



Appendix 1

SILABUS PEMBELAJARAN

Sekolah : SDN 3 Jati Wetan
 Kelas : V (Lima)
 Mata Pelajaran : Bahasa Inggris
 Semester : 2 (Dua)
 Standar Kompetensi : Mendengarkan

5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5.1 Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas dan sekolah.	Contoh: Kaset/CD: Listen and repeat the dialogue. Siswa: mengulangi dialog	Siswa mampu merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks sekolah.	Merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks sekolah.	Unjuk kerja	<i>Responding</i>	<i>Listen and describe.</i> Kaset/CD: (memberikan deskripsi beberapa orang) Siswa: (menulis deskripsi orang yang di dengar)	2 x 35 menit	<ul style="list-style-type: none"> • Rekaman kaset / CD • Buku bahasa inggris yang relevan

SILABUS PEMBELAJARAN

Sekolah : SDN 3 Jati Wetan
 Kelas : V (Lima)
 Mata Pelajaran : Bahasa Inggris
 Semester : 2 (Dua)
 Standar Kompetensi : Berbicara

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1 Bercakap – cakup untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: meminta kejelasan.	Contoh: A : Is he a bricklayer? B : Yes, he is. He is a good bricklayer	<ul style="list-style-type: none"> • Tanya jawab yang berkaitan dengan materi • Meniru pertanyaan dan merespon pertanyaan • Membahas kosakata sesuai materi. 	Mengungkapkan berbagai tindak tutur: <ul style="list-style-type: none"> • Memberi pertanyaan • Memberi pertanyaan • Menyebutkan kosakata yang berkaitan dengan materi 	Unjuk kerja	<i>Performance</i>	<i>Act out the dialogue in front of the class.</i>	2 x 35 menit	<ul style="list-style-type: none"> • Script percakapan • Buku bahasa Inggris yang relevan

SILABUS PEMBELAJARAN

Sekolah : SDN 3 Jati Wetan
 Kelas : V (Lima)
 Mata Pelajaran : Bahasa Inggris
 Semester : 2 (Dua)
 Standar Kompetensi : Membaca

7. Memahami tulisan Bahasa Inggris sangat sederhana dalam konteks sekolah

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
7.1 Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan: kata, frasa, kalimat sangat sederhana, dan teks sangat sederhana	Ucapan, tekanan, dan intonasi kata, frasa, kalimat, dan teks yang dipelajari	<ul style="list-style-type: none"> • Mendengarkan contoh membaca nyaring yang dilakukan guru • Menirukan membaca nyaring dengan intonasi dan jeda sesuai model • Membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar 	<ul style="list-style-type: none"> • Melafalkan kata, frasa, dan kalimat dengan baik dan benar • Membaca kata, frasa dan kalimat dengan tekanan dan intonasi yang benar • Membaca nyaring dengan baik dan benar 	Tes unjuk kerja	Uji petik membaca nyaring	<i>Read the words aloud and memorize them!</i>	2 x 35 menit	<ul style="list-style-type: none"> • Text description • Buku bahasa Inggris yang relevan

SILABUS PEMBELAJARAN

Sekolah : SDN 3 Jati Wetan

Kelas : V (Lima)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Menulis

8. Mengeja dan menyalin kalimat sederhana dalam konteks sekolah.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
8.1 Mengeja, menyalin dan menulis kalimat sederhana secara tepat dan berterima.	Kalimat bahasa Inggris sangat sederhana	<ul style="list-style-type: none"> Mengeja, menyalin dan menulis kalimat bahasa Inggris sangat sederhana 	<ul style="list-style-type: none"> Mengeja kalimat bahasa Inggris sangat sederhana Menyalin 	Tes tulis	<ul style="list-style-type: none"> Menyusun kata-kata bahasa Inggris menjadi kalimat yang benar Menulis kalimat 	<ul style="list-style-type: none"> <i>Rearrange the words into good sentences</i> <i>Write the correct expression</i> 	4 x 35 menit	<ul style="list-style-type: none"> Buku teks Buku bahasa Inggris yang relevan

			<p>dan menulis kalimat bahasa Inggris sangat sederhana dengan benar</p>		<p>sangat sederhana</p>			
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Mengetahui,
Kepala SDN 3 Jati Wetan

Mulyono Yasmo, S.Pd

.....
Guru Bahasa Inggris

Kusuma Kristianto, S.Pd



Appendix 2

Lesson Plan

(First Meeting in Cycle I)

