THE STUDENTS' AND THE TEACHERS' PERCEPTION ON THE USE OF COMIC STRIP STORY IN TEACHING LEARNING GRAMMAR AT PONGSAMELUNG STUDY CLUB IN LAMASI

A THESIS

Submitted to the English Language Studies Program of S1 Tarbiyah and Teacher Training Faculty of the State Institute for Islamic Studies of Palopo in Partial Fulfilment of Requirement for S.Pd. Degree in English Education

Composed By,

IRWAN RAMLI
REG NUM: 16.0202.0106

ENGLISH LANGUAGE STUDY PROGRAM

TARBIYAH AND TEACHERS TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2021

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Wahiba, S.Ag., M.Hum
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TARBIYAH AND TEACHERS TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2021

PRONOUNCEMENT

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Declares that thesis I wrote to fulfill of requirement for the degree of Education Bachelor (S.Pd) in Tarbiyah and Teacher Training Faculty, the State Institute Islamic Studies Palopo entitled, *"The Students and The Reachers Perception on The Use of Comic Strip Story in Teaching and Learning Grammar at Pongsamelung Study Club in Lamasi"*, is truly my original work. It does not incorporate any materials previously written or published by another person expect does indicate in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo, 30 November 2021

Researcher
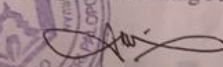
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THESIS APPROVAL

This thesis entitled **"The Students and The Teachers Perception on The Use of Comic Strip Story in Teaching and Learning Grammar at Pongsamelung Study Club in Lamasi"** Which is Written by **Irwan Ramli, Reg. Number. 16.0202.0106,** S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on Friday, 26th of november 2021, coincided with **21st Rabi'ulAkhir1443 H** it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

Friday, 26th of november 2021
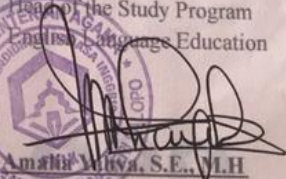21st Rabi'ulAkhir1443 H

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Assalamu Alaikum Wr. Wb.

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Judul Skrips   : The Students And The Teachers Perception on The Use of Comic Strip Story in Teaching Learning Grammar at Pongsamelung Study Club in Lamasi

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

Wassalamu Alaikum Wr. Wb.

Palopo, 14 November 2021

Pembimbing I

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Palopo, 30 November 2021

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NOTA DINAS PEMBIMBING

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Assalamu Alaikum Wr. Wb.

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Wassalamu Alaikum Wr. Wb.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most gracious and most merciful

Alhamdulillah RabbilAlamin, the researcher expresses his highest gratitude to Allah SWT, the most beneficent and the most merciful, who has given love, blessing, and mercy to finish this thesis as the requirement for the degree of SarjanaPendidikan (S.Pd) at the State Islamic Institute of Palopo. To our beloved prophet, the chosen one, Muhammad SAW, safety and peace be upon him.

In writing the thesis, many people have motivated, supported, advised, and suggested ideas to the researcher. Then, the researcher would like to express her appreciation and thanks to all of them.

1. Prof. Dr. Abdul Pirol, M. Ag. As the rector of IAIN Palopo and all of the vice-rectors. All of the lecturers and staff of IAIN Palopo have taught, educated, helped, advised, and advised his during his study in IAIN Palopo.

2. Dr. Nurdin Kaso, M.Pd, as the dean of Tarbiyah and Teacher Training Faculty of the State Islamic Institute of Palopo.

3. Amaliyah Yahya, S.E., M.Hum as head of the English education study program of IAIN Palopo and all of the Lecturers and staff of IAIN Palopo, always support and give ideas on how to be a good person.

4. Wahibah, S.Ag., M.Hum as the first consultant had given guidance, explanation, suggestion, some ideas, and correction to the researcher in finishing this thesis.

Palopo, June 2021

The Researcher

IRWAN RAMLI

Reg. Num. 1602020106

LIST OF CONTENTS

ABSTRACT

Irwan Ramli, 2021. "*The Students And The Teachers Perception on The Use of Comic Strip Story in Teaching Learning Grammar at Pongsamelung Study Club in Lamasi*". **Thesis English Study Program Educational Department in the State Islamic Institute of Palopo. Supervised by Wahibah and Andi TenrisannaSyam.**

The research question is "How are the students and the teachers perception on the use of comic strip in teaching and learning grammar?" The objective of this research is to find out the students' and the teachers' perception on the use of comic strip story in teaching and learning grammar. This research applied qualitative. The researcher collected data by using questionnaire. The sample of the research was the students from Pongsamelung Study Club in Lamasi consisted of 10 students. Based on the findings and discussions of the study, the researcher concluded that the use of comic strip storywas effective in teaching and learning grammar. It is proved by the result of the data was 70% positive.

Keywords: Teachers Perception, Students' Perception, Comic Strip, Grammar.

CHAPTER I

INTRODUCTION

A. Background

Grammar is an essential part of the use of language processes, both in spoken and written language. The grammar of a language is a description of how the language uses patterns of structure to convey the meaning, so it would be impossible to learn the language effectively without knowing the grammar because grammar helps learners to identify grammatical forms, which serve to enhance and sharpen the expression of meaning. The researcher is interested in doing research related to the grammar of the language that cannot be separated from the language itself.

Grammar is one of the English components which are taught to every language learner. It has an important role in understanding the English language. Without proper knowledge of grammar, the students will find many problems to build up sentences and express their ideas for communication activities. But if they have good grammar, they will be confident in speaking and writing English, and they are also able to use the language correctly and clearly. Ur (1980) stated that "a learner who knows grammar has mastered and can apply the rules to express himself or herself in what would be considered acceptable language forms."[1] Without grammar we can speak English in the structure of English there are types of words that will compose a perfect sentence. Well, this is what is

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[1] Penny Ur, *Grammar Practice Activities*: *A Practical Guide for Teacher*, (New York: Cambridge University Press, 1980), p. 4.

called part of speech. Many of them only speak English without paying attention to a grammar even though it is very important to apply[2]

Harmer (1983) stated that "grammar is the description of how words can change their forms and can be combined into a sentence in that language."[3]Swan (1980) stated that "grammar is the rules that say how a word is combined, arranged, and changed to show different meanings."[4]

In teaching and learning English, grammar has a big effect in assisting the students to master the major target of learning English in communication. For example, in writing, if a student wants to write a text, but the student does not understand grammar, the student will not produce a good text. This is one of the considerations in which grammar must be understood by the learner before students use English. In this case, the teachers have a big role in teaching grammar. English teachers must be capable of teaching grammar. Grammar is important because to arrange sentences and convey the meaning clearly, the speaker has known about it. Grammar is a foundation in learning the language.

Based on the researcher's observation on Pongsamelung Study Club in Lamasi, many students have low motivation in learning English tenses. Sometimes the students do not concentrate and pay attention to the material and the teacher's explanation, especially when they learn about tenses because they feel difficult to understand tenses. So that the researcher suggested the teacher use animated cartoons.

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[2] Quotes from researchers

[3] Jeremy Harmer.*The Practice of English Language Teaching*. (New York: Longman Group, 1983), p.12.

[4]Michael Swan. *Practical English Usage*. (New York: Oxford University Press, 1980), p.23.

In this research, animated cartoons effects are investigated. Comic strip storyrefers to a cartoon that is created by sequential photographs from drawn patterns and shows continuous movement (Dhangsubhuti, 2006).[5]

In the last decade, cartoons have been an effective learning and teaching tool in parallel with the development of multimedia technology. Especially the improvements in video quality of cartoons, easy access to cartoons thanks to video sharing sites such as YouTube wide use of mobile devices accelerated the production and sharing of cartoons. As a result, studies concerning the contribution of cartoons to the teaching process and academic achievement among multimedia researchers have also intensified. It was observed in those researches that sound, graphics, texts, and animations within such multimedia or cartoons generally attracted children's attention, effectively contributing to the learning process (Sinor, 2011).[6]And it was stressed out that they are an important tool to improve children's mental, physical and psychological developments and discover their yet unrevealed skills (Cho, 2012).[7]

Therefore, the researcher intended to find out the teacher's and students' perceptions on the use of animated cartoons.

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[5] RattasataraDhangsubhuti, *the Animated Cartoon Viewing Habits and Behavior of Children in SaengArunDhonburi School*, (Bangkok: Kasetsart University, 2006).

[6] MohdZulkarnainSinor, P. Utama, and P. Indah, "Comparison between Conventional Health Promotion and Use of Cartoon Animation in Delivering Oral Health Education." *International Journal of Humanity, Social Science* 1(3):169-174.

[7] Hoyun Cho, *the Use of Cartoons as a Teaching Tool in Middle School Mathematics,* Ph. D Dissertations (Columbia: Columbia University Graduate School of Arts and Sciences, 2012).

B. Research Question

Based on the background above, the researcher would like to formulate the problem as follows "How are the student's and the teacher's perception on the use of comic strip story in teaching and learning grammar at Pongsamelung Study Club in Lamasi?".

C. Objective of the Research

Based on the problem statement the researcher intends to find the students' and teachers' perception of the use of animated cartoons in teaching and learning grammar at Pongsamelung Study Club in Lamasi.

D. Significance of the Research

Through this research, the researcher wants to show the importance of cartoons as visual aids to motivate EFL beginner students to improve their grammar mastery.

This research would be useful to those who train teachers to help them introduce in their teachings other types as visual aids. Furthermore, this research is useful since it reveals that teachers can use animated cartoons in EFL classes to motivate their students to increase their grammar. Finally, the present investigation can encourage other researchers to undertake different studies related to the effectiveness of animated cartoons on students" language skills.

