

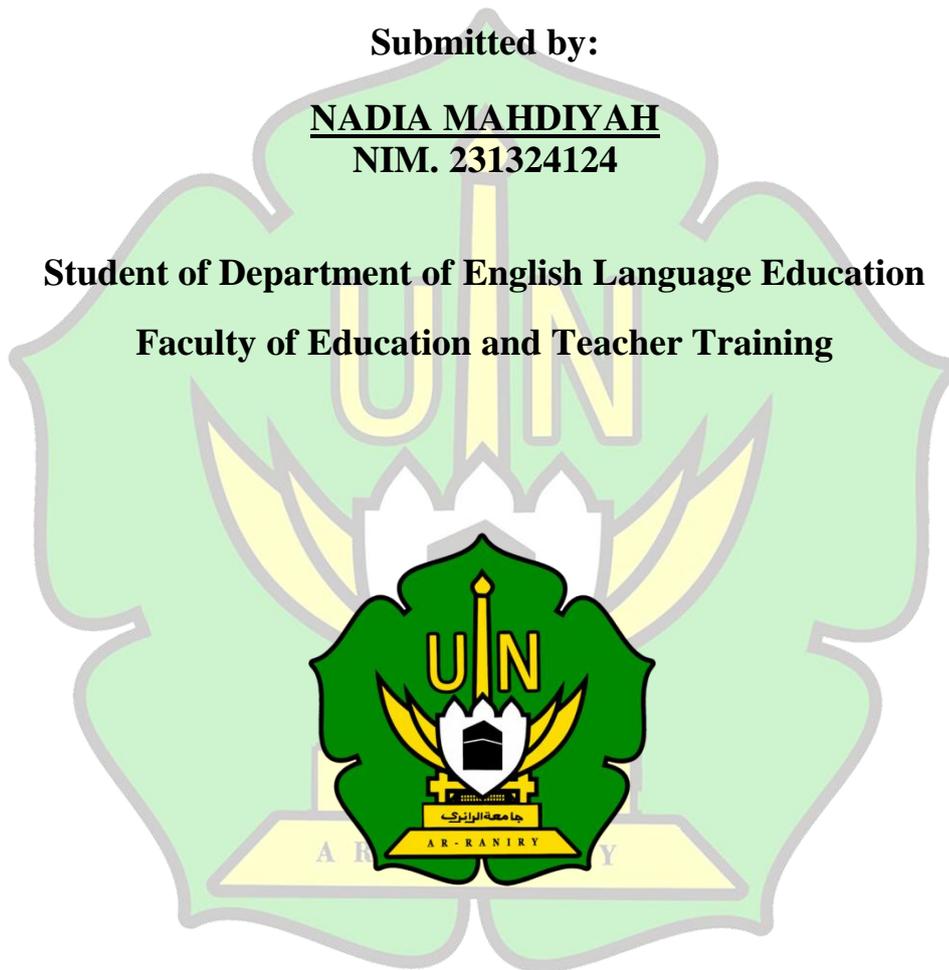
Understanding English Idiomatic Expressions Through Cartoons

THESIS

Submitted by:

NADIA MAHDIYAH
NIM. 231324124

**Student of Department of English Language Education
Faculty of Education and Teacher Training**



FACULTY OF EDUCATION AND TEACHER TRAINING

AR- RANIRY STATE ISLAMIC UNIVERSITY

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THESIS

Submitted to Faculty of Education and Teacher Training
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On Teacher Education

By:

NADIA MAHDIYAH

NIM: 231324124

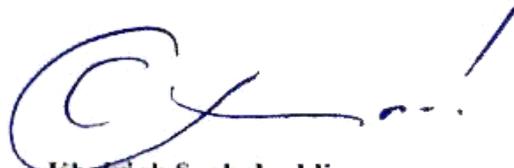
Student of Department of English Language Education

Faculty of Education and Teacher Training

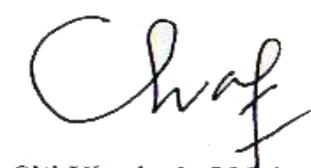
جامعة الرانيري

A R Approved by R Y

Main Supervisor,


Khatriah Syahabuddin,
M.HSc.ESL., M.TESOL., Ph.D

Co-Supervisor,


Siti Khasinah, M.Pd

It has been defended in Sidang Munaqasyah in front of the council of Examiners for Working Paper and has been accepted in Partial Fulfillment of the Requirements for Sarjana Degree S-1 on Teacher Education

On:

**Tuesday, January 29th, 2019 M
23 Jumadil Awal 1440 H**

Darussalam - Banda Aceh

Chairperson,

Secretary,



Khairiah Syahabuddin

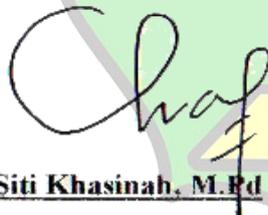
M.HSc.ESL., M.TESOL., Ph.D



Fithriyah, S.Ag., M.Pd

Member,

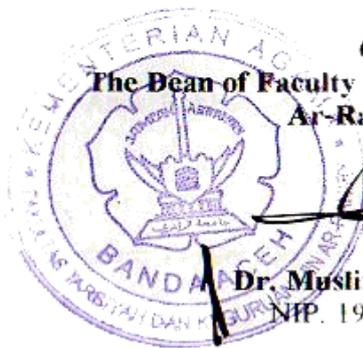
Member,



Siti Khasinah, M.Pd



Fera Busfina Zalha, MA



Certified by:

**The Dean of Faculty Education and Teacher Training
Ar-Raniry State Islamic**



**Dr. Muslim Razali, S.H., M. Ag
NIP. 195903091989031001**

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Banda Aceh, January 29th 2019
Writer:

Nadia Mahdiyah

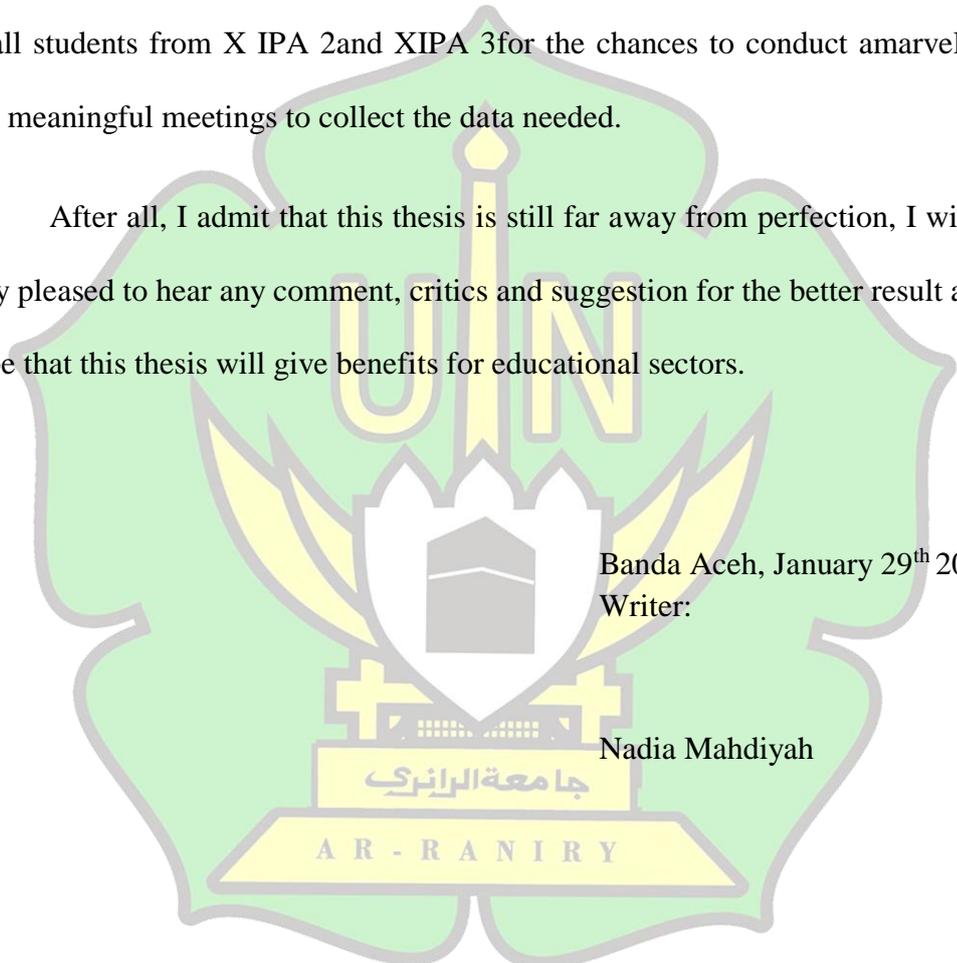


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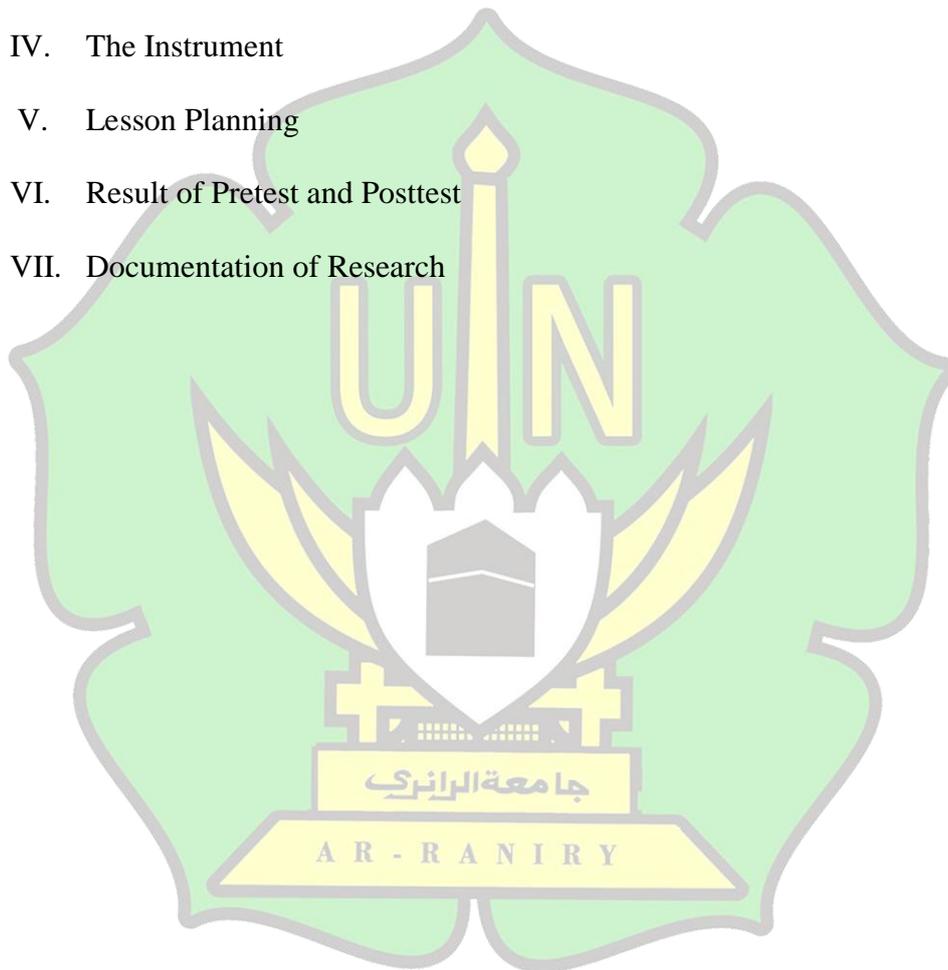
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln. SyeikhAbdurRaufKopelma Darussalam Banda Aceh
Email: pbi.fik@ar-raniry.ac.id, Website: http://pbi.ar-raniry.ac.id/

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini :

Nama : Nadia Mahdiyah
NIM : 231324124
Tempat/Tgl. Lahir : B.Aceh, 20 April 1995
Alamat : Jln. Dr. Syarif Thayeb Lambhuk Kec. Ulee kareng B.Aceh
Judul Skripsi : Understanding English Idiomatic Expressions through Cartoons