School : SDN 3 Jati Wetan
Subject : English
Topic : Occupations (in general)
Grade/semester : V/2
Time allotment : 2 x 35 minutes

A. Standard of competency

- Comprehending instruction very simple with action in the school context
- Expressing the instruction and simple information in the context of school
- Understanding simple English writings in the context of school
- Spelling and copying sentence very simple in the school context

B. Basic of competency

- Understanding the simple instruction in the written context
- Responding the simple instruction with action in the context of school
- Expressing the instruction and simple information in the context of school

C. Indicators

- Respond by conducting action according to instruction simply by accepting in the school context
- Respond the transactional conversation or text involving the pictures and utterances from the text
- Spelling sentence very simple precisely and accept

D. The objective of learning

In the end of the lesson, the students are expected to be able to:

- Write the sentences by using words based on the picture appropriately.
- Understand the words in the descriptive text.
- Write the meaning of the word very simple.
- Answer the questions briefly.

E. Method and technique of teaching

- Direct method
- Drill technique

F. Procedure of teaching**1. Pre teaching**

- Greeting
- Check attendance list
- Give motivation to the students
- The teacher gives brainstorming to the students by question and answer about occupations.

2. Whilst teaching**a. Exploration**

- The teacher applies Cartoon Film “Shawn the Train” in teaching occupation theme
- The teacher explains the material about occupation. The teacher also asks the students to pronounce the name of the jobs.
- After the teacher delivering the material, then the teacher opens question and answer session to make sure that the students already understand.

b. Elaboration

- After checking the students’ understanding, then the teacher divides the students into some pairs.
- The next is the teacher asks the students to do the task in pairs. The task is asking their father or mother’s job to their partner.
- The teacher gives correction to the students’ work.

c. Confirmation

- The teacher gives review about the material. For example: what the job is this?
- The teacher gives feedback to the students
- The teacher gives reinforcement to the students by verbal. For example: good job, well done, great etc.

3. Post teaching

- The teacher and the students make the lesson conclusion.
- The teacher gives evaluation about their vocabularies based on the video that have learnt
- The teacher gives the individual homework for the students.
The homework is the students should ask the job of their uncle, aunt or their neighbour.

G. Media source

- Cartoon Film Shawn The Train
- LKS book

H. Scoring technique

- Written test

The logo of Universitas Muria Kudus is a shield-shaped emblem. It features a central yellow tower with a blue roof, set against a blue background. The tower is flanked by two red, flame-like shapes. The entire emblem is enclosed in a yellow border with the text 'UNIVERSITAS MURIA KUDUS' written across the top. Below the tower, there are two white, flame-like shapes. The logo is semi-transparent and serves as a background for the text.

English Teacher

Kusuma Kristianto

Kudus, 7 Mei 2014
Researcher

Licha Rohmawati

Lesson Plan
(Second Meeting in Cycle I)

School : SDN 3 Jati Wetan
Subject : English
Topic : Occupations (in general)
Grade/semester : V/2
Time allotment : 2 x 35 minutes

A. Standard of competency

- Comprehending instruction very simple with action in the school context
- Expressing the instruction and simple information in the context of school
- Understanding simple English writings in the context of school
- Spelling and copying sentence very simple in the school context

B. Basic of competency

- Understanding the simple instruction in the written context
- Responding the simple instruction with action in the context of school
- Expressing the instruction and simple information in the context of school

C. Indicators

- Respond by conducting action according to instruction simply by accepting in the school context
- Respond the transactional conversation or text involving the pictures and utterances from the text
- Spelling sentence very simple precisely and accept

D. The objective of learning

In the end of the lesson, the students are expected to be able to:

- Write the sentences by using words based on the picture appropriately.
- Understand the words in the descriptive text.
- Write the meaning of the word very simple.
- Answer the questions briefly.

E. Method and technique of teaching

- Direct method
- Drill technique

F. Procedure of Teaching:**1. Pre teaching**

- Greeting
- Check attendance list
- Give motivation to the students
- The teacher gives brainstorming to the students by question and answer about vocabulary that have given in the first meeting.

2. Whilst teaching**a. Exploration**

- Teacher asks students to prepare material book
- The teacher gives review about the material
- The teacher asks students to pronounce vocabularies about occupations that they got in the first meeting.
- The teacher continues explaining the material in the first meeting
- The teacher opens question and answer session. The teacher asks the students to answer the meaning of the word that will be mentioned.
- The teacher gives correction of pronunciation if there is mistake.

b. Elaboration

- The teacher divide the students into some group pairs work.
- The teacher asks the students to mention jobs they know with the meaning.
- The teacher asks the students to come forward and write their work
- The teacher gives correction to the students' work.

c. Confirmation

- The teacher gives feedback to the students.
- The teacher gives reinforcement to the students by verbal. For example: good job, well done, etc.