E. Scope of the Research

In order to avoid the expansion of the research, it is very important to limit some of the problems as follows: in a disciplined manner, this research belongs to applied English skills. In terms of content, the author focuses on the responses of

students and teachers about animated cartoons in teaching and learning grammar, especially the 3 basic tenses. This cartoon animation can help students in learning English. Cartoon animation can also help teachers deliver material and make it easier for students to learn grammar with an attractive comic strip storydisplay so that students are interested in learning grammar through animated cartoons with world conditions during the Covid-19 pandemic.

F. Operational Definition of Terms

In conducting research, theories are needed to explain some concepts or terms applied in the research concerned some terms are used in this study and they need to be theoretically explained:

1. Perception.

Perception is a word that is closely related to human psychology, it has been defined in various ways, from a layman's perceptive, and perceptive is defined as the conscious act of a person's environment through physical sensation, which demonstrates the ability of an individual to understand. Meanwhile, in the opinion of experts.

2. Grammar.

Grammar is one of the English components which are taught to every language learner. It has an important role in understanding the English language. Without proper knowledge of grammar, the students will find many problems to build up the sentences and express their ideas for communication activities. But if they have good grammar, they will be confident in speaking and writing English and they are also able to use the language correctly and clearly. In grammar, tense

is a category that expresses time reference to the moment of speaking. Tenses are usually many fasted by the use of specific forms of verbs, particularly in their conjunction patterns. The main tenses found in many languages include the present, past, and future.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research

Fitri Andika, 2019. *The Effect of Using Comic Strips on Students' Ability in Writing Recount Text* (A Quasi-Experimental Research at the Eighth Grade of SMP YASIH Bogor in Academic Year 2018/2019)". The aimed of this research was to find the empirical evidence of the effect of using comic strips in students" ability in writing recount text in the eighth grade of SMP YASIH Bogor in the academic year 2018/2019. The sample was 42 students which were divided into two classes, namely the experiment class, and the control, class. The method in this research was quantitative method using a quasi experimental design. The instruments in this study were tests of writing, which consisted of a pre-test and a post-test. The result of this study was obtained from the t-test and the results showed that there were differences in students" scores in writing recount text using comic strips and without using comic strips. The statistical calculation showed the p-value was 0.001, which was lower than sig α= 0.05 (5%), (0.001<0.05). The effect size was 1.16 which means there was a strong effect of using comic strips on students" ability in writing recount text. In other words, using comic strips on students" ability in writing recount text was effective at the eight grade of SMP YASIH Bogor in academic year 2018/2019.

Egounletia, Hindemeb, Sonou (2018) in their study entitled *"Examining the Impacts of Cartoons on Motivating EFL Beginner Students to Speak English Language in Beninese Secondary Schools"*. The Case Study of Some Secondary

Schools in the Atlantic Region. The findings of their study reveal that cartoons when used appropriately yield positive impacts on EFL beginners" listening, speaking, reading and writing abilities. 75% of Beninese teachers recognize that cartoons is an efficient means for fighting anxiety and motivating EFL beginners to develop their oral production[8]

The researchers above investigated the impacts of cartoons on motivating EFL students to speak English in classrooms while this research focuses on the teachers' and the students' perceptions on the use of comic strip storyin learning grammar.

Yaman (2010) *entitled "Cartoons as a Teaching Tool a Research on Turkish Language Grammar Teaching"*. The purpose of this study is to determine the effect of teaching by utilizing cartoons on the students' success in the Turkish Language course in primary school secondary level students. Method in used of Qualitative data and the result of the research alpha value of 0,72 has the right to find that the results of this study are to determine the effect of teaching by using cartoons on students success in Turkish language subjects in middle school elementary school.

Kilickaya (2012) *entitled "The Use of Web-Based Comic Strip Creation Tool Facilitate EFL Learners" Grammar and Sentence Writing"*. This study aims

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[8] Pédro Marius Egounletia, Ulrich O. SènaHindemeb, ThéophileKodjoSonouc, "Examining the Impacts of Cartoons on Motivating EFL Beginner Students to Speak English Language in Beninese Secondary Schools: The Case Study of Some Secondary Schools in the Atlantic Region". American Scientific Research Journal for Engineering, Technology, and Sciences, Volume 50, No 1, pp 155-180.

to provide the participants with an opportunity to create and share their own comic strips using the online comic strip creation site, "Make Beliefs Commix," in classroom activities related to grammar. This study aims to explore and examine the extent to which the participants enjoyed creating comic strips using a self-report questionnaire. This result is associated with the presentation of target words in cartoons. In this way, the target words are contextualized and it becomes easy for participants to get the meaning of the words.

Karakas's research (2012) entitled **"*The Impact of Watching Subtitled Animated Cartoons on Incidental Vocabulary Learning of ELT Students"*.** The findings of study did not support the assumption that the subtitle group would outperform the no-subtitle group, since there were no significant differences between two groups according to t-test results. However, there was significant improvement in both of the groups from pre-test to post-test scores. This progress was attributed to the presentation of target words in cartoons. In this way, the target words were contextualized and it became easy for participants to elicit the meanings of the words.

B. Some Pertinent Ideas

1. Definition of Animation Media

According to Salim (2003: 1), animation is the process of creating motion effects or the effects of changing shapes that occur for some time (morphing). Suheri (2006: 28) says that animation is a collection of images that are processed in such a way as to produce movement. One of the advantages of animation is its

ability to explain an event systematically in each change. This is very helpful in explaining the procedure and the sequence of events. Meanwhile, according to Tay, "animation is actually an object that moves across or moves on or off the screen; a rotating globe; cars speeding along highways, small animals crawling under piles of floppy disks, to quicktime motion video and AVI becoming a common entity, animation is a major source of dynamic action in a media presentation." (Setyaningsih, 2012: 6).

Learning media in the form of animation, both those that have been used by the teacher or what the author finds on the market or the internet, there are many experiencing development. However, the author still finds deficiencies or weaknesses in the media, including: (1) animation media that does not have information, so the teacher still needs to explain further; (2) animated media that moves too fast or without control buttons so that students find it difficult to understand the media and the teacher is in a hurry to explain the material; (3) animation media templates that are not suitable for user characteristics animation media.

Sadiman, et al. (2011: 6) reveals that the word media comes from Latin and is the plural form of the word medium which literally means intermediary or introduction. Med is an intermediary or messenger from the sender to the recipient of the message. According to Criticos (1996) in Daryanto (2010: 4) the media is one component of communication, namely as a messenger from the communicator to the communicant.

Animation describes objects that move to make them look alive. Creating animation means moving images such as, cartoons, paintings, writings, and others (Sutopo, 2002: 2). Vaughan (2006: 161) also suggests animation is visual change over time and gives power great on multimedia projects. Animation has long been known by the public. According to Gora (2004: 1) animation began to be known familiarly since the popularity of television media that can Presenting moving images recorded from the activities of living things, humans, or animals. Compared to still or motionless still images, television clearly preferred because it can arouse enthusiasm and emotion viewer.

1. Definition of Comic Strip

Comic Strips are a series of adjacent drawn images, sometimes organize horizontally, that is designed to be read as a narrative or a chronological sequence. Include the words within or image, or they may be distributed with altogether.23 Comic strips are generally arranged of images with few words inside the drawing. Comic strips were made to be read a sequence story[9]

According to Brown as cited on Csabay, the comic has a line story and it can have a conclusion a punch line. It might make students motivated to keep up reading. All things that can increase the desire of students to learn then it will arouse students' curiosity further.[10]

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[9] Encyclopedia Bitannica, p. 1. Retrieved 10 January 2019 (https://www.britannica.com/art/comic-strip)

[10] 4 Noemi Csabay, *Using Comic Strips in Language Classes*, English Teaching Forum, journal article; report, Vol. 44, No. 1, 2006, p. 24.

According to McCloud as cited on Afiyusma, the comic is writing of drawings. Comic strips are pieces of a picture that are combined into one part of a short storyline. This comic usually consists of three until six panels or more. Nevertheless in terms of content has revealed a whole idea. In comic strips usually arranged a few words in the pictures.

In conclusion, a comic strip is a line of pictures or a series of pictures that tell the story sequentially. There is some word in the comic strips which can help the reader understand easily

2. Advantages of Comic Strips

Using comic strips not only associates the word in the text and can recall the single word with corresponding meaning. But also it can help to practiced grammatical in a logical structure and it was the better way to recall them later.[11] Moreover, comic strips will help students to keep in mind the meaning of the text and they easily remember what is the sentence or the story tell about, because student's memory is higher when they learn with visual. Vocabulary in comic strips is quite easy and it is suitable for students" level because it is easy to understand the content of comic strips. And comic strips are low readability levels and lack of word also the linguistic sentences.[12] This way students can connect the

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[11] Afiyusma Harwiningsih, *"Using Comic Srips to Improve the Eight Grade Students" Narrative Writing Ability in SMPN 1 Pandak"*, a Thesis at State University of Yogyakarta, 2014, pp. 24-25

[12] Ika Fitriani martages,Bambang Suharjito, Asih Santihastuti, *the Effect of Using Comic Strips on The Eight Grade Students" Narrative Writing Achiement at SMP Negri 5 Jember*, Jurnal Edukasi Vol. 4, No. 2, 2017, p. 1

words with a certain context, and they can recall and apply it better than just learning a single word with the same meaning.