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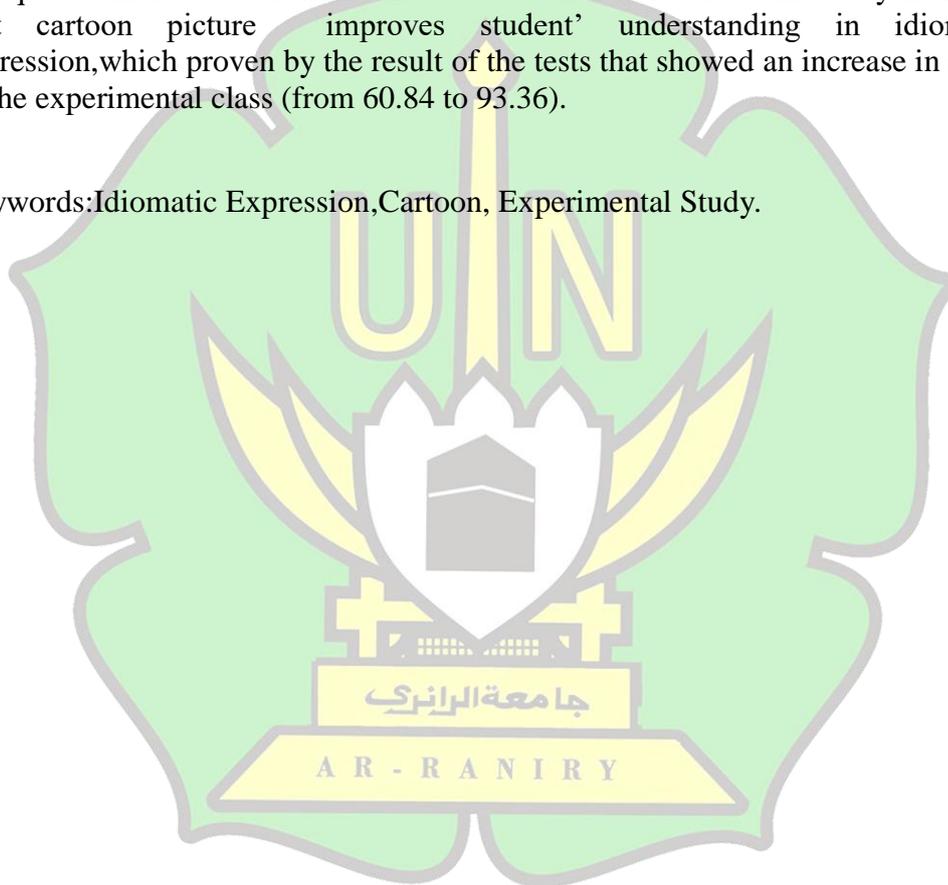
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A R - R A N I R Y

ABSTRACT

This research is entitled “**understanding English idiomatic expression through cartoon**”. The aim of this study is to find out the effect of using cartoons in understanding English idiomatic expressions. To achieve the goal of this study, pre-experimental research was used as a method in this study. The experiment was conducted through classroom meetings in the experimental classes. The sample of this research are students of class X IPA 2 which consisted of 38 students. The sample was taken by using purposive sampling technique. The data were gathered through tests which were delivered into the pre-test, post-test and questionnaire as instrument in this research. The result of this study indicates that cartoon picture improves student’ understanding in idiomatic expression, which proven by the result of the tests that showed an increase in score of the experimental class (from 60.84 to 93.36).

Keywords: Idiomatic Expression, Cartoon, Experimental Study.



CHAPTER I

INTRODUCTION

This chapter contains background of the study, research question, research aim, significant of study, and terminology.

A. Background of Study

Communication skills is very important in English language. Students need to develop their communication skills to foster understanding among others. The ability to communicate effectively is also essential to academic and profesional success. One of important aspect in communication is idiomatic expression. It is usually used in daily communication. Native speakers use it to develop the idea about some event, occasion, expression, or something else. By learning idiomatic expressions, students are easily able to understand and express their idea, in both speaking or writing skills. Caro (2009) widely believes that idioms in and outside the classroom help teacher and students to promote an innovative environment of communication.

According to Maisa & Karunakaran (2013) idiomatic expression is an expression which term or phrase whose meaning cannot be understand or deduce from the literal definitions and the structure of its parts, but the meaning of the idiom refers instead to a figurative meaning that is known only through common use of native speaker. An example of idiom is *raining cat and dog*, which means

heavy rain. It can be used in a sentence like the following: *I can't go to the party, it is raining cat and dog outside.*

However, the real problem is students of EFL have difficulties in memorizing and understanding a lot of idiomatic expressions. According to Cooper (1999), idiomatic expressions understanding study presents a special language problem for all language learners because the figurative meaning is unpredictable. Students usually find the difficulties in recognizing an expression as idiomatic or not, and then understanding its exact meaning. This showed that idiomatic expressions carry a sense that makes the comprehension of an idiom is difficult. In other words, the meaning of an idiom cannot be deduced from the meaning of its constituent parts. It is hard for students to understand those idiomatic expressions if the teacher do not pay attention on the teaching learning process. Thomas and Brophy (1987) state that learners will not be motivated to learn if the material presented with pointless or meaningless activities. Thomas and Brophy (1987) say that activities should be selected with worth while academic subjective in mind. That is why teacher should consider effective activity or method to develop students' ability on idiomatic expressions.

Therefore, the researcher is interested in doing a research about this problem. In understanding English Idiomatic Expression, Cartoon picture can be a valuable teaching tool to increase students understanding on idiom because, cartoon is one of an interesting media in teaching learning and students are well known about it. The researcher choose a research about teaching idiomatic expressions using cartoon's picture as she truly wants to find out whether using

cartoon to stimulate students understanding ability on idiom as well as affect their enjoyment in the class.

In addition, one of the ways to teach English, especially idiomatic expressions to students of EFL is by using cartoons, because cartoons could be an alternative or variation in the methods of English teaching for teachers. With cartoon, students of EFL will not feel bored in learning English, they will become critical and active children. In order to improve the quality of the material use in classes, using authentic material as cartoons may enrich a variety of groups in many teaching environment. There is no children who donot like reading something funny or that is appealing, and those learners who are usually reluctant to participate in the classes are the first to discuss cartoon. Cartoon requires students' thoughts, feelings and opinions about the situation portrayed through visual and linguistic elements and codes.

B. Research Questions

Based on the background of study above, the research questions are formulated bellow :

1. Does cartoon improve student's ability in understanding English idiomatic expressions?
2. How do students experience the learning of cartoon in understanding English idiomatic expression?

C. Research Purposes

This research is aimed to answer the questions posed in problems of the study above. To be more specific the researcher would like:

1. To know the effect of using cartoon in understanding English Idiomatic Expression.
2. To know how students experience the learning of cartoon in understanding English Idiomatic Expression.