- The teacher gives homework to the students to do LKS task 1 and 2 on page 23 – 24.

3. Post teaching

- The teacher and the students make the lesson conclusion.
- The teacher gives evaluation about their vocabularies that have been learnt.

G. Media source

- Cartoon Film Shawn The Train
- LKS book

H. Scoring technique

- Written test



English Teacher

Kusuma Kristianto

Kudus, 14 Mei 2014
Researcher

Licha Rohmawati

Lesson Plan

(First Meeting in Cycle II)

School : SDN 3 Jati Wetan
Subject : English
Topic : Occupations (in the health and entertainment)
Grade/semester : V/2
Time allotment : 2 x 35 minutes

A. Standard of competency

- Comprehending instruction very simple with action in school context
- Expressing the instruction and simple information in context of school
- Spelling and copying sentence very simple in school context

B. Basic of competency

- Responding the simple instruction with action in context of school
- Expressing the instruction and simple information in context of school

C. Indicators

- Respond by conducting action according to instruction simply by accepting in school context
- Respond the transactional conversation or text involving the pictures and utterances from the text
- Spelling sentence very simple precisely and accept

D. The objective of learning

In the end of the lesson, the students are expected to be able to:

- Write the sentences by using words based on the picture appropriately.
- Understand the words in the descriptive text.
- Write the meaning of the word very simple.
- Answer the questions briefly.

E. Method and technique of teaching

- Direct method
- Drill technique

F. Procedure of teaching

1. Pre teaching

- Greeting
- Check attendance list
- Give motivation to the students
- The teacher gives brainstorming to the students by question and answer about vocabularies about occupation in the health and entertainment area.

2. Whilst teaching

a. Exploration

- Sharing experience
- Teacher asks students to prepare material book
- The teacher gives review to the students related to their assessment in the previous meeting.
- The teacher introduces vocabularies related to the health and entertainment jobs. For example: veterinarian, dentist, artist, etc.

b. Elaboration

- The teacher asks the students to make group of 3 – 4 students
- The teacher asks the students to make description of a job.
- Then the teacher gives correction to the students' work
- In the end of the meeting, the teacher asks the students to make description of the pictures on page 25 – 26 on LKS.

c. Confirmation

- The teacher gives feedback to the students.
- The teacher gives reinforcement to the students by verbal. For example: good job, well done etc.

3. Post teaching

- The teacher and the students make the lesson conclusion.
- The teacher gives evaluation about their vocabularies that have learnt.

G. Media source

- Cartoon Film Shawn The Train
- LKS book

H. Scoring technique

- Written test

English Teacher

Kusuma Kristianto

Kudus, 21 Mei 2014
Researcher

Licha Rohmawati



Lesson Plan

(Second Meeting in Cycle II)

School : SDN 3 Jati Wetan
Subject : English
Topic : Occupations (in the health and entertainment)
Grade/semester : V/2
Time allotment : 2 x 35 minutes

A. Standard of competency

- Comprehending instruction very simple with action in school context
- Expressing the instruction and simple information in context of school
- Spelling and copying sentence very simple in school context

B. Basic of competency

- Responding the simple instruction with action in context of school
- Expressing the instruction and simple information in context of school

C. Indicators

- Respond by conducting action according to instruction simply by accepting in school context
- Respond the transactional conversation or text involving the pictures and utterances from the text
- Spelling sentence very simple precisely and accept

D. The objective of learning

In the end of the lesson, the students are expected to be able to:

- Write the sentences by using words based on the picture appropriately.
- Understand the words in the descriptive text.
- Write the meaning of the word very simple.
- Answer the questions briefly.

E. Method and technique of teaching

- Direct method
- Drill technique

F. Procedure of teaching

1. Pre teaching

- Greeting
- Check attendance list
- Give motivation to the students
- The teacher gives brainstorming to the students by giving question about vocabulary that have given

2. Whilst teaching

a. Exploration

- Teacher asks the students to prepare material book
- The teacher gives review about the material
- The teacher asks the students to pronounce vocabularies about jobs in the health and entertainment area.
- The teacher asks the students to answer the meaning of the word that will be mentioned (drilling)

b. Elaboration

- The teacher divided the students into some group, one group consist of 3 – 4 students
- The teacher asks the students to make two descriptions related to health and entertainment jobs
- The teacher asks the students to come forward and read the text in front of the class.
- The teacher gives correction.

c. Confirmation

- The teacher gives feedback to the students.
- The teacher gives reinforcement to the students by verbal. For example: good job, well done, great, etc.
- The teacher gives homework to do LKS on page 29 – 32.