Moreover, The characteristic of comic strips are valuable, through comic strips can help to increase motivation moreover when the comics are colored. And largely is there was a word or expression on the comic, it makes the student memorize easily.

3. Ways of Teaching Using Comic Strips

English teachers should start to pay attention to how the way they teach in a class because a teacher is a facilitator as well as a determinant of students" success in learning In this technology era, various sophisticated media appear as a helper for the teacher. Furthermore, comic strips could be one of the media which useful for teaching English. The use of comic strips can be used to train students" reading, speaking and writing skills.

The first comic strip is also useful to train students" writing skills. For example, when the teacher gives comic strips, the teacher can ask students to create their own (narrative) story based on the illustration given in comic. Furthermore, through that kind of activity, students" writing skills and also students" creativity will be improved.

The second for speaking skills and vocabulary knowledge. Comic strip is also can be useful in learning. For example, as the students" vocabulary knowledge and mastery were gradually increased automatically students become

more motivated to speak English. Furthermore, by using comic strips in learning, students would feel happy and enjoy the English material that teaches by the teacher because the material is delivered with an interesting medium that is comic strips.

The third for reading skills imagine a learning situation when a teacher asks the students to read certain comics that are given in the class. Students are asked to practice to find the idea of the comic, or find some vocabulary and phrases used in comic. Eventually, those activities will train students" reading skills. In conclusion, using comic strips can help students build their vocabulary knowledge, practice their reading and writing skills (especially narrative story) and also students can learn many idioms and phrases which are used in comic strips.

2. Definition of perception

Perception is a word that is closely related to human psychology, it has been defined in various ways, from a layman"s perspective, the perception is defined as the conscious act of a person"s environment through physical sensation, which demonstrates the ability of individuals to understand. Meanwhile, in the opinion of experts, "the perception is defined in accordance with the opinions and views of someone".[13] Certain situation or environment. It can be a mental image, concept or awareness of the environments elements through physical sensation or physical sensation interpreted in the light of

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[13]Unumeri, G.O.2009. Perception and Conflict. Nigeria.

experience and captivity for comprehension. This general definition can be understood as someone"s ability to see, to hear, to hear, to feel and to present or to understand what they feel about their environment their social life physically, and mentally. Perception, according to Stone and Neilson state that perception is an intellectual organization of sensory stimuli both internal and external, connected with a particular person,[14] object or event while Leathers state proposes that perception is the cognitive process that individuals use to interpret and understand the word around them[15]. Elliot moreover adds that perception is as the ability to recognize familiar persons, objects, or events with the meaning and expectation[16]. These definitions deals with the definition proposed by Atkinson (1983) stating that perception is the process by which people organize and interpret the pattern of stimuli in environment. These definitions indicate that perception is from a cognitive process in our mind of a human being.

Be opening and closing of his or her eyes phenomenal consciousness is thought, on average, to be predominately absent without sight. Through the full or rich sensation present in sight, nothing by comparison is present while the eyes are closed. Using this precept, it is understood that, in the vast majority of case, logical solutions are reached through simple human sensation. The analogy of Plato's Cave was coined to express these ideas.

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[14]Stone and Nielson, (1985) Education psychology: *The Development of the teaching skill*. Massachusetts: Addison Wesley Publishing Company.

[15]Leather, D.G. (1992) Successful on verbal communication, *principle and application*. Massachusetts: Addison Wesley Publishing Company.

[16]Elliot, et al. (2004) Education psychology: *Effective Teaching and learning Cambridge*. cambridge University press.

Passive perception (conceived by Rene Descrates) can be surmised as the following sequence of events: surrounding input (senses), processing (brain), output (re-action). [17] Although still supported by mainstream philosophers, psychologist and neurologist, this theory is now days losing momentum. The theory of active perception has emerged from extensive research of sensory illusions, most notably the works of Richard L. Gregory. This theory, which is increasingly gaining experimental support, can be surmised as dynamic relationship between "description" (in the brain) sense surrounding, all of which holds true to the linear concept of experience. Based on the explanation above perception consist some meaning, as follows:

a. Awareness or understanding determines how the individual make reaction consciously toward stimulus or information (treatment).

b. Receiving determines how the individual accept and process the stimulus or information (treatment) in the brain.

c. Collecting determines how the individual collect all the stimulus or information (treatment) that given and comparing the information with an others.

d. Action in taking possession determines how the individual take a part and involve in situation that created by the stimulus or information (treatment).

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[17]Rene Descrates, *La Philosophiemedicale de Descartes*. 2015

2. Grammar

Grammar is the study of how the information of words that have a certain form into a proper sentence. So, English grammar is a science that learns how to construct some kind of English word to become a proper English sentence.[18] Grammar is important in learning English as foreign language. In this case, grammar guides the students in constructing English sentence to communicate with other people. Grammar is bounded to other language skill like listening, speaking, reading, and writing. When a learn language, learn the sounds used in that language, the basic units of meaning such as words and the rules to combine these to form sentences, study a language means that we study about the sentence structure of the language that cannot be separated from studying the grammar.[19]

According to Harmer (1987:4) grammatical rules is an essential for the mastery of language. People cannot use words unless they know how the words should be put together. Besides, the grammatical aspect of a language specifies the way in which sentences in that language construct. For English learners, many students are still confused about grammar and they are sometimes difficult to express things they want to say. On the other hand, they are confused when they find English in written form especially dealing with sentence structure because they do not understand or even do not know the form used in English. Therefore, they have to pay more attention to the rules in constructing correct sentence.[20]

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[18] Rudy Hariyono, Andrew Mc. Carthy, *ABC Plus English Grammar,* (Surabaya : Gitamedia Press, 2008), p.13

[19] Muh. ArifMuhsin, *The Correlation Between Students Grammar Knowledge and Writing Ability,* January 3rd 2016, p. 2

[20] *Ibid*, p. 3

Teaching grammar is to show how language works. Accurate teaching of grammar guides learners how to use the language correctly.[21] The deductive method of teaching grammar is an approach that focuses on instruction before practice. A teacher gives students an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing.

In teaching grammar, three areas have to be considered: grammar as a rules, grammar as form, and grammar as resource. For many learners, learning grammar often means learning the rules of grammar and having an intellectual knowledge of grammar.[22]

3. Definition of Tenses

Tenses is basic of the English language, especially in learning grammar. Michael Swam (1996) says that is a verb form that shows the time of an action, event or state. While Manser Martin in Oxford learners Dictionary tenses is verb form that shows the time of the action or state.[23]

Tenses in English is form of time. Tenses is one of the main topics in grammar, which must be mastered by the English learner in order to understand the English language well. It becomes very important because one of the standard in mastering English language is knowledge about tenses. In English there are several kinds of tenses and it always used in daily conversation.

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[21]CagriTugrul Mart, *Teaching Grammar in context : Why and How ?*. Vol.3 No.1, January 2013,p.125.

[22]Abdu Mohammed Al-Mekhlafi and RamaniPerurNagaratnam, *Difficulties in Teaching and Learning Grammar in An EFL Context,* Vol.4, N0.1, July 2011, p.70.

[23]Michael Swam, *Practical English Usage,* (New Edition: Oxford University Press, 1996), p.24.

Tenses actually have a sense of the verb form that indicates the change of time. That is, different time statements can affect the form of a verb used in a sentence. So tenses can be interpreted as a change in verb form in a sentence that is caused due to changes in the form of time or description of the time.[24]

The basic or simple tenses are the three tenses which are the simplest in the English language (present, past, and future) without any other condition and character.[25] In English there are sixteen forms of time and it is usually call tenses. Meanwhile, there are three kinds of tense which related to the time in English, namely : simple present tense, simple past tense, and simple future tense.[26]

a. Types of Tenses

There are three verb forms usually use to express time relationship, they are:

1. Simple present tense is used to express habitual action, general truth and series action. This tenses does not tell us whether or not the action is being performed at the moment of speaking.

2. Simple past tense is used for action completed in the past at definite time. It is used for part action when the time given, or when the action clearly took place at the definite time even though this time is not mentioned.

3. Simple future tense is used to express the speaker opinion , assumptions, and speculations, about the future. The future can be used with or without the time expression.

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[24]DonyHarianto, Rudy Hariyono, English *Grammar for General Application,* (Surabaya: Gitamedia Press, 2003), p.230.

[25] Glossary. English plus.*http://englishplus.com/grammar/00000311.htm.* Accessed at December 19th 2018.

[26] Dina Wahyuni, DewiSetyorini& Dina Ramadhona, *Problem in Eglish,* (Complete Edition Media Press, 2006). p.39.

4. **Definition of Animated Cartoon**

Animation understanding is a collection of pictures treated in such a way as to produce motion. Animation embodies an illusion (delusion) for movement by expounding or showing one sequence of images changing slightly at high speeds. Animation is used to give a motion picture to an object. Animation allows something fixed or static object to move and to appear as if it were alive. Multimedia animation is the process of creating a motion of various media or objects that are divined with with the animated movements. Agus suheri (2006: 2).

A motivation picture that is made from a series of drawings, computer graphics, or photographs of animate objects (such as puppets) and that simulates movement by slight progressive change in each frame. A film made by photographing a series of cartoon drawings to give the illusion in rapid sequence, any of several type of film or movie, the frames of which are drawing by hand in order to give a sense of movement when projected in rapid sequence.

a. **The Types of Animated Cartoon**

There are six types of animated cartoon. They are as follow:

1. **Simple animations**

Before film was invented, there were early forms of animated pictures. The **zoetrope**, for example, is a wheel with a number of static pictures around the inside so that they appear to move when the wheel spins. **Flipbook animation** is very similar, and places pictures on every page of a book so that it creates an optical illusion when the pages are flipped quickly. Whilst both of

these don't need a camera, **object animation** and **chuki animation** involve filming regular inanimate objects, such as Lego or action figures, and animating them using stop-motion or off-camera hand-movement. **Pixilation** uses people as stop-motion characters in a similar way.