D. Limitations of Study

In this study, the researcher focuses on the understanding of English idiomatic expression and cartoon pictures as media to teach idiomatic expressions. cartoon pictures which are used by the researcher contain of short conversation between two or more cast. Cartoon pictures was obtained from various kind of sources.

E. Significance of Study

The result of this study is expected to be useful for the teachers and students to give alternative way to overcome their idiomatic understanding problems in teaching learning process.

1. For teachers, the result of this study can be used to help student in understanding idiomatic expressions using cartoons. Hence, the students of EFL can be easier to understand it.
2. For EFL'students, it can also be used to improve and develop their abilities in understanding idiomatic expressions. Because it will give them a lot of new experiences in order that they will be more interested and enjoy in learning process, because cartoon are interesting media for learners.
3. For researcher, the researcher hopes that by using cartoons in teaching idiomatic expressions should improve achievement and should be equally beneficial for both low and high achievers.

Furthermore, the researcher hopes that this study can give positive influences to teacher and students in their English skill directly. The teacher also will get media to apply in their teaching learning process. Eventually, the student will give positive participation in the class.

F. Hypothesis

According to Webster dictionary (2004, p. 477), hypothesis is “ an idea or preposition not derived experience but formed and used to explain certain fact (e.g. in science) or to provide the fondation or primary assumption of an argument”. Lynch (2013, p. 11) explained that “A hypothesis is a falsifiable statement that makes a prediction derived from the research question that suggests a relationship between variables”.In other word, Hypothesis is a temporary

prediction that can be proved; it can also give some directions in conducting research how to solve a problem. In analyzing hypothesis, the researcher needed to determine it. The hypothesis of this research is that cartoons can be a valuable teaching aid in teaching idiomatic expressions.

The hypothesis of this research is formulated below:

- a. H_0 = cartoon picture does not improve student's ability in understanding idiom
- b. H_a = cartoon picture improve student's ability in understanding idiom

G. Terminology

In order to avoid misunderstanding of the terms used in this study, the researcher defines the following key terms:

1. Idiom

Based on common linguistic definitions, Liu, D. (2008) stated that an idiom is a combination of words that contains a meaning that cannot be understood based on the literal definition of the individual words. "An idiom is an expression whose overall figurative meaning cannot be derived from the meaning of its parts" (Marlies, 1995, p.283). It is a common type of figure of speech. Moreover, according to Utami (2014) As cited in Langasher (1968) states that an idiom is a kind of complex lexical item. It is a phrase whose meaning cannot be predicted from the meanings of the morphemes it comprises. These definitions

showed two characteristics of the idiom. First, idiom is a complex lexical item, second is that meaning cannot be inferred from its parts. In other words, the meaning of the idiomatic expressions is not the sum of the words taken individually.

A definition found in the Longman Dictionary of Contemporary English (2009) states that an idiom is a group of words that has a special meaning that is different from the ordinary meaning of each separate word. For example, 'under the weather' is an idiom meaning 'ill'.

In this research, researcher concludes that English idiom is not a literal expression. In other words, idiom as a fixed expression whose meaning cannot be taken or understood as a combination of the meanings of its component parts. It is often used by native speakers in their daily communication. EFL students need to learn these expressions to develop their ideas as well as increase their ability on English language. The examples of idioms are: '*buy a pig in a poke*', "commit oneself to an irrevocable course of action without knowing the relevant facts", '*the tip of the iceberg*' "the small visible part of a large problem", '*three sheets of the mind*', "drunk" and '*to stick to one's guns*', "refuse to change one's mind or give up", the meanings of all these idioms are unpredictable and must be learnt separately.

2. Cartoons

Meriam Webster defines cartoons as a series of drawings used to tell a story. However, Srinivasalu (2010) states that a cartoon is a two-dimensional illustrated visual form of art. It is a visual media with a lot of humor which can be either in a

form of single picture, or series of picture, captioned or non-captioned. These can be seen in the magazine, television, newspaper, etc. While the specific definition has changed over time, modern usage refers to a typically non-realistic or semi-realistic drawing or painting intended for satire, caricature, or humour, or to the artistic style of such works.

In this research cartoon pictures can be define as visual drawings, paintings, or illustrations. Cartoon pictures which are used by the researcher contain of short conversation between two or more cast. It was obtained from various kind of sourceses.

3. English as foreign language(EFL)

Young (2015) defines “English as a Foreign Language (EFL)” as learning English in a non-English-speaking country. For example, students in China who are learning English are considered EFL students because English is not the official language of the country. Nguyen (2017) also states on his research that EFL refers to teaching and learning of English in a setting in which English is neither widely used for communication among the nation, nor is it used as the medium of instruction. In this research, EFL is a traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication. Researcher choose senior high school students in the first grade as EFL participants and Bahasa is their native language.

CHAPTER II

LITERATUREREVIEW

This chapter explains some theories and research findings which are relevant to this research. There are four parts of this chapter, which consist of idiomatic expression, cartoon, the difficulties in understanding idioms, cartoons as media for teaching and learning idiomatic expressions, and previous studies.

A. Idiomatic Expression

1. Definition of idiomatic expression

Idiomatic expressions, also known as idioms, are part of every language. Idioms are special mode of expression, use or grouping of words, peculiar to a specific language (Maisa & Karunakaran, 2013). Tyab (2016) adds that Idiomatic Expression is defined as an expression whose meanings cannot be inferred from the meanings of the words that make it up. According to Boers (2008), all languages have idioms and are full of them. The Oxford Dictionary of English etymology (as cited in Maisa & Karunakaran 2013) states that idioms are specific to one culture and language and their meaning is peculiar to that language (institutionalised), otherwise, idioms are defined as proper language of a people or country, dialect; specific character of a language; expression peculiar to a language. When idioms in one language are translated into other languages they may lose their actual meaning because many idioms are specific to the culture. When non native speakers learn about idiomatic expressions of a language, they

also learn about the culture of it's people. As a result, the more the learner of English is aware of idioms and their meanings, the better knowledge that learner carries of the English.