3. Post teaching

- The teacher and the students make the lesson conclusion.
- The teacher gives evaluation about their vocabularies that have learnt.

G. Med**H. ia source**

- Video Shawn the Train

I. Scoring technique

- Technique written test

English Teacher

Kusuma Kristianto

Kudus, 28 Mei 2014
Researcher

Licha Rohmawati



9. Librarian is someone who works in the. . .
 a. hospital c. fruitstall
 b. house d.library
10. Architect is someone who designs...
 a. building c. car
 b. motorcycle d. hair

II. Match the jobs with their description below!

Journalist	police	astronaut
fisherman	firefighter	gardener
scientist	photographer	veterinarian
florist	pilot	

1.	A person who puts out fires
2.	A person who flies spaceships
3.	A person who does experiments
4.	A person who catches criminals
5.	A person who helps sick animal
6.	A person who plant flowers
7.	A person who take pictures
8.	A person who write news stories
9.	A person who sell flowers
10.	A person who catch fish

Key Answer**I.** 1. D

2. C

3. B

4. D

5. A

6. C

7. B

8. C

9. D

10. A

II. 1. Firefighter

2. Astronaut

3. Scientist

4. Police

5. Veterinarian

6. Gardener

7. Photographer

8. Journalist

9. Florist

10. Fisherman



Question Sheet of Evaluation Test Cycle II

I. Choose the right answer by crossing a, b, c or d !

1. Nia : where does your sister work, Andi?

Andi : she works at hospital.

She treats the children illness.

She is a...

- a. waitress
- b. paediatrician
- c. actress
- d. nurse

2.



Mrs. Laura takes care of patients. She is a . . .

- c. actress
- c. nurse
- d. doctor
- d. dentist

3.



Mrs. Tasya helps a sick dog.

She is a . . .

- c. dentist
- c. veterinarian
- d. doctor
- d. nurse

4. Mr. Bagus treats injuries or diseases by operations. He is a...

- a. surgeon
- c. farmer
- b. dentist
- d. mechanic

5. His father drives a truck. He is a...

- a. pilot
- c. lorry-driver
- b. architect
- d. carpenter

6. Mrs. Irwina can fix a teeth. She is a . . .

- c. nurse
- c. doctor
- d. dentist
- d. actress

7.



Mr. Ojan is a doctor. He works in the...

- a. Office
- b. Supermarket
- c. Hospital
- d. school

8. Mr. Yono have a big ship. He is a...
 a. actor c. entrepreneur
 b. employer d. shipowner
9. A person who sells medicines is...
 a. doctor c. druggist
10. Ship-broker is someone who buy or sell a . . .
 a. ship
 b. motorcycle
 c. flower
 d. pictures

II. Match the jobs with their description below!

baker	engine-driver	veterianarian
greengrocer	driver	pilot
butcher	shipbuilder	artist dentist

1.	A person who draws a pictures
2.	A person who fixes teeth
3.	A person who drives a car
4.	A person who sells vegetables
5.	A person who helps sick animals
6.	A person who constructs a ships
7.	A person who makes cake.
8.	A person who drives a railway engine.
9.	A person who sells meat
10.	A person who drives a plane

Key Answer**I.** 1. B

2. C

3. C

4. A

5. C

6. B

7. C

8. D

9. C

10. A

II. 1. Artist

2. Dentist

3. Driver

4. Greengrocer

5. Veterinarian

6. Shipbuilder

7. Baker

8. Engine-driver

9. Butcher

10. Pilot



Appendix 4

The Score of Students' Achievement in Cycle I

No.	Students' Number	Score
1.	1.	45
2.	2.	35
3.	3.	35
4.	4.	55
5.	5.	40
6.	6.	50
7.	7.	70
8.	8.	75
9.	9.	40
10.	10.	95
11.	11.	75
12.	12.	35
13.	13.	75
14.	14.	75
15.	15.	25
16.	16.	75
17.	17.	95
18.	18.	55
19.	19.	75
20.	20.	50
21.	21.	40
22.	22.	60
23.	23.	30
Sum of Score		1305