2. Traditional Animation

Traditional animation is sometimes called **hand-drawn animation** or **cell animation** and, for most of the 20th Century, many popular animated films were created this way. It was a lengthy process. Thousands of pictures were drawn entirely by hand on acetate sheets, or cells, with each cell being slightly different from the one before it. Each cell was photographed onto a separate frame of film so that when the film real was played, the animation moved. This form of animation could also be combined with live-action video by placing the cells on top of the film. This technique was popular in the late 80s and early 90s, and was used in films such as *Space Jam* and *Who Framed Roger Rabbit.*

Traditional animation takes a lot of artistic skill and has many different artistic styles: Disney's films are very recognisable and considered quite realistic, whilst Studio Ghibli characters have a distinctive **anime** look. More stylistic drawings were used for many cartoon programmes, such as *The Flintstones*, and the Beatles' *Yellow Submarine* used a pop-art style that was popular at the time it was made. The music video for the song "Take On Me" by A-ha is a good example of another style of traditional animation called

rotoscoping, which used a live-action recording as a template for animation. In this video, a very simple pencil-sketch style was used.

3. **Computer Animation**

Computer technology revolutionised the animation world. **Computer animation** includes a very wide range of techniques, but in essence is any animation that is created digitally using a computer. Whilst forms of computer animation have been around since the 1960s, it came into general use in the 1990s when animators began using it alongside traditional animation. It is more controllable and faster than traditional animation and computer animation can be broken down into two main types:

a. **Digital 2D** can be created using computer programs such as Flash, After Effects, Cell Action and TV Paint. These programs have varying levels of intricacy – from simple stick-person animation figures, to entire worlds. Just as in traditional animation, 2D animation can use different layers to build up pictures. It can show anything from backgrounds and landscapes, to multiple characters and crowds. Digital 2D animation is not used for artistic purposes as much anymore, due to the lack of depth, but is still used in advertising and desktop publishing. It is also the basis of many graphical user interfaces(GUIs) that you use every day, including Mac OS and Microsoft Windows.

b. **Digital 3D** uses programmes such as Mayato create animation with more depth. An animator will often create a very simple version (or **skeleton**)

for a digital character (or **Avar)** and build up from this with digital muscles, skin, hair, pores etc. The animator will use **keyframing**to set the Avar's position, just as they would in traditional animation. However, they don't need to do it on every frame, but just key ones – the computer programs then fill in the movement between the key frames to create a full animation. Digital animation can be very realistic, and animators can be very artistically skilled to create a character. Some animators will specialise – for example, **facial animators** just work on the facial movements and speech of a character, rather than the whole thing.

4. **Motion capture**

   Motion captureis method used to make 3D digital animation as life-like as possible. An actor will be filmed doing actions, speaking, or even acting full scenes, whilst special sensors on their body and face are "captured" by a film camera. This is then translated into a digital character, which can be controlled by the animator. This type of digital animation is often used in blockbusters, including *Dawn of the Planet of the Apes* and the new *The Legend ofTarzan* film.

5. **Stop motion**

   Stop-motion is a simple, but time-consuming, form of animation where objects are physically manipulated and filmed frame-by-frame. Stop motion comes in many forms**Object animation** and **pixilation** can use the stop-motion

technique without specialist equipment, but special stop-motion models have often been used for special effects in live-action films. The 1933 *King Kong* film was famous for the stop-motion ape, and the original *Star Wars* films and *The Terminator* used stop-motion models for many of the aliens and machines.

Other forms of stop-motion use artistic materials to create the physical objects. The earliest known animated feature-film used **cut-out animation**, where flat pictures are physically cut out of paper or fabric and animated. The children"s show *Charlie and Lola* use a cut-out animation style. Another form of stop-motion uses puppets, such as Tim Burton's animated films. These puppets often have hundreds of interchangeable heads to create lip-movement and facial expressions. **Claymation** is the name given to stop-motion that is made with clay or plasticine figures. Plasticine is easily moved and shaped, so the figures can be moved very carefully and precisely. It takes a long time to create a claymation, as a figure is usually moved about twelve times for every second of film. Aardman Animation's *Chicken Run* is a claymation film, and currently the highest-grossing stop-motion film ever made.

Whilst it is very similar to traditional animation in technique, stop-motion continues to be a popular form of animation, with at least twelve feature-length stop-motions currently in production. Many animators work with stop-motion for artistic reasons, as it is still difficult to recreate stop-motion models digitally.

6. **Working with animation**

Animation is such a wide and versatile subject, there are endless routes you can go into. Artistic variations on the three main styles above are endless: **hydrotechnic**is a form of light animation projected on water, and can be seen in popular events such as the <u>Lumiere festival</u>, whilst **sand animation,paint-on-glass** and **pinscreen animation** use the same principals as stop-motion, but with different materials.

If you want to specialise in a particular animation technique, be it digital or physical, you may find you have to do postgraduate studies or on-the-job training. But animation is always changing and developing, and as a course or career there is a lot to keep you interested.

Photos of Animated Cartoon.

1. **Advantage**:

    a. Attract attention.

    b. Perform invisible actions or process with a different figure.

    c. Increase retention. Allows for visualization of imagination concepts, objects, and connections.

    d. Animation can incorporate a large amount of scientific data into a package, which can then be presented in a simpler fashion.

    e. Animation can re-create events, which in the real world are too expensive or too dangerous to reproduce, for example. The plane crash, the incident that happened and it no longer exists.

    f. Use animated with flash to make web sites make the site more interactive and dynamic. Visitors to the web site will naturally be attracted to animation designs and tools that allow them to participate in the process of seeing the whole.

2. **Disadvantage :**

    a. Only displaying the eye"s sense perception, limited in size.

    b. can be seen by only a group of students.

    c. Images are interpreted personally and subjectively.

    d. Pictures are presented in very small sizes, so they are less effective in learning.

2. **Difficulties in Understanding Tenses**

Tenses sometimes makes confuse in usage. It is caused by the rules of tenses is complicated. Those make the students difficult in understanding the tenses, some of difficulties in understanding the tenses are:

a. Tenses have many forms and function that make the students difficult to used and apply them.

b. There are many structure systems that related in tenses, which make the students difficult to remind and use all of them e.g. verbs, to be, preposition, etc.

c. The students difficult to adopted tenses in Indonesian language context, because there is no verbs and time division Indonesian language.

d. There are several situations that use tenses but it does not express the time of the action (present, past, and future). For example : I was hoping we could have dinner together. Example above does not express politeness or respect, when ask for something.

e. Sentences in English usually require more than one tenses to become complete sentence and the students difficult to combine the tenses into one correct sentence.

3. Simple Present Tense

Simple present tense is a form of time used to express an ongoing course or occurring in the present moment in the form of simple, or repetitive activity or

work of an act or to reuse, or daily habits, or unrelated events or deeds with time.[27]

a. The function of simple present tenses :

1) As habitual action

I take a bath every morning

The Muslims habitually go to the mosque every Friday.

2) As general truth

The sun rises in the east and in the west.

In a week, consist of seven days.

Indonesia lies in the south car Asia.[28]

The examples of simple present tense are as follows:

- I always get up very early.

- I never get up before about moon.

- I usually run for about two hours

- Rosi visits the beach twice a year.

- Sometimes, I just stay at home and watch TV.

b. Form

1) Positive Sentence

For subject I, You, They, We

$$S + verb1 + O$$

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[27] Rudy Hariyono, Andrew Mc. Carthy, *ABC Plus English Grammar,* (Surabaya :Gitamedia Press, 2008), p.407.

[28] SriyadiJunaida, *English Complete Grammar,* (Yogyakarta : PustakaPelajar, 2007), p.244

For subject She, He, It

$$S + V1\text{-}s/\text{-}es + O$$

Example:

She goes to school everyday.

They bring my book.

2) Negative Sentence

For subject I, You, They, We
$$S + do + not + V_1 + O$$

For subject She, He, It
$$S + Does + Not + V_1 + O$$

Example:

They do not listen to the radio.

Ani does not save on the floor.

3) Interrogative Sentence

For subject I, You, They, We

$$Do + S + V_1 + O \ ?$$

For subject She, He, It

$$Does + S + V_1 + O \ ?$$

Example:

Do you enjoy your English lesson?

Does she eat rice?

3) Time signals

Every hour

Every minute

Every morning

Everyday

In the morning

At night

At noon

Once a week

Three times a week

Twice a day

On Sunday

At five o"clock.

4. Simple Past Tense

Simple past tense is a form of time used to describe events or deeds performed at a particular moment in the past in a simple form. The time of the event or act was known, The functions of simple past tense are:

a) To explain an events that we did in the past.

Example:

I saw a good film last night.

She came here yesterday.

b) Used to explain the activity that was clearly happened or done in the past but the time signal is not clearly mentioned.

Example:

The lived in New York for ten years.

Ana studied English while has been in Kediri.

c) To explain the activity that the time is clearly or we can know the question and the answer that was taken from present perfect tense.

Example :

When have you work hard ?

1)   Form

a)   Positive sentence

$$S + V_2 + O$$

Example:

He bought a book yesterday.

We watch television last night.

b) Negative sentence

$$S + did + not + V_1 + O$$

Example:

Ima did not go to school yesterday.

I did not see him at the meeting last night.

3)   Interrogative sentence

$$Did + S + V1 + O \ ?$$

Example:

Did they come to work on time this morning?

Did he answer her question?

4) Time signals

Yesterday

Yesterday morning

Last night

Last week

An hour ago

A few minutes ago.

Two days ago 1997

5. Simple Future Tense

Simple future tense is a form of time used to declare what will happen in the future.[29]

a. The function of simple future tense

1) The sentence simple future form used to state an event or action happened in the future.

Example:

The meeting will last for an hour.

I shall come at your house tomorrow.

2) The sentence simple future form used to state a polite order.

Example:

Will you help me, please?

Will you help me to get the book?

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[29] Rudy Hariyono, Andrew Mc. Carthy, *ABC Plus English Grammar,* (Surabaya : Gitamedia Press, 2008), p.451

3) The sentence simple future can be used to make a conditional sentence type.

Example:

Aldi will come if you invite her.

She will help you if ask her for a help politely.

b. Form

1) Positive sentence

For subject I and We

$$S + shall + V_1 + O$$

For subjects: You, They, He, She, It

$$S + will + V_1 + O$$

Example:

We shall go to Tokyo tomorrow.

He will visit us next week.

2) Negative sentence

For subject : I and We

For subject: You, They, He, She, It

$$S + shall + not + V_1 + O$$

$$S + will + not + V_1 + 0$$

Example

We shall not go to Tokyo tomorrow.

C. Conceptual Framework

```
                    ┌─────────────────────────────┐
                    │     Animated Cartoon Book   │
                    └─────────────────────────────┘
                                   │
                ┌──────────────────┴──────────────────┐
                ▼                                      ▼
    ┌─────────────────────────┐          ┌─────────────────────────┐
    │   Students' Perception  │          │    Teacher's Perception │
    └─────────────────────────┘          └─────────────────────────┘
                │
                ▼
    ┌─────────────────────────┐
    │      Questionnaire       │
    └─────────────────────────┘
```
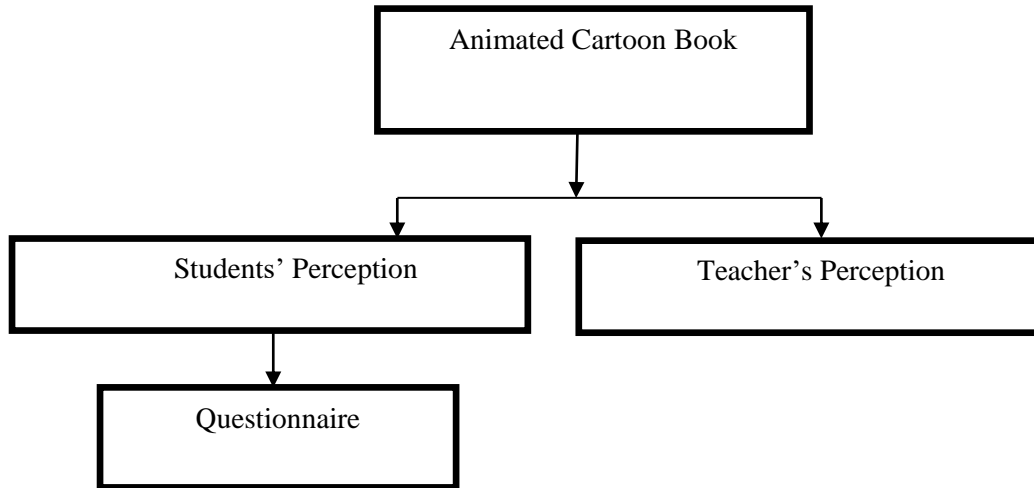
Conceptual framework shows researcher to know the responses of the students and the teachers in teaching and learning grammar using cartoon animated bookis First, the researcher make classroom observation first. Second, the researcher gave students an explanation of grammar and an explanation of cartoon animation. after that, the researcher gave students an comic strip storyto read first before being responsthe grammar. after finishing respondingthe grammar, the researcher then interviewe the students to find out their responses. Third, the researcher give cartoon animated book to the teachers to teach students to know their responses in teaching grammar using cartoon animated book.

CHAPTER III

RESEARCH METHOD

A. Research Design

Method is procedure to do something. [30] Method is something very important in the study. To carry out this research, the researcher adopts a qualitative data collection approach.

B. Participants

The population of this research was the students at Pongsamelung Study Club in Lamasi and there were 10 students involved in this research.The researcher took the sample by total sampling technique. There were 10 teachers as participants of this research.

C.Procedure of Collecting Data

Instrument for collecting data aims to support the success of the research. It helps the researcher to get the data and information about the teachers and the students" perceptions on the use of animated cartoons in learning grammar. The researcher used questionnaires.

the students in the research. the Ouestionnaires were distributed to the teacher and

Questionnaire used in this research is closed questionnaire. It means that on every question there are some alternatives answers that relate to the question, so the respondents can easily choose the answer that already exists.

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[30]Salimansudarno, *KamusPendidikanPengajarandanUmum* (cet 1; Jakarta: RinekaCipta, 1994), p.17.

The teachers' and students' opinions were calculated using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Two domains emerged from the analysis of variables on the questionnaire: 10 items were about Teachers" Views on the Positive Effect of Cartoons on Learning; 5 items were about Teachers" Views on the Positive Effect of Cartoons on Teaching. Meanwhile, the students were asked to read each of the statements and place a (✓) next to the one that best reflects their feelings regarding the use of animation video in teaching narrative text. It contained from both positive and negative perception that might felt by students. A Likert Scale was also used, and the questionnaire was written in Bahasa Indonesia to avoid any misunderstanding among respondents.

D. Technique of Data Analyze

In this research, the data were collected and processed with Excel software and tabulated. Then, the results were classified and analyzed. The data from the questionnaire used score by the following criteria:

Scoring and tabulating is a process that involves tabulating data. The scoring method consists of assigning a numerical value to each of the questionnaire statement items for the purpose of evaluating data extracted from the inquiry area or grading them from 1 to 5. The researcher came to the following conclusions about each alternative:

1) Strongly agree, it shows the highest grade. The score given is 5 for thatcondition.

2) Agree, it shows lower grade in comparison with that adding "strongly" word. Itwas given 4 scores for this condition.

3) Neutral, it shows lower rate in comparison with agree. Then it gave 3 scores.

4) Disagree, it shows lower rate in comparison with neutral. Then it gave 2scores.

5) Strongly disagree, it shows the lowest grade. The score given is 1 for thiscondition.

Tabulation is the next step in the data tabulation process. Tabulating data involves placing the answers in a table that will be summarized in frequency and percentage form. After that, all of the collected data would be chosen and organized. In this situation, the researcher data were all quantitative data that has been transformed into qualitative data in order to reach a conclusion. The method for calculating percentages by using the formula as follows:

$$\mathbf{P}\frac{Fq}{N} \textbf{ X 100\%}$$

Where:

P = Percentage

Fq = Number of Frequency

N = Total Sample

Data that obtained from each statement item will be made in one table in which there percentage and frequency are including. Then, the researcher analyzing and interpreting data with the provisions of the scale decided as follows:

Table 3.1. The classification of students" perception.

No	Criteria	Score
1.	Very Positive	84 – 100
2.	Positive	68 – 83
3.	Doubt	52 – 67
4.	Negative	37 – 51
5.	Very negative	20 – 36

Source; (Gay, 2006)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this research consist of several tables regarding the result of the questionnaires. However, the questionnaires are constructed based on the student's and the teacher's perception on the use of comic strip storyin teaching and learning grammar at Pongsamelung Study Club in Lamasi. These results can be seen as follow:

1. The Students' Perceptions Results

Data that presented in this research were data from the questionnaire that given to students. Every questionnaire contains 20 multiple choice question that students have to answer it by giving checklist (□) to the answer that closes to their feeling. Below is the result of the questionnaire.

The collected data from the questionnaire will be served by using analysis statistic descriptive by using the formula:

$$P = \frac{F}{N} \times 100$$

The purpose of data processing above is to give detail explanation. To make it easier in analyzing data from the questionnaire, below are the tabulation data from the questionnaire and the detail explanation from the table.

Table 4.1.Questionnaire No.1

I have been helped in understanding tenses subject after the teacher used animated cartoons

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	8	80 %
2.	Agree	2	20%
3.	Quite Agree	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	10	100%

Based on the table 4.1 above, from the 10 students, there were 8 students (80%) chose "strongly agree", 2 students (20%) chose "agree" while there is no one chose "quite agree", disagree, and strongly disagree". It means that most of students strongly agree with the statement above.

Table 4.2. Questionnaire No.2

The use of animation video give a big impact for me in understanding the submitted subject

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	6	60 %
2.	Agree	3	30%
3.	Quite Agree	1	10%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	10	100%

Based on the table 4.2 above, from 10 students, there were 6 students (60%) chose ""strongly agree", 3 students (30%) chose "agree", 1 student (10%)

students chose "quite agree", while there was no one chose "disagree" and "strongly disagree". It means that most of students strongly agree with the statement above.

Table 4.3. Questionnaire No.3

I felt more enthusiasm for learning tenses subject that using animated cartoons

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	4	40 %
2.	Agree	6	60%
3.	Quite Agree	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	10	100%

Based on the table 4.3 above, from the 10 students, there were 4 students (40%) chose "strongly agree", 6 students (60%) chose "agree", while there was no one chose "quite agree", "disagree", and "strongly disagree". It means that most of students agree with the statement above.