In English language, idiomatic expressions are numerous and repeatedly occurred. As Thyab (2016) concludes from Laflin, it is used in formal and informal communication. Idioms are spontaneously used by native speakers daily without thinking of the figurative meaning. It is natural that non-native speakers find idioms difficult to understand because they do not know what the image of the idiomatic expression is based on. For example, if non-native speakers of English Language come across the expression that "Raining cats and dogs". They will find it difficult to process. Non-native speakers will find it uneasy because they might think that it is impossible numerous cats and dogs are fallen from the sky. Non-native speaker who is unfamiliar with the idiom will imagine that way. As such, they will find it difficult to realize that this expression proposes to tell that it is raining very hard. In Linguistics, it is known that idiomatic expressions carry arbitrary meanings (Thyab, 2016). That is, idioms mean what they mean for no reason other than coincidence. Idiomatic expressions in linguistics are said to randomly carry the meanings that they do (Boers, 2008).

Despite the difficulty that non-native speakers of English Language might face in realizing and understating the meaning of idioms, understanding idioms and knowing their actual meaning is a necessity. Non-native speakers of English, from various backgrounds, are found incapable of using idiomatic expressions when communicating in English Language and are found incompetent to

understand their meanings. It might not be a piece of cake for non-natives to use idioms but it is considered a vital part of the English Language. As mentioned, idiomatic expressions are used in formal and informal speech. They are part of the standard business, media, and everyday life, talking about written or spoken English. Thus, non-native speakers of English should learn idiomatic expressions in order to be able to communicate effectively and sound more natural and native-like. So, instead of teaching students to memorize idioms by heart, which is difficult, idioms can be taught in a systematic way. In such a way, idiomatic expressions become much easier to understand and remember.

2. The Origin of Idiomatic Expressions

Keener (2008) stated on his book that new idioms are constantly being created, in every living language, some idioms destined to occur only once or twice and then to be forgotten, others can survive for a long time. It means by the development of a language, several idioms either might still be used or not be utilized anymore, and new idioms will appear. Maisa, S & Karunakaran, T (2013) as cited from Mc Carthy & O'Dell in "English Idioms in Use" state that idioms are connected with the themes of animals, the sea, sports, parts of the body, food and drink, colours, names of people and places, sight, hearing, taste, smell and touch. We use idioms to describe physical appearance, character and personality, work and success, health and illness. Maisa, S & Karunakaran, T (2013) mention some origin of idioms as follows:

1. A large number of idioms come from a time when far more people worked on the land, there are many idioms which refer to farm animals, for example, “the black sheep of the family, take the bull by the horns, don’t count your chickens”, etc.
2. Some idioms are formed from rural life, transport, for example, “strike while the iron is hot, put somebody through the mill, eat like a horse, put the cart before the horse”,etc.
3. Many idioms came into existence from science and technology, for example, “she has a short fuse, we are on the same wave length, I need to recharge my batteries”,etc
4. Every year many idioms enter into the English language from the world of sports and entertainment, for example, “have a good innings, dice with death, behind the scenes, play the second fiddle”, etc.
5. Many idioms have entered English from literature and history, for example, “sour grapes, the goose that laid the golden eggs, the streets are paved with gold”, etc.
6. Idioms came from the Bible, Shakespeare’s works, for example, “the salt of the earth, fall by the way side, your pound of flesh, ships that pass in the night”,etc.
7. There are a large number of idioms in which a part of the body represents particular quality or ability, for example, “use your head, the idea never entered my head, she broke his heart, he opened his heart, I speak from the

bottom of my heart, the news finally reached her ears, keep your mouth shut”, etc

8. Many idioms come from feelings and emotions, for example, “give him a black look, lose your bearings, in seventh heaven, in high spirits, it was love at first sight, come out of your shell”, etc

In some case, idiom also have unusual grammar. As Maisa, S & Karunakaran, T (2013) state that a word that is usually a verb, adjective, conjunction or preposition can appears as a noun in idioms, for example:

1. Adjectives as nouns, for example, “all of a sudden, through thick and thin”.
2. Verbs as nouns, for example, “the do’s and don’ts, on the make”.
3. Conjunctions and prepositions as nouns, for example, “ifs and buts, on the up and up, the ins and outs”.
4. Uncountable nouns seeming to be countable, for example, “the living daylights and in all weathers”.

The idiom may be used in two different features: stylistic and rhetorical features. As regard the first feature, stylistic, different idioms show different stylistic meanings. Some are casual and formal, while others are neural in style. Meanwhile, the same idiom may show different stylistic when denoting different meaning. Idiom also used as rhetorical features, the way to make language more interesting in meaning and lexical. Rhetorical feature includes some aspects bellow:

- a. Phonetic manipulation, it includes alliteration such as “chop and change”, and also rhyme such as “topl and moiil”
- b. Lexical manipulation, it can be shown in some aspects, those are:
 1. Reiteration, which means the duplication of synonyms such as “chop and change”
 2. Repetition, which means the repetitions of the same word, such as “by and by”
 3. Juxtaposition, which means the combination of two antonyms, such as “day and night”
- c. Figure of speech, those are:
 1. Simile, e.g. : as proud as peacock, as mute as a fish, as graceful as a swan
 2. Metaphor, e.g. : white elephant, black sheep, dark horse, wet blanket.
 3. Synecdoche, e.g. : earn one’s bread, fall into good hands.

B. Cartoon

1. Definitions of cartoons

Srinivasalu (2010) stated that a cartoon is two dimensional illustrated visual from art. It is a visual media with lot of humor which can be either in a form of single picture, or series of picture, captioned or non-captioned. These can be seen in the magazine, television, newspaper, etc. Srinivasalu (2010) also said that cartoon increase interest and intrinsic motivation and reduce boredom,

academic stresses and anxiety. Lavery, C (2011) added that cartoon can tell a complex story in a few images, provide comment and provoke thought on events and issues in the news, give an example of vocabulary related to current trends and fads, provide easily identifiable characters to form the basis for sketches, show culture in action with the ways that men or women are behaving and are expected to behave, and comment on and illustrate a whole range of issues like racism, teenage relationships, sexism, ageism, family relationships.

According to Wyk (2011) cartoons, by their very nature, usually magnify a particular side that can help focus on a suitable teaching or learning point. He adds that as a neutral resource, students are able to respond to a joke about possible interpretations, and react to the exaggerations alone, in pairs, small groups and eventually in large lecture classes. Wyk (2011) state that the interaction with the cartoon stimulates learners, they are refining their own learning and understanding while at the same time be encouraged to develop critical higher order cognitive skills.

C. The Difficulties In Understanding Idioms

Teaching and learning idiomatic expression to the EFL students is considered as a bothersome task. EFL students may face some difficulties that are hard to overcome in understanding idiomatic expressions. One of a research related to difficulties in understanding idioms was conducted by Rosyita Okta Utami and Ahmad Munir : Problems in understanding idiomatic expressions by

senior high school student. This research analyzed about difficulties in understanding idiomatic expressions of senior high school student in third grade of SMA Negeri 1 Cerme. The result shows that students of senior high school really find considerable difficulties in guessing the appropriate meaning of idiomatic expressions. This is mainly due to the fact that idioms are colourful and has different types in which the meaning is not obvious from the meaning of the constituent words. The type that they get difficult is in phrasal verbs (Utami & Munir, 2014). In addition, researcher assumed that students in indonesia are not really familiar with idiomatic expressions, it is due to idiom not really taught in school. Whereas native speakers often use idiomatic expression in their daily speaking and writing. Since idiomatic expressions are important part of language for native speakers of English, it means that idioms are important for the English learners.

In light to what have been mentioned above, it is important for EFL teachers to design various activities for students to use with English idioms and subsequently acquire them efficiently. Teaching should not transform information from text book to the students, but it should make the students think critically and creatively by engaging themselves always in hands on experience or should make them active participant in learning. Moreover, students learn better when they are provided with collaborative activities. Saleh, & Zakaria (2013) said that it is effective to teach EFL learners English idioms when they are provided with various activities to practice and utilize English idioms in different contexts. According to Saleh, & Zakaria (2013) as cited from Mantyla in Idioms and

language users: the effect of the characteristics of idioms on their recognition and interpretation by native and non-native speakers of English (2004) states that idioms should not be taught directly at all. She considers the best policy of teaching to be a method where the students' attention is focused on the common characteristics of idioms.

D. Cartoons As Media For Teaching And Learning Idiomatic Expressions.

Nguyen (2007) states that media are tools for delivering and transferring messages. The use of media in teaching learning is very important. It is impossible for teacher to coordinate with learning process without using any media. Nguyen also add that media are flexible, it can be used in all ages of students and all subjects. Since media is very important and give many advantages, the teacher should consider a medium to lead student's attantion and increase their participation in teaching learning process.

Cartoon is one of valuable media in teaching learning. It can be used from beginner level to advanced level for a variety of language and discussion activities. It can be as an authentic media and powefull teaching tool in teaching learning process. A cartoon is one such material with which teacher can provide joyful envirotnment and also can make students to think differently and encourage them to create something on their own. This media will help teacher and student in learning idiomatic expressions. Srinivasalu (2010) said that teaching is an art where in various tools and techniques are employed to make students understand

learning materials better. The result of a research to investigate the pedagogical value behind cartoon usage in language learning were conducted by Rule and Auge (2005) shows that students prefer cartoons in language learning, because cartoons create low affective filter atmosphere which causes high degree of motivation in teaching learning process.

Srinivasalu (2010) said that cartoon is funny and non-offensive, enjoyable material which give memorable experience to the students. Having cartoon with proper messages by adding some sense of humour to the topic a teacher can reach everybody so easily. This says that cartoons of visual elements with textual information, dialogues, gestures may be interpreted by the students in many ways with their imaginations. Wyk (2011 p. 118) state that “A good collection of suitable cartoons is necessary and this can be built up over time. Once students are aware of the approach, they often assist by locating pertinent examples or in several cases, skilled students have drawn their own examples to illustrate a point.” Srinivasalu (2010) also added that learning by using cartoon can be helpful for initiating debate and focus group discussions in a classroom among learners as it motivate them to engage their critical thinking in order to assess and formulate their views and opinions. So in order to gain students’s attantion toward idiomatic expressions, the use of cartoon might be a great idea. Learners are given the opportunity to participate in the classroom discussion to support their own ideas and knowledge related idiomatic expressions that showed in the cartoons.

E. Previous Studies

There are several studies which claim that concept of cartoons may be efficient tools in teaching learning, and also the concept of idiomatic learning. The researcher found some studies had been conducted about cartoons and idiomatic expressions.

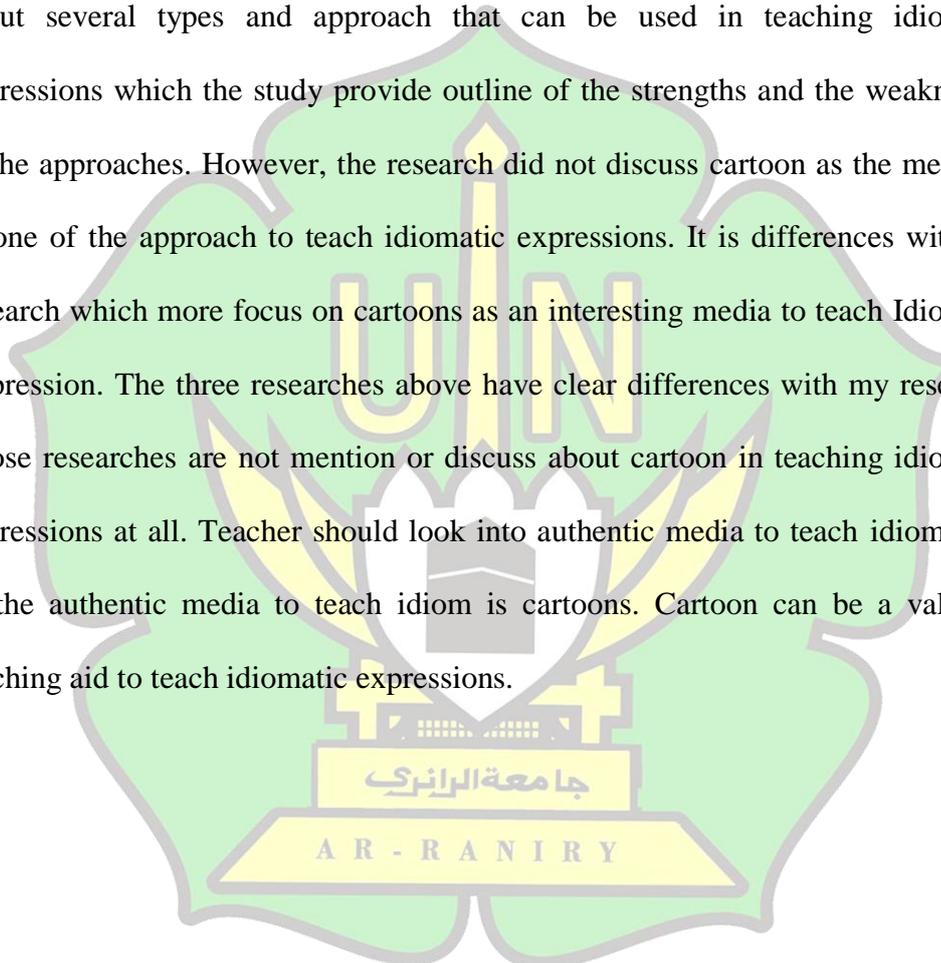
Firstly, A research was conducted by Rosyita Okta Utami and Ahmad Munir; Problems in understanding idiomatic expressions by senior high school students. This research analyzed about difficulties in understanding idiomatic expressions of senior high school student in third grade of SMA Negeri 1 Cerme. The result shows that students of senior high school really find considerable difficulties in guessing the appropriate meaning of idiomatic expressions. This is mainly due to the fact that idioms are colourful and has different types in which the meaning is not obvious from the meaning of the constituent words. The type that they get difficult is in phrasal verbs (Utami & Munir, 2014) .

Secondly, a research was conducted by Sridhar Maisa and T. Karunakaran; Idioms and Importance of Teaching Idioms to ESL Students: A Study on Teacher Beliefs. In this study, an attempt is made to look at the use of idioms at Under Graduate level and ways of improving the use of idioms. This study also analyses the acquisition of idioms and teaching/learning of idioms in the context of English as Second Language (ESL). The focus of the study is on the processes of acquiring idioms and strategies to promote idiomaticity at undergraduate level. (Maisa&Karunakaran, 2013) .

Last but not least, a research was conducted by Jessica K.Rodriguez and Helena Winnberd: Teaching Idiomatic Expressions in Language Classrooms – Like the Icing on the Cake. This thesis investigates what types of teaching approaches and methods can be used when teaching idiomatic expressions to learners of English. The method used is a small-scale research synthesis where studies are summarized, compared and discussed. An overview of the teaching approaches and methods provide an outline of the strengths and weaknesses of each approach/method in connection to the purpose of teaching idioms to language learners of English. Several different descriptions of idioms are merged into one that is used in this research synthesis (Rodriguez & Winnberd, 2013) .

Each of those researches above discussed about idiomatic expression with different focus, methodology and purpose. The first research discussed about problems that students have to face when heading with idiomatic expressions. The researchers found that the students really find considerable difficulties in guessing the appropriate meaning of idiomatic expressions. It has differences with this research. The first research above analyses about student's problem in understanding idiomatic expressions only, but it did not provide a media to solve those problem. However, this research might provide a media to solve student's problem in understanding Idiomatic expressions. One of the interesting media that Researcher use in this research is Cartoon. The second research is more focus on teacher's method and beliefs in teaching idiomatic expressions. The participants of the research were teachers. And then, the research above also analyses how teachers delivered Idiomatic expression to the students, the researcher use

observation on the research. It also has differences with my research which the participants are the first grade students in MAN Model Banda Aceh. This research use quantitative methode by using pre-test, post-test and questionnaire. This research also wants to know students perceptions after using cartoons in understanding English idiomatic expressions. And the third research discussed about several types and approach that can be used in teaching idiomatic expressions which the study provide outline of the strengths and the weaknesses of the approaches. However, the research did not discuss cartoon as the media or as one of the approach to teach idiomatic expressions. It is differences with my research which more focus on cartoons as an interesting media to teach Idiomatic Expression. The three researches above have clear differences with my research. Those researches are not mention or discuss about cartoon in teaching idiomatic expressions at all. Teacher should look into authentic media to teach idiom. One of the authentic media to teach idiom is cartoons. Cartoon can be a valuable teaching aid to teach idiomatic expressions.



CHAPTER III

RESEARCH METHODOLOGY

This chapter subsequently emphasizes on the research methodology, this research utilizes cartoon in teaching idiomatic expression and used as the tool to solve the research problem. Furthermore, this chapter also consists of sub-points, including, the research method, research design, population and sample, instrument for data collection, technique of data collection, technique of data analysis and brief description of research location.

A. Method of Research

In conducting a research, a method is needed to collect the data. The researcher used quantitative method to analyse the data. Quantitative research is a type of research in which the researcher decides what to study; ask specific, narrow questions; collects quantifiable data from participants; analyses these numbers using statistics; and conducts the inquiry in an unbiased, objective manner (Creswell, 2008 p.46). In addition, quantitative research is a research that involves a statistical or numbers or quantity stated that by Moleong (2007) and this opinion almost similar with Sowell (2000) stated that quantitative mode suggests investigations involving numbers. This method is using numbers in presenting data and using statistical formulation in analyzing the data.

B. Research Design

In this research, the researcher used pre-experimental design (subject measured before and after a treatment) by applying pre-test and post-test (paired-test) to the students because the researcher want to find out the effect of using cartoon (independent variable) to improve student ability in understanding idiomatic expression (dependent variable). Pre-test and post-test were used to measure students' ability before and after treatment. The process was held in three meetings to teach the students Idiomatic expression by using cartoon pictures in experimental class. This method was also used to answer the first research question. Besides that, the researcher also used questionnaire to gain information toward students' experience in understanding English idiomatic expression through cartoon while learning process has occurred.

C. Population and Sample

1. Population

The participant is very crucial part in data collecting process. According to Jack and Norman (2009) population is the largest group to which one hopes to apply the results, based on definition, the population of this study was all first-grade students of MAN Model B.Aceh with Bahasa as their native language. The first-grade students were divided into 10 classes; X- IPA was 5 classes, X-IPS was 3 classes, one class for X-AGM and X-BHS. The total number of first-grade students were 342; 143 males and 199 females. Based on purposive sampling, one class is taken experimental class.

2. Sample

According to Alasuutari et al. (2008) The primary goal of sampling is to get a representative sample, or a small collection of units or cases from a much larger collection or population, such that the researcher can study the smaller group and produce accurate generalizations about the larger group. In this research, one class is taken as sample. The sample was represented by class X IPA-2 which consisted of 38 students. This samples was selected based on the purpose. Researcher choosed purposive sampling technique because all students have equal capabilities. Researcher hoped that this technique can truly represents the population in MAN Model B.Aceh that enables researcher to make accurate assumptions or generalizations from the sample to the population under research.