The Score of the Students' Achievement Test in Cycle II

No.	Students' Number	Score
1.	1.	70
2.	2.	75
3.	3.	80
4.	4.	85
5.	5.	-
6.	6.	85
7.	7.	80
8.	8.	90
9.	9.	75
10.	10.	100
11.	11.	85
12.	12.	75
13.	13.	80
14.	14.	90
15.	15.	85
16.	16.	75
17.	17.	95
18.	18.	90
19.	19.	85
20.	20.	80
21.	21.	75
22.	22.	90
23.	23.	80
Sum of Score		1825

Appendix 5**THE OBSERVATION SHEET OF TEACHER AND STUDENTS'****ACTIVITY**

PRE-TEACHING				NOTE
No	Teaching Steps	Teacher's Activity	Students' Activity	
1.	Greeting			
2.	Checking the attendance list			
3.	Doing Apperception			
WHILST TEACHING				
EXPLORATION				
4.	Applying Cartoon Film "Shawn The Train"			

5.	Explaining the material			
6.	Question and answer session			
ELABORATION				
7.	Making pair			
8.	Doing the task in pair			
9.	Peer correction			
CONFIRMATION				
10.	Reviewing the material			
11.	Giving reinforcement			

12.	Giving homework			
POST TEACHING				
13.	Closing			



The Implementation of Cartoon Film “Shawn The Train” in Teaching and Learning Process to Improve the Students’ Vocabulary Mastery of the Fifth Grade Students of SDN 3 Jati Wetan Kudus in the First Meeting in Cycle I

PRE-TEACHING				NOTE
No	Teaching Steps	Teacher’s Activity	Students’ Activity	
1.	Greeting	Teacher greeted the students.	Students responded the teacher.	Some students still enjoyed with themselves and some other were chatting with their friend.
2.	Checking the attendance list	Teacher checked the attendance list	Students responded the teacher.	All the students responded the teacher.
3.	Doing Apperception	Teacher did apperception.	Students paid attention to the teacher	Some students did not pay attention to the teacher.
EXPLORATION				
4.	Applying Cartoon Film “Shawn The	Teacher played Cartoon Film “Shawn The	Students paid attention to the Cartoon Film	Few students did not pay attention to Cartoon Film

Continued Table 4.1

5.	Train” Explaining the material	Train” by LCD Teacher explained the material about “Occupation”	“Shawn The Train” Students paid attention to the teacher’s explanation	“Shawn The Train” Some student chatted with their friends.
6.	Question and answer session	Teacher opened question and answer session.	Students asked the question	No one asked the teacher.
ELABORATION				
7.	Making pair	Teacher divided the students into some pairs	Students made group in pairs.	Some students ignored the teacher command.
8.	Doing the task in pair	Teacher asked the students to do the task in pair. (the task is asking father and mother’s	Students did the task in pair.	Some students did not do the teacher command.

		job of their partner)		
9.	Peer correction	Teacher gave correction to the students' work	Students responded the teacher's correction.	Most of students were sleepy and ignore the teacher's correction.
CONFIRMATION				
10.	Reviewing the material	Teacher reviewed the material.	Students paid attention	Some students ignored the teacher explanation.
11.	Giving reinforcement	Teacher reinforced the students' work	Students responded to the teacher.	Only few students responded to the teacher.
12.	Giving homework	Teacher gave homework (asking their uncle job, aunt or their	Students responded to the teacher	Few students responded the teacher.

		neighbour)		
13.	Closing	Teacher closed the the class.	Students responded to the teacher.	-



The Implementation of Cartoon Film “Shawn The Train” in Teaching and Learning Process to Improve the Student’ Vocabulary Mastery of the Fifth Grade Students of SDN 3 Jati Wetan Kudus in the Second Meeting in Cycle I.

PRE-TEACHING				NOTE
No	Teaching Steps	Teacher’s Activity	Students’ Activity	
1.	Greeting	Teacher greeted the students.	Students responded the teacher.	A few of the students still did not respond the teacher.
2.	Checking the attendance list	Teacher checked the attendance list	Students responded the teacher.	All the students responded the teacher.
3.	Doing Apperception	Teacher did apperception.	Students paid attention to the teacher	Few students chatted with their friend.
EXPLORATION				
4.	Applying Cartoon Film “Shawn The	Teacher played Cartoon Film “Shawn The	Students paid attention to the Cartoon Film	Few students did not pay attention to Cartoon Film

5.	Train”	Train” by LCD	“Shawn The Train”	“Shawn The Train”.
	Pronouncing vocabulary	Teacher pronounced vocabulary they got in the first meeting	Students repeated the teacher	Students repeated the teacher unenergetically.
6.	Explaining the material	Teacher explained the material about “Occupation”	Students paid attention to the teacher’s explanation	Some student still did not prepare the material yet, but there were some students wrote the explanation.
7.	Question and answer session	Teacher opened question and answer session. (the teacher asked the meaning of the words to the students).	Students asked the question	Only 1 student who asked the teacher.

ELABORATION				
8.	Making pair	Teacher asked the students to make group in pairs	Students made group in pairs.	Some students were still sitting in their chair and felt lazy to made a group.
9	Doing the task in pair	Teacher asked the students to do the task in pair (mention and write down on the paper 10 jobs around them with the meaning) Teacher gave correction to the students' work	Students did the task in pair.	Few students were sleepy and just copied their friend's work
10.	Peer correction		Students responded the teacher's correction.	Only few students who were still played with themselves.
CONFIRMATION				

11.	Reviewing the material	Teacher reviewed the material.	Students paid attention	few students wrote the teacher's review.
12.	Giving reinforcement	Teacher reinforced the students' work	Students responded to the teacher.	Students responded to the teacher, but few of them did not.
13.	Giving homework	Teacher gave homework (do task 1 and 2 on page 23 – 24 of LKS)	Students responded to the teacher	Most of the students responded the teacher
14.	Closing	Teacher closed the the class.	Students responded to the teacher.	Students were happy when the teacher closed the class.

The Implementation of Cartoon Film “Shawn The Train” in Teaching and Learning Process to Improve the Students’ Vocabulary Mastery of the Fifth Grade Students of SDN 3 Jati Wetan Kudus in the First Meeting in Cycle II.

PRE-TEACHING				NOTE
No	Teaching Steps	Teacher’s Activity	Students’ Activity	
1.	Greeting	Teacher greeted the students.	Students responded the teacher.	Almost all of the students responded the teacher
2.	Checking the attendance list	Teacher checked the attendance list	Students responded the teacher.	All the students responded the teacher.
3.	Doing Apperception and giving motivation	Teacher did apperception and gave motivation to the students	Students paid attention to the teacher	Few students still played with themselves.
EXPLORATION				
4.	Giving review to the students	Teacher gave review related to their assessment in the previous	Students responded the teacher	Few students played their pen and book.

		<p>meeting</p> <p>Teacher played Cartoon Film “Shawn The Train” by LCD</p>		
5.	Applying Cartoon Film “Shawn The Train”	<p>Teacher drilled vocabulary related to “Occupation” theme. Before drilling, the teacher introduce vocabulary related to health and entertainment jobs first.</p>	<p>Students paid attention to the Cartoon Film “Shawn The Train”</p>	<p>Almost of the students paid attention to the video.</p>
6.	Drilling the vocabulary	<p>Teacher opened question and answer session.</p>	<p>Students paid attention to the teacher’s explanation</p>	<p>Almost of the students wrote the teacher’s explanation, eventhough few of them did not respond</p>

7.	Question and answer session		Students asked the question	Some students asked the words that they did not know the meaning.
ELABORATION				
8.	Making group	Teacher asked the students to make group of 3 – 4 students	Students made group.	Students were excited, but few other still lazy in grouping
9.	Doing the task in group.	Teacher asked the students to do the task in group (made description of a job)	Students did the task in group	Few students only followed their friend.
10.	Peer correction	Teacher gave correction to the students' work	Students responded the teacher's correction.	Only few students who did not respond the teacher.
CONFIRMATION				

11.	Reviewing the material	Teacher reviewed the material.	Students paid attention	Some students wrote the teacher's review.
12.	Giving reinforcement	Teacher reinforced the students' work	Students responded to the teacher.	Some students responded to the teacher, but two students were chatted each other.
13.	Giving homework	The teacher asked the students to make description of pictures on LKS on page 25 – 26.	Students paid attention to the teacher explanation	Some students wrote the teacher's explanation
14.	Closing	Teacher closed the the class.	Students responded to the teacher.	Almost all of the students responded the teacher.

The Implementation of Cartoon Film “Shawn The Train” in Teaching and Learning Process to Improve the Students’ Vocabulary Mastery of the Fifth Grade Students of SDN 3 Jati Wetan Kudus in the Second Meeting Cycle in Cycle II.

PRE-TEACHING				NOTE
No	Teaching Steps	Teacher’s Activity	Students’ Activity	
1.	Greeting	Teacher greeted the students	Students responded the teacher.	Almost all of the students responded the teacher.
2.	Checking the attendance list	Teacher checked the attendance list	Students responded the teacher.	All the students responded the teacher.
3.	Doing Apperception and giving motivation	Teacher did apperception and gave motivation to the students	Students paid attention to the teacher	Few students chatted with their friend.
EXPLORATION				
4.	Giving review to the students	Teacher gave review related to the previous meeting	Students responded to the teacher’s review	Few students played with their books.

5.	Pronouncing vocabulary	The teacher pronounced vocabulary related to the material of occupation in the health and entertainment.	Students repeated the teacher	Almost of the students pronounced energetically
6.	Drilling the vocabulary	Teacher drilled vocabulary related to "Occupation" theme	Students paid attention to the teacher's explanation	Almost of the students responded and wrote the teacher's explanation.
7.	Applying Cartoon Film "Shawn The Train"	Teacher played Cartoon Film "Shawn The Train" by LCD	Students paid attention to the Cartoon Film "Shawn The Train"	Almost of the students enjoyed the Cartoon Film "Shawn The Train"
8.	Question and answer session	Teacher opened question and answer session.	Students asked the question	Some students asked to the teacher. Students who did not ask would got question from the teacher or the other

				students.
ELABORATION				
9.	Making group	Teacher divided the students into 3 – 4 students per group	Students made group.	Students were excited, but few other still lazy in grouping
10.	Doing the task in group.	Teacher asked the students to do the task in group (make Vocabulary Train by mentioning all jobs and verb or noun related to health and entertainment, each words should be put in railway coach)	Students did the task in group	Almost of the students worked hard.
11.	Peer correction	Teacher gave correction to the students' work (the teacher asked the	Students responded the teacher's correction.	some students tried to come forward.

		students to come forward)		
CONFIRMATION				
12.	Reviewing the material	Teacher reviewed the material.	Students paid attention	Almost of students wrote the teacher's review.
13.	Giving reinforcement	Teacher reinforced the students' work	Students responded to the teacher.	Few students did not respond the teacher.
14.	Giving homework	Teacher gave homework to the students	Students paid attention and responded the teacher	Almost of the students gave sign on the page of the homework
15.	Closing	Teacher closed the the class.	Students responded to the teacher.	Almost all of the students responded the teacher.

Appendix 6

ANGKET UNTUK SISWA

Petunjuk:

1. Tulislah nama dan kelas di tempat yang telah disediakan.
2. Berilah tanda checklist (√) pada salah satu jawaban “Ya” atau “Tidak”.
3. Jawablah dengan jujur sesuai dengan keadaan sebenarnya!
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak diperkenankan bekerjasama dengan siswa lain dalam menjawab pertanyaan.
5. Terimakasih atas bantuan dan kerjasamanya.

No.	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mengikuti pelajaran bahasa Inggris dengan menggunakan media cartoon film?		
2.	Apakah kamu bisa dengan mudah memahami materi dalam bahasa Inggris yang diajarkan dengan menggunakan media cartoon film?		
3.	Apakah kamu merasa nilai bahasa Inggrismu baik setelah diajar menggunakan media cartoon film?		
4.	Apakah kamu sudah dapat menjawab pertanyaan yang diberikan guru mengenai materi yang diajarkan?		
5.	Apakah kamu sudah mempunyai keberanian bertanya kepada guru jika ada kesulitan dalam memahami materi kosakata (vocabulary)?		
6.	Apakah dengan media cartoon film dapat mengatasi kesulitanmu dalam menguasai		

	kosakata (vocabulary) bahasa Inggris?		
7.	Dibandingkan dengan teknik yang digunakan gurumu, apakah cartoon film dapat membantumu memperkaya kosakatamu?		
8.	Apakah sekarang kamu dapat mengerjakan tugas kosakata (vocabulary) dengan mudah?		
9.	Apakah sekarang kamu merasa sudah menguasai banyak kosakata (vocabulary)?		



The Students' Responses of Improving the Students' Vocabulary Mastery of the Fifth Grade Students of SDN 3 Jati Wetan Kudus by Using Cartoon Film "Shawn The Train"

No.	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mengikuti pelajaran bahasa Inggris dengan menggunakan media cartoon film?	22 (100%)	0 (0%)
2.	Apakah kamu bisa dengan mudah memahami materi dalam bahasa Inggris yang diajarkan dengan menggunakan media cartoon film?	14 (64%)	8 (36%)
3.	Apakah kamu merasa nilai bahasa Inggrismu baik setelah diajar menggunakan media cartoon film?	16 (73%)	6 (27%)
4.	Apakah kamu sudah dapat menjawab pertanyaan yang diberikan guru mengenai materi yang diajarkan?	19 (86%)	3 (14%)
5.	Apakah kamu sudah mempunyai keberanian bertanya kepada guru jika ada kesulitan dalam memahami materi kosakata (vocabulary)?	19 (86%)	3 (14%)
6.	Apakah dengan media cartoon film dapat mengatasi kesulitanmu dalam menguasai kosakata (vocabulary) bahasa Inggris?	20 (91%)	2 (9%)
7.	Dibandingkan dengan teknik yang digunakan gurumu, apakah cartoon film dapat membantumu memperkaya kosakatamu?	22 (100%)	0 (0%)
8.	Apakah sekarang kamu dapat mengerjakan tugas	18	4

	kosakata (vocabulary) dengan mudah?	(82%)	(18%)
9.	Apakah sekarang kamu merasa sudah menguasai banyak kosakata (vocabulary)?	21 (96%)	1 (4%)



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KETERANGAN SELESAI BIMBINGAN

Yang bertanda tangan dibawah ini:

Nama : Diah Kurniati, S.Pd, M.Pd
 NIP/NIS : 0610701000001190
 Jabatan : Pembimbing I

Nama : Dra. Sri Surachmi, M.Pd
 NIP/NIS : 0610701000001186
 Jabatan : Pembimbing II

Menerangkan bahwa

Nama : Licha Rohmawati
 NIM : 2010-32-103
 Program Studi : Pendidikan Bahasa Inggris

Telah menyelesaikan bimbingan skripsi dengan judul
The Use of Cartoon Film "Shawn the Train" to Improve the Students' Vocabulary Mastery (A Classroom Action Research of the Fifth Grade Students of SDN 3 Jati Wetan Kudus in Academic Year 2013/2014)

Demikian surat keterangan ini dibuat sebagai syarat untuk mengajukan permohonan ujian terakhir.

Pembimbing II

Kudus, 10 Juli 2014

Pembimbing I



Dra. Sri Surachmi, M.Pd
 NIS. 0610701000001186



Diah Kurniati, S.Pd, M.Pd
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PERMOHONAN UJIAN SKRIPSI

Yang bertanda tangan dibawah ini:

Nama : Licha Rohmawati

NIM : 2010-32-103

Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan menempuh ujian skripsi.

Bersama ini saya lampirkan hal-hal sebagai berikut:

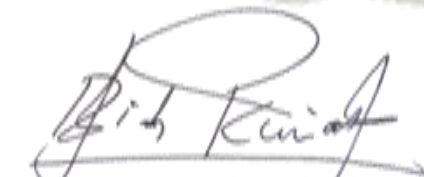
1. Surat pernyataan mahasiswa tentang orisinilitas skripsi
2. Surat keterangan selesai bimbingan skripsi
3. Naskah skripsi 4 eksemplar
4. Tanda bukti pembayaran biaya bimbingan dan ujian skripsi
5. Transkrip nilai yang telah lulus dengan IPK minimal 3,0

Kudus, 14 Juli 2014

Mengetahui,

Ketua Prodi Bahasa Inggris

Pemohon,



Diah Kurniati, S.Pd.-M.Pd
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Licha Rohmawati
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STATEMENT

Name : Licha Rohmawati
NIM : 2010-32-103
Program of study : English Education Department
Skripsi Title :
The Use of Cartoon Film "Shawn the Train" to Improve the Students' Vocabulary
Mastery (A Classroom Action Research of the Fifth Grade Students of SDN 3 Jati
Wetan Kudus in Academic Year 2013/2014)

States that this skripsi is indeed the scientific work of mine, not that of others. I
just take some certain quotations from other's scientific works as references I
need to support my skripsi.

I am fully responsible for this statement.

Kudus, 14 Juli 2014

The Researcher,



Licha Rohmawati
NIM. 201032103

CURRICULUM VITAE



Licha Rohmawati was born in Kudus on June 06, 1992. She is the daughter of beautiful mother, Solichatun and handsome father Sudiyono. She lives in Jati Wetan RT 02 / RW 05, Jati Kudus. She has siblings. The name of her handsome brother is Fitrohanna Shofian, and her beautiful sister is Linashrillah.

She started to go to school in 1997 – 1998 at TK Raudhatul Athfal, Jati Wetan, Kudus. She graduated from SDN 3 Jati Wetan Kudus in 2004. Then she continued her study at SMP 2 Jati Kudus for three years. After graduated from the Junior High School in 2007, then she continued her study in SMA 1 Bae Kudus for three years as well. From the Senior High School, she continued her study at Muria Kudus University in 2010. She took English Education Department of Teacher Training and Education Faculty.