Table 4.4. Questionnaire No.4

I become more diligent in studying because animated cartoons made me like tenses material

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	7	70 %
2.	Agree	3	30%
3.	Quite Agree	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-

	Total	10	100%

Based on the table 4.4 above, from 10 students, there were 7 students (70%) chose "strongly agree", 3 students (30%) chose "agree", while there was no one chose "quite agree", "disagree", and "strongly disagree". It means that most of students strongly agree with the statement above.

Table 4.5.Questionnaire No.5

In my opinion, animated cartoons are needed in learning tenses

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	4	40 %
2.	Agree	6	60%
3.	Quite Agree	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	10	100%

Based on the table 4.5 above, from the 10 students, there were 4 students (40%) chose "strongly agree", 7 students (70%) chose "agree", while there was no one chose "quite agree", "disagree", and "strongly disagree". It means that most of students agree with the statement above.

Table 4.6.Questionnaire No.6

I felt that my score is increasing on tenses subject by using animated cartoons

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	2	20 %
2.	Agree	6	60%
3.	Quite Agree	2	20%
4.	Disagree	-	-
5.	Strongly Disagree	-	-

Total	10	100%

Based on the table 4.6 above, from the 10 students, there were 2 students (20%) chose "strongly agree", 6 students (60%) chose "disagree", 2 students (20%) chose "quite agree", while there was no one chose "disagree", and "strongly disagree". It means that most of students agree with the statement above.

Table 4.7. Questionnaire No.7

The animated cartoons shown are not attractive

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	-	-
2.	Agree	-	-
3.	Quite Agree	-	-
4.	Disagree	5	50%
5.	Strongly Disagree	5	50%
	Total	10	100%

Based on the table 4.7 above, from the 10 students, there were no one chose ""strongly agree", "disagree", and "quite agree", while 5 (50%) chose "disagree", 5 students (50%) chose "strongly disagree". It means that most of students have the same opinions with the statement above.

Table 4.8.Questionnaire No.8

The animated cartoons have no suitable contrasting colors, so I feel hard in understanding the submitted subject from the animated cartoons.

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	-	-

No.	Alternative of Answer	Frequency	Percentage (%)
2.	Agree	-	-
3.	Quite Agree	-	-
4.	Disagree	4	40%
5.	Strongly Disagree	6	60%
	Total	10	100%

Based on the table 4.8 above, from the 10 students, there was no one chose "strongly agree", "disagree", and "quite agree", while 4 (40%) chose "disagree", 6 students (60%) chose "strongly disagree". It means that most of students strongly disagree with the statement above.

Table 4.9. Questionnaire No.9

I felt bored when the teacher used animated cartoons.

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	-	-
2.	Agree	-	-
3.	Quite Agree	-	-
4.	Disagree	3	30%
5.	Strongly Disagree	7	70%
	Total	10	100%

Based on the table 4.1.9 above, from the 10 students, there was no one3chose "strongly agree", "disagree", and "quite agree", while 3 (30%) chose "disagree", 7 students (70%) chose "strongly disagree". It means that most of students strongly disagree with the statement above.

Table 4.10. Questionnaire No.10

The use of animation video is just a kind of teaching variety from the teacher so that students will not get bored easily, but the subject that I captured is the same like without animated cartoons

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	-	-
2.	Agree	-	-
3.	Quite Agree	-	-
4.	Disagree	4	40%
5.	Strongly Disagree	6	60%
	Total	10	100%

Based on the table 4.10 above, from the 10 students, there was no one chose "strongly agree", "disagree", and "quite agree", while 4 students (40%) chose "disagree", 6 students (60%) chose "strongly disagree". It means that most of students strongly disagree with the statement above.

Table 4.11. Questionnaire No.11

I did not feel helped in understanding tenses by using animated cartoons.

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	1	10%
2.	Agree	1	10%
3.	Quite Agree	-	-
4.	Disagree	2	20%
5.	Strongly Disagree	6	60%
	Total	10	100%

Based on the table 4.11 above, from the 10 students, there were 1 students (10%) chose "strongly agree", 1 students (10%) chose "disagree", 2 students

(20%) chose "disagree", 6 students (60%) chose "strongly disagree". It means that

most of students strongly disagree with the statement above.

Table 4.12.Questionnaire No.12

The animated cartoons used are not suitable with delivered subject

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	-	-
2.	Agree	-	-
3.	Quite Agree	-	-
4.	Disagree	5	50%
5.	Strongly Disagree	5	50%
	Total	10	100%

Based on the table 4.12 above, from the 10 students, there was no one chose

"strongly agree", "agree", and quite agree". While 5 students (50%) chose

"disagree", 5 students (50%) chose "strongly disagree". It means that most of

students have the same grade with the statement above.

Table 4.13. Questionnaire No.13

The animated cartoons did not help me in memorizing tenses subject

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	-	-
2.	Agree	-	-
3.	Quite Agree	-	-
4.	Disagree	5	50%
5.	Strongly Disagree	5	50%
	Total	10	100%

Based on the table 4.13 above, from the 10 students, there was no one chose

"strongly agree", "agree", and "quite agree". While 5 students (50%) chose

"disagree", 5 students (50%) chose "strongly disagree". It means that most of students have the same grade with the statement above

Table 4.14. Questionnaire No.14

The animated cartoons did not explain all the subject clearly.

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	-	-
2.	Agree	-	-
3.	Quite Agree	1	10%
4.	Disagree	1	10%
5.	Strongly Disagree	8	80%
	Total	10	100%

Based on the table 4.14 above, from the 10 students, there was no one chose "strongly agree" and "agree". While 1 student(10%) chose "quite agree", 1 students (10%) chose "disagree", 8 students (80%) chose "strongly disagree". It means that most of students strongly disagree with the statement above.

Table 4.15.Questionnaire No.15

I feel harder in understanding the lesson by using animated cartoons

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	-	-
2.	Agree	-	-
3.	Quite Agree	-	-
4.	Disagree	6	60%
5.	Strongly Disagree	4	40%
	Total	10	100%

Based on the table 4.15 above, from the 10 students, there was no one chose "strongly agree", "agree", and "quite agree". While 6 students (60%) chose

"disagree", 4 students (40%) chose "strongly disagree". It means that most of students disagree with the statement above.

Table 4.16.Questionnaire No.16

The use of animated cartoons did not give impact to my understanding about delivered subject

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	-	-
2.	Agree	-	-
3.	Quite Agree	-	-
4.	Disagree	5	50%
5.	Strongly Disagree	5	50%
	Total	10	100%

Based on the table 4.16 above, from the 10 students, there was no one chose "strongly agree", "agree", and quite agree". While 5 students (50%) chose "disagree", 5 students (50%) chose "strongly disagree". It means that most of students have the same grade with the statement above.

Table 4.17. Questionnaire No.17

I felt easier in understanding the lesson by using animated cartoons

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	7	70%
2.	Agree	3	30%
3.	Quite Agree	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	10	100%

Based on the table 4.17 above, from the 10 students, there were 7 students (70%) chose "strongly agree", 3 students (30%) chose "agree". While there was no one chose quite agree", "disagree", "strongly disagree". It means that most of students strongly agree with the statement above.

Table 4.18. Questionnaire No.18

Using the animated cartoons can support the classroom situation to become more conducive.

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	6	60%
2.	Agree	4	40%
3.	Quite Agree	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	10	100%

Based on the table 4.18 above, from the 10 students, there were 6 students (60%) chose "strongly agree", 4 students (40%) chose "agree". While there was no one chose quite agree", "disagree", "strongly disagree". It means that most of students strongly agree with the statement above.

Table 4.19.Questionnaire No.19

I like to learn tenses using the animated cartoons.

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	8	80%
2.	Agree	2	20%
3.	Quite Agree	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-

Total	10	100%

Based on the table 4.19 above, from the 10 students, there were 8 students (80%) chose "strongly agree", 2 students (20%) chose "agree". While there was no one chose 'quite agree", "disagree", "strongly disagree". It means that most of students strongly agree with the statement above.

Table 4.20.Questionnaire No.20

The use of animated cartoons in tenses lessons can increase my interest in learning tenses more deeply

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	6	60%
2.	Agree	4	40%
3.	Quite Agree	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	10	100%

Based on the table 4.20 above, from the 10 students, there were 6 students (60%) chose "strongly agree", 4 students (40%) chose "agree". While there was no one chose quite "agree", "disagree", "strongly disagree". It means that most of students strongly agree with the statement above.

2. The Teachers' Perceptions

Table below shows the teachers' views on the effects of cartoon on learning and teaching. More than percentage of the respondents agreed (i.e. Agree and Strongly Agree) that the usage of cartoons can give positive impact on tenses learning and teaching.

Table 4.21.Questionnaire No.1

Many things can be learned by students from animated cartoon.

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	8	80%
2.	Agree	2	20%
3.	Neutral	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	10	100%

The table shows that 80% teachers strongly agree that many things can be learned by students from animated cartoon.

Table 4.22. Questionnaire No.2

Students enjoy learning tenses when animated cartoons used

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	6	60%
2.	Agree	4	40%
3.	Neutral	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	10	100%

The table above shows that out of 60% teachers strongly agree that students enjoy learning tenses when animated cartoons used.

Table 4.23. Questionnaire No.3

Students' interest increase if they are taught using animated cartoon

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	4	40%
2.	Agree	5	50%

3.	Neutral	1	10%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	10	100%

The table above we can see that out of 50% teacher agree that animated cartoons improve the students' interest in learning tenses.

Table 4.24. Questionnaire No.4

Students can understand tenses better when taught using animated cartoons.

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	1	10%
2.	Agree	2	20%
3.	Neutral	6	60%
4.	Disagree	1	10%
5.	Strongly Disagree	-	-
	Total	10	100%

Table above shows that out of 60% teachers were neutral that students can understand tenses better when taught using animated cartoons.

Table 4.25. Questionnaire No.5

Classroom environment is positive when using animated cartoons in teaching

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	1	10%
2.	Agree	3	30%
3.	Neutral	4	40%
4.	Disagree	2	20%
5.	Strongly Disagree	-	-
	Total	10	100%

From table above, we can see that out of 40% teachers were neutral that classroom environment is positive when they use animated cartoons in teaching.

Table 4.26. Questionnaire No.6

Students will question more when using animated cartoons.

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	-	-
2.	Agree	-	-
3.	Neutral	4	40%
4.	Disagree	6	60%
5.	Strongly Disagree	-	-
	Total	10	100%

The table above shows that out of 60% teachers disagree that many things can be learned by students from animated cartoon.

Table 4.27. Questionnaire No.7

Animated cartoons enable students to master the curriculum

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	-	-
2.	Agree	-	-
3.	Neutral	5	50%
4.	Disagree	5	50%
5.	Strongly Disagree	-	-
	Total	10	100%

The table above shows that out of 50% teachers were neutral that animated cartoons enable students to master the curriculum.

Table 4.28. Questionnaire No.8

I entirely recommend students to learn grammar using animated cartoons because it can add insight to students

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	5	50%
2.	Agree	5	50%
3.	Neutral	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	10	100%

The table above we can see that out of 50% teachers recommend students to learn grammar using animated cartoons because it can add insight to students.

Table 4.29. Questionnaire No.9

Usage of animated cartoons can stimulate creativity

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	5	50%
2.	Agree	5	50%
3.	Neutral	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	10	100%

The table above shows that out of 50% teachers strongly agree that usage of animated cartoons can stimulate creativity.

Table 4.30. Questionnaire No.10

Score tests or evaluation of students is expected to increase if teachers use cartoon.

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	1	10%
2.	Agree	2	20%
3.	Neutral	7	70%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	10	100%

The table above shows that out of 70% teachers were neutral that score tests or evaluation of students is expected to increase if teachers use cartoon.

Table 4.31. Questionnaire No.11

Animated cartoons can be used; since students really like it.

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	1	10%
2.	Agree	4	40%
3.	Neutral	5	50%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	10	100%

Table above shows that out of 50% teachers were neutral that comic strip storycan use be used since students really like it.

Table 4.32. Questionnaire No.12

Element of humor in animated cartoons enliven the class.

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	1	10%

2.	Agree	4	40%
3.	Neutral	5	50%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	10	100%

Table above shows that out of 50% students were neutral that element of humor cartoon enliven the class.

Table 4.33. Questionnaire No.13

Teachings by using of animated cartoons motivate students.

No.	Alternative of Answer	Frequency	Percentage (%)
1.	Strongly Agree	5	50%
2.	Agree	4	40%
3.	Neutral	1	10%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	10	100%

Table above shows that out of 50% students were strongly agree that teaching by using of comic strip storymotivate students.

B.DISCUSSION

This study discusses the perceptions of the students and the teachers on the use of comic strip storyin teaching and learning grammar, so this section will discuss the results of the research that has been carried out.

a. **The Students Perception on The Use of Animated Cartoon**

The questionnaire number one (table 4.1) of 10 students there were 8 students (80%) were strongly agree, 2 students (20%) were agree, and (0%) students were quite agree, disagree and strongly agree. It indicates that there were

most of the students strongly agree in understanding tenses subject after the teacher used animated cartoons.

Table (4.2) showed the score were 6 students (60%) of 10 students there were 6 students (60%) chose strongly agree, 3 students (30%) chose agree, and 1 student (10%) chose quite agree. It means that the big impact for students in understanding the submitted subject. Next table (4.3) of 10 students there were 4 students (40%) chose strongly agree, 6 students (60%) chose agree. It means that in learning tenses subject that using animated cartoons. Where table (4.4) were 7 (70%) chose strongly agree, 3 students (30%) chose agree. It means that the students become more diligent in studying because animated cartoons made their like tenses material. Next table (4.5) were 4 students (40%) chose strongly agree, 6 students (60%) chose agree, it means that in their opinion, comic strip storyare needed in learning tenses.

Table (4.7) were 5 students (50%) chose disagree and were 5 students (50%) chose strongly agree, it means that most of students have the same opinions about the animated cartoons shown are not attractive. In table (4.8) were 4 students (40%) chose disagree and were 6 students (60%) where the animated cartoons have no suitable contrasting colors, so their feel hard in understanding the submitted subject from the animated cartoons. Table (4.9) were 3 students (30%) chose disagree and were 7 students (70%) chose strongly agree. It means that most of students felt bored when the teacher used animated cartoons. In table (4.10) were 4 students (40%) chose disagree and were 6 students (60%) chose strongly agree. It means that the use of animated video is just a kind of teaching

variety from the teacher so that students will not get bored easily, but the subject that their captured is the same like without animated cartoons.

In table (4.11) were 1 student (10%) chose strongly agree, (10%) student chose agree, (20%) chose disagree and 6 students (60%) chose strongly disagree. It means that their not feel helped in understanding tenses by using animated cartoons. Next table (4.12) were 5 students (50%) chose disagree and were 5 students (50%) chose strongly disagree. It means that the comic strip storyused are not suitable with delivered subject. Table (4.13) were 5 students (50%) chose disagree and were 5 students (50%) chose strongly disagree. It means that the animated cartoons did not help me in memorizing tenses subject.

Table (4.14) were 1 student (10%) chose quite agree, 1 student (10%) chose disagree, and 8 students (80%) chose strongly agree. It means that the animated cartoons did not explain all the subject clearly. Table (4.15) were 6 students (60%) chose disagree, and 4 students (40%) chose strongly disagree. So the students feel harder in understanding the lesson by using animated cartoons. Table (4.16) were 5 students (50%) chose disagree and were 5 students (50%) chose strongly disagree. It means that the use of comic strip storydid not give impact to my understanding about delivered subject. Table (4.17) were 7 students (70%) chose strongly agree and were 3 students (30%) chose agree. It means that the students felt easier in understanding the lesson by using animated cartoon.

Table (4.18) were 6 students (60%) chose strongly agree and were 4 students (40%) chose agree. It means that using of animated cartoons can be

support the students classroom situation to become more conducive. Table (4.19) were 8 students (80%) chose strongly agree and were 2 students (20%) chose agree. It means that the students like learn tenses using the animated cartoons. And table (4.20) were 6 students (60%) chose strongly agree and 4 students (40%) chose agree. It means that the use of animated cartoons in tenses lessons can increase my interest in learning tenses more deeply.

b. The Teachers Perception on The Use of Animated Cartoon

Table (4.21) show that 80% teachers strongly agree that many things can be learned by students from animated cartoon. Where table (4.22) show that 60% teachers strongly agree that students enjoy earning tenses when animated cartoons used. Table (4.23) we can see that 50% teachers agree that animated cartoons can improve the students interest in learning tenses. Table (4.24) show that 60% teachers were natural that students can understand tenses better when taught using animated cartoons. And table (4.25) we can see that 40% teachers were natural that classroom environment is positive when they use animated cartoons in teaching.

Table (4.26) show that 60% teachers disagree that many things can be learned by students from animated cartoon. Table (4.27) show that 50% teachers were natural that animated cartoons enable students to master the curriculum. Table (4.28) we can see that 50% teachers strongly agree to recommend students to learn grammar using animated cartoons because it can add insight to students. Table (4.29) show that 50% teachers strongly agree that usage of animated cartoons can stimulate creativity. And table (4.30) show that 70% teachers were

natural that score test or evaluation students is expected to increase if teachers use cartoon.

The researcher finds some similarities and differences on the use of comic strip storyin teaching and learning grammar. Where Zari Saeedi's using the animated sitcom in teaching conditional sentences, Therefor Yaman's using cartoons on students success in Turkish language and the researcher using comic strip storyin teaching and learning grammar.

The similarities between the researchers and this current research are two points of view, first is from the students and the teachers perception on the use of animated cartoon, both of the related previous research use animated sitcom in teaching conditional sentences, second is from Krakas research this current research the impact of watching subtitled comic strip storyon incidental vocabulary learning. And for differences are three points of view, first is both of Kilickaya research the use of web based comic strip creation tools facilitate EFL learnes, and both of the previous researchers also used Quantitave Research and this current research using Qualitative Research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that, the student"s perception of test at Pongsamelung Study Club in Lamasi.In the process of learning English using cartoon animation 3 students (30%) the classification is very positive, 7 students (70%) the classification is positive, none (0%) the classification is doubt, no (0%) the classification is negative, nothere (0%) the classification is very negative.

Based on this research, 10 questions were applied.30% of students chose very positive and 70% of students chose positive, while students who chose no doubt, then as many students chose no negative and students who chose very negative did not.It can be concluded that students "responses to students" cartoon animation learning perceptions are more positive in doing the tests taught to students.perception refers to a person"s response or attitude to something such as enjoying and appreciating that makes him have the desire to act.Students" perceptions in this regard are positive.This proves that the Pongsamelung Study Club students enjoy the learning process in applying students" perceptions in applying cartoon animation.

B. Suggestion

1. To the Teacher

Researcher hope that this research can be more useful in learning English as well. In addition, it will motivate teachers to make better learning materials in the future that are relevant to student needs. If not, the teacher is expected to be more creative in modifying learning material according to student goals.

2. To Other Researcher

Researcher must be able to make animated cartoons to respond from the basic level to the highest level, so that students are able to learn complete English language skills.

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APPENDICES

A. Data Responden

Nama Siswa : Syifa Nur Amalia

Umur : 13 Tahun

Jenis Kelamin : Perempuan

Berilah tanda centang (✓) pada kolom dibawah ini sesuai dengan tanggapan anda.

PERNYATAAN	RESPON				
	SangatSetuju	Setuju	CukupSetuju	TidakSetuju	SangatTidakSetuju
1) Saya merasa terbantu memahami materi tenses setelah guru menggunakan kartun animasi	✓				
2) Penggunaan kartun animasi berpengaruh besar terhadap pemahaman saya tentang materi yg disampaikan	✓				
3) saya lebih bersemangat mempelajari materi tenses yg menggunakan kartun animasi	✓				
4) Saya jadi lebih rajin belajar karena kartun animasi membuat saya menyukai materi tenses	✓				
5) Menurut saya, kartun animasi diperlukan dalam pembelajaran tenses	✓				
6) Saya mengalami peningkatan nilai pada materi tenses dengan menggunakan kartun animasi	✓				

A. Data Responden

Nama Siswa : MUH FAUDZIL ADHIM

Umur : 14 TAHUN

Jenis Kelamin : LAKI – LAKI

Berilah tanda centang (✓) pada kolom dibawah ini sesuai dengan tanggapan anda.

PERNYATAAN	RESPON				
	SangatSetuju	Setuju	CukupSetuju	TidakSetuju	SangatTidakSetuju
1) Saya merasa terbantu memahami materi tenses setelah guru menggunakan kartun animasi	✓				
2) Penggunaan kartun animasi berpengaruh besar terhadap pemahaman saya tentang materi yg disampaikan		✓			
3) saya lebih bersemangat mempelajari materi tenses yg menggunakan kartun animasi		✓			
4) Saya jadi lebih rajin belajar karena kartun animasi membuat saya menyukai materi tenses		✓			
5) Menurut saya, kartun animasi diperlukan dalam pembelajaran tenses		✓			
6) Saya mengalami peningkatan nilai pada materi tenses dengan menggunakan kartun animasi			✓		

A. Data Responden

Nama Siswa   : Maghfira Mailani

Umur   : 13

Jenis Kelamin   : Perempuan

Berilah tanda centang (✓) pada kolom dibawah ini sesuai dengan tanggapan anda.

PERNYATAAN	RESPON				
	SangatSetuju	Setuju	CukupSetuju	TidakSetuju	SangatTidakSetuju
1) Saya merasa terbantu memahami materi tenses seteiah guru menggunakan kartun animasi	✓				
2) Penggunaan kartun animasi berpengaruh besar terhadap pemahaman saya tentang materi yg disampaikan	✓				
3) saya lebih bersemangat mempelajari materi tenses yg menggunakan kartun animasi		✓			
4) Saya jadi lebih rajin belajar karena kartun animasi membuat saya menyukai materi tenses	✓				
5) Menurut saya, kartun animasi diperlukan dalam pembelajaran tenses	✓				
6) Saya mengalami peningkatan nilai pada materi tenses dengan menggunakan kartun animasi		✓			

A. Data Responden

Nama Siswa : ISMail HILAM

Umur : 13

Jenis Kelamin : Laki – Laki

Berilah tanda centang (✓) pada kolom dibawah ini sesuai dengan tanggapan anda

PERNYATAAN	RESPON				
	SangatSetuju	Setuju	CukupSetuju	TidakSetuju	SangatTidakSetuju
1) Saya merasa terbantu memahami materi tenses setelah guru menggunakan kartun animasi	✓				
2) Penggunaan kartun animasi berpengaruh besar terhadap pemahaman saya tentang materi yg disampaikan	✓				
3) saya lebih bersemangat mempelajari materi tenses yg menggunakan kartun animasi	✓				
4) Saya jadi lebih rajin belajar karena kartun animasi membuat saya menyukai materi tenses	✓				
5) Menurut saya, kartun animasi diperlukan dalam pembelajaran tenses		✓			
6) Saya mengalami peningkatan nilai pada materi tenses dengan menggunakan kartun animasi		✓			

A. Data Responden

Nama Siswa : Ziqri Bara

Umur : 13

Jenis Kelamin : Laki - laki

Berilah tanda centang (✓) pada kolom dibawah ini sesuai dengan tanggapan anda.

PERNYATAAN	RESPON				
	SangatSetuju	Setuju	CukupSetuju	TidakSetuju	SangatTida...
1) Saya merasa terbantu memahami materi tenses setelah guru menggunakan kartun animasi	✓				
2) Penggunaan kartun animasi berpengaruh besar terhadap pemahaman saya tentang materi yg disampaikan	✓				
3) saya lebih bersemangat mempelajari materi tenses yg menggunakan kartun animasi		✓			
4) Saya jadi lebih rajin belajar karena kartun animasi membuat saya menyukai materi tenses	✓	✓			
5) Menurut saya, kartun animasi diperlukan dalam pembelajaran tenses	✓				
6) Saya mengalami peningkatan nilai pada materi tenses dengan menggunakan kartun animasi		✓			

A. Data Responden

Nama Siswa : Fadil Alif Muhammad

Umur : 19

Jenis Kelamin : Laki - laki

Berilah tanda centang (✓) pada kolom dibawah ini sesuai dengan tanggapan anda.

PERNYATAAN	RESPON				
	SangatSetuju	Setuju	CukupSetuju	TidakSetuju	SangatTidakSetu
1) Saya merasa terbantu memahami materi tenses setelah guru menggunakan kartun animasi	✓				
2) Penggunaan kartun animasi berpengaruh besar terhadap pemahaman saya tentang materi yg disampaikan	✓				
3) saya lebih bersemangat mempelajari materi tenses yg menggunakan kartun animasi		✓			
4) Saya jadi lebih rajin belajar karena kartun animasi membuat saya menyukai materi tenses	✓				
5) Menurut saya, kartun animasi diperlukan dalam pembelajaran tenses			✓		
6) Saya mengalami peningkatan nilai pada materi tenses dengan menggunakan kartun animasi			✓		

PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telpon : (0471) 3314115

Nomor : 0040/PENELITIAN/21.09/DPMPTSP/II/2021
Lamp : -
Sifat : Biasa
Perihal : *Izin Penelitian*

Kepada
Yth. Ka. Desa Pong Samelung
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 0079/In.19/FTIKI/HM.01/2/2021 tanggal 10 Februari 2021 tentang permohonan Izin Penelitian.
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Irwan Ramli
Tempat/Tgl Lahir : Kondo / 10 Februari 1997
Nim : 16 0202 0106
Jurusan : Pendidikan Bahasa Inggris
Alamat : Dsn. Salutallang
Desa Pongsamelung
Kecamatan Lamasi

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

THE STUDENTS AND THE TEACHERS PERCEPTION ON THE USE OF ANIMATED CARTOON IN TEACHING AND LEARNING GRAMMAR AT PONGSAMELUNG STUDY CLUB IN LAMASI

Yang akan dilaksanakan di **DESA PONG SAMELUNG**, pada tanggal **24 Februari 2021 s/d 24 Maret 2021**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) examplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Diterbitkan di Kabupaten Luwu
Pada tanggal : 24 Februari 2021
Kepala Dinas,

Drs. H. RAHMAT ANDI PARANA
Pangkat : Pembina Tk. I IV/b
NIP : 19641231 199403 1 079

Tembusan :
1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Irwan Ramli;
5. Arsip.

PEMERINTAH KABUPATEN LUWU
KECAMATAN LAMASI
DESA PONGSAMELUNG
Jl. Poros Pongsamelung – Kondo Kode Pos 91952

SURAT KETERANGAN IZIN PENELITIAN
Nomor :488/DPS/KL/III/2021

Yang bertanda tangan di bawah ini :

| Nama | : | RAHMAT |
| Jabatan | : | Kepala Desa Pongsamelung |

Berdasarkan Surat Dekan Institut Agama Islam Negri Palopo Nomor 007g/FTIK/HM.01/2/2021 dengan ini memberikan izin penelitian di Desa Pongsamelung kepada :

Nama	:	IRWAN RAMLI
NIM	:	16 0202 0106
Jenis Kelamin	:	Laki-Laki
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Prodi	:	Bahasa Inggris
Jurusan	:	Pendidikan Bahasa Inggris
Waktu Penelitian	:	24 Februari 2021 s/d 24 Maret 2021

Izin ini diberikan dengan ketentuan sebagai berikut :

1. Izin ini hanya untuk kegiatan mencari data atau bahan penulisan skripsi
2. Mentaati ketentuan yang berlaku
3. Setelah tiba dilokasi dan sebelum melaksanakan penelitian terlebih dahulu harus melaporkan diri ke Kepala Desa setempat
4. Harus memperhatikan keamanan dan ketertiban umum selama kegiatan berlangsung
5. Harus memperhatikan adat istiadat setempat
6. Izin ini berlaku hingga selesai dilaksanakan

Demikian surat izin ini kami berikan kepada yang bersangkutan , untuk dipergunakan sebagaimana mestinya guna menunjang kelancaran kegiatan yang dimaksud.

Pongsamelung, 24 Maret 2021
Kepala Desa Pongsamelung

RAHMAT