D. Instrument For Data Collection

Collecting data is the most important to answer the purpose of this study. The data were collected from one class in the first grade of MAN MODEL Banda Aceh. Three meetings has been conducted. Pre-Test on idioms was given to check the students' knowledge of English idiomatic expressions acquired before teaching experiment, The Post-Test on idioms was given to check the students' knowledge of English idiomatic expressions acquired after teaching experiment. The researcher also used questionnaire which consists of 15 questions. It was given to the students after learning process was done.

In order to gain the data needed for this research, the data was collected by using three techniques. They are experimental teaching, test and questionnaire.

1. Experimental teaching

In teaching experiment, the writer choosed X IPA 2 to be the sample as an experimental class. In this class, students were treated by using cartoon pictures as media in teching idiomatic expression. Cartoons pictures were implemented in order to find out its effect on student understanding and memorizing idiomatic expression. During the teaching learning process, the researcher showed the students several cartoon pictures which were consisted of idiomatic expression and ask them to guess the meaning.

2. Test

The researcher gave the students two kinds of test; pre-test and post-test. The pre-test was given before the treatment was held in order to check the students' knowledge of English idiomatic expressions acquired before teaching experience. The post-test was given when the treatment was done after three meetings in order to check the students' knowledge of English idiomatic expressions acquired after teaching experience. The test consisted of conversations in several cartoon pictures. After that, the researcher compared the result of pre-test and post-test of the class. This kind of test was held to find out whether using cartoons can improve students' understanding in learning idiomatic expressions or not. Below are the examples of pre-test and post-test:

Figure I. The example of pre-test

Pre-test (Experimental class)

Name :
Class :
Gender :

Directions : Read the idioms and determine the meaning.

1. This conversation is for number 1-4.



What is the meaning of "Got a bee in his bonnet" based on the cartoon above?

- The teacher is looking for bees to produce honey.
- To keep talking about something again and again because the teacher thinks that it is very important
- The bees are very dangerous
- The teacher always talks about bees

Figure II. The example of post-test

Post-test (Experimental class)

Name:
Class:

Directions: Read the idioms and determine the meaning.



Selena has a test tomorrow, so she has been feeling like **she has ants in her pants** all day.

- There are ants in Selena's pants
- Selena is looking for ants in her pants
- Selena puts the ants into her pants before her test tomorrow
- Selena is very nervous because of the test

3. Questionnaire

Alison and Susan in Brown book entitle “english language research 2” (2001, p.6) defined questionnaires (a subset of survey research) as “ any written instrument that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answer”. Questionnaires allow researcher to gather information that learners were able to report about themselves, such as their belief and motivations about learning or their reactions to learning and classroom instruction and activities-information that is typically not available from production data alone. In this research, the researcher focusses on closed –item questionnaires because the reseacher focusses in on important concept depending on the purpose of study. Questionnaire was applied in the class in order to get the real data about students’ experience and perceptions toward cartoon as the media in understanding and memorizing English idiomatic expressions. Students would answer 15 questions related to idioms, cartoons, and their experience in learning idiomatic expression by using cartoon. Below is the example of questionnaire:

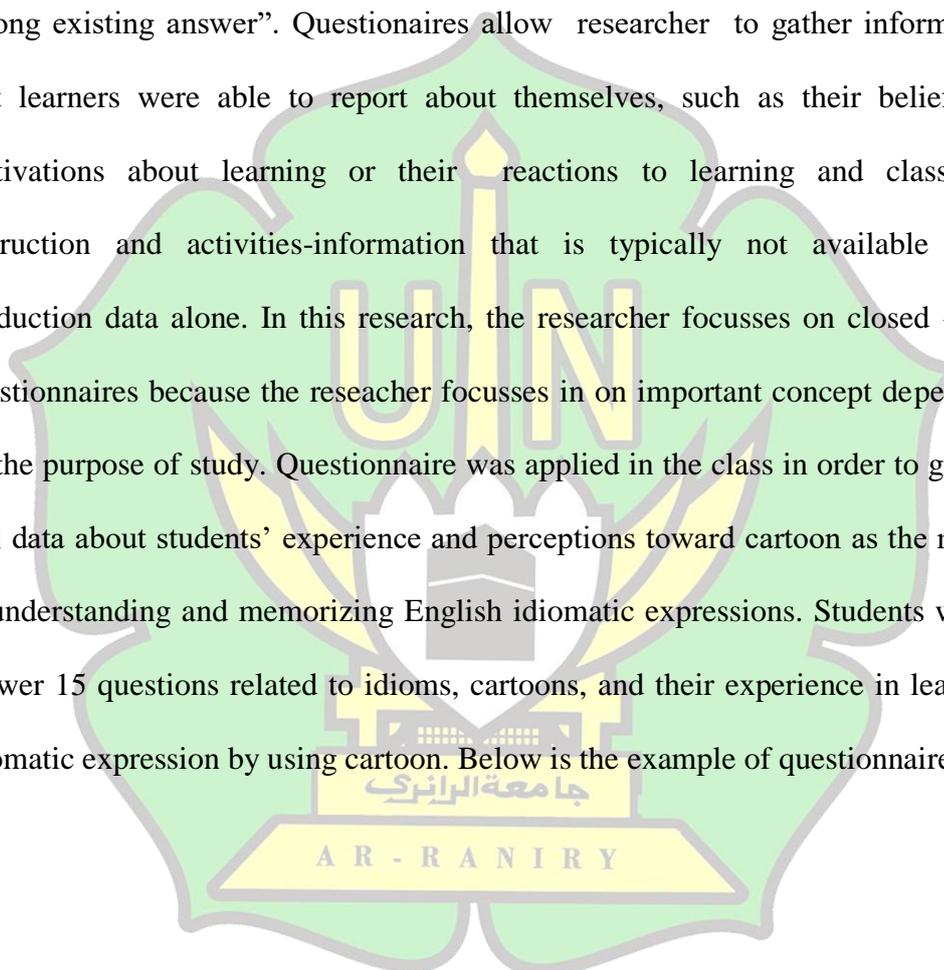


Figure III. The example of Questionnaire

| No. | PERNYATAAN | SS | S | KS | TS |
|-----|--|----|---|----|----|
| 1. | Saya suka belajar B.inggris | | | | |
| 2. | Saya senang berbicara Bahasa Inggris | | | | |
| 3. | Saya suka dengan karakter dari sebuah cartoon | | | | |
| 4. | Cartoon merupakan hal yang mengasyikkan | | | | |
| 5. | Saya sangat familiar dengan idiomatic expression namun tidak mengerti maksud dari kata-kata tersebut | | | | |
| 6. | Saