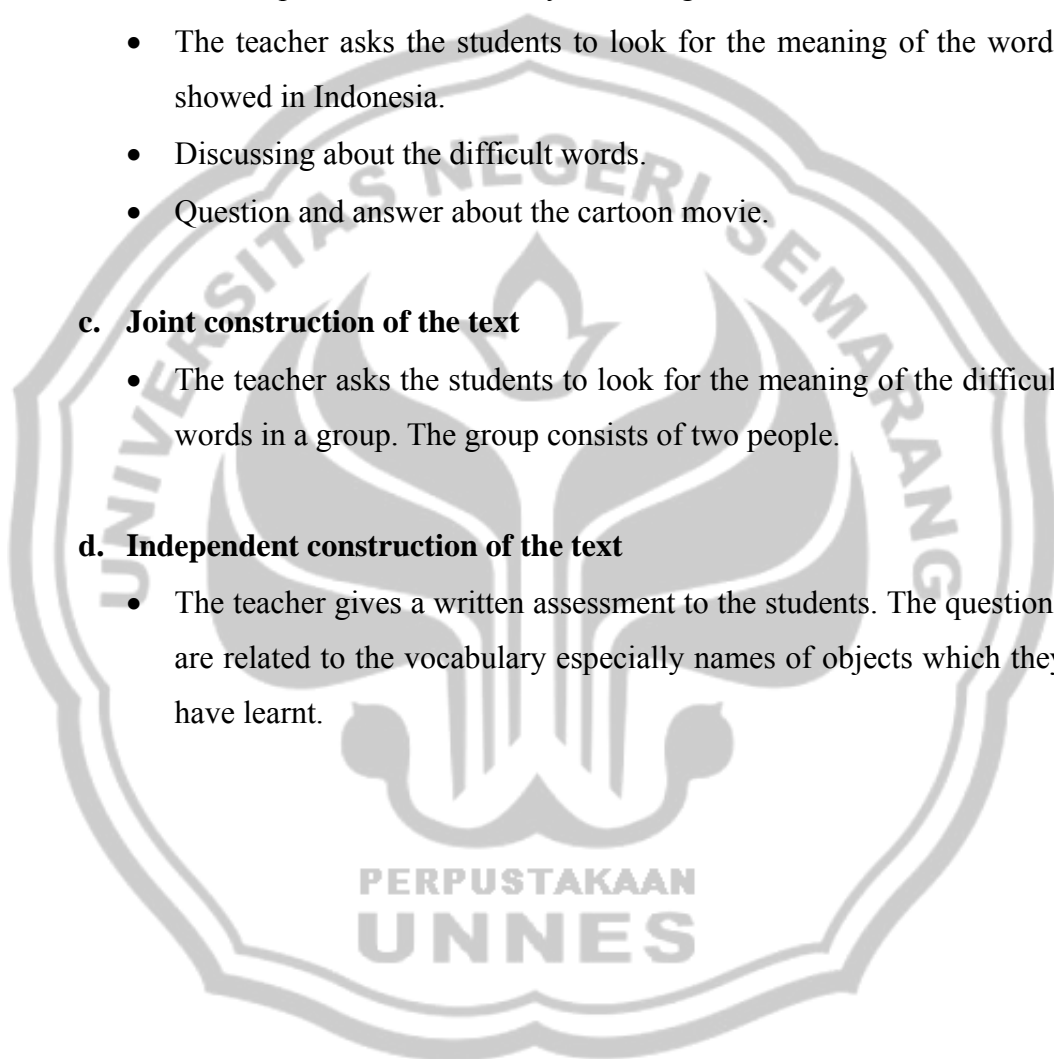
- The teacher prepares the cassette of cartoon movie “TOM AND JERRY” that would be used in teaching.
- The teacher asks the students to look at the program carefully.
- The teacher asks the students to remember the words showed and ask them to pronounce it correctly according to the teacher command.
- The teacher asks the students to look for the meaning of the words showed in Indonesia.
- Discussing about the difficult words.
- Question and answer about the cartoon movie.

**c. Joint construction of the text**

- The teacher asks the students to look for the meaning of the difficult words in a group. The group consists of two people.

**d. Independent construction of the text**

- The teacher gives a written assessment to the students. The questions are related to the vocabulary especially names of objects which they have learnt.



*Appendix 10***Lesson Plan**

<b>Grade</b>	: Fifth year of elementary school
<b>Semester</b>	: 2
<b>Subject</b>	: English
<b>Competence Standard</b>	: 7. To understand simple English writing in the context of class room.
<b>Basic Competence</b>	: 7.1 To read in correct pronunciation, and intonation involving words, phrases, and simple sentences.
<b>Indicator</b>	: - To read words in correct pronunciation, and intonation in the context of classroom. - To read words in correct pronunciation and intonation in the context of classroom through watch a cartoon movie..
<b>Kinds of Text</b>	: Interpersonal
<b>Theme</b>	: Transportations, numbers and profession..
<b>Aspect/Skill</b>	: Reading
<b>Time allotment</b>	: 2 x 35 minutes

**1. Learning Outcomes**

By the end of learning the students should be able to:

- Read words in correct pronunciation and intonation in the classroom context.
- Read words in correct pronunciation and intonation in the classroom context through watch a cartoon movie.

**2. Learning Aid**

Media “cartoon film”

**3. Materials**

- Transportations  
Bicycle, motorcycle, car, train, plain, bus, ship, etc.
- Numbers  
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, ....., 100
- Profession  
Carpenter, teacher, sailor, dentist, policeman, nurse, driver, farmer, etc.

**4. Learning Methodology/technique**

Grammar Translation Method

**5. Teaching and Learning Process****e. Building knowledge of the field**

- The teacher opens the lesson by greeting the students.
- The teacher asks to his/her students some questions, eg:
  - ✓ Do you still remember about last lesson?
  - ✓ What is that?
  - ✓ Can you mention what kinds of the transportation?
  - ✓ Can you mention what kinds of the profession?
  - ✓ Can you mention the number 1 until twenty in English?
- The students answer the question orally.
- Any time the students respond to a question, the teacher writes down the students' answer on the board.

**f. Modeling of the text**

- The teacher prepares the cassette of cartoon movie “TOM AND JERRY” that would be used in teaching.
- The teacher asks the students to look at the program carefully.

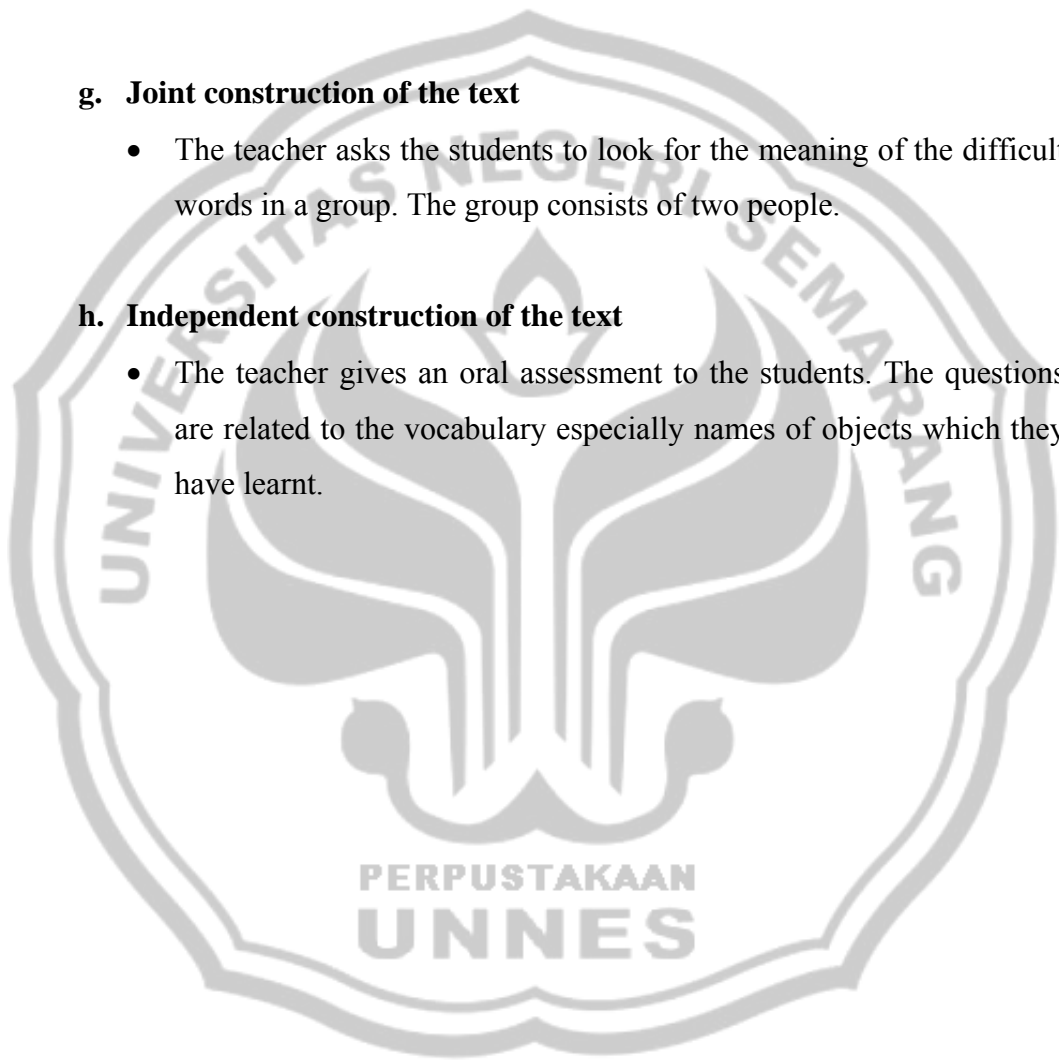
- The teacher asks the students to remember the words showed and ask them to pronounce it correctly according to the teacher command.
- The teacher asks the students to look for the meaning of the words showed in Indonesia.
- Discussing about the difficult words.
- Question and answer about the cartoon movie.

**g. Joint construction of the text**

- The teacher asks the students to look for the meaning of the difficult words in a group. The group consists of two people.

**h. Independent construction of the text**

- The teacher gives an oral assessment to the students. The questions are related to the vocabulary especially names of objects which they have learnt.



*Appendix 12***Photographs during Teaching and learning Process**

- a. The students watched the cartoon movie entitled "TOM AND JERRY".



- b. The student did the test in front of class.



- c. The student did the test in front of class



- d. The students did a post-test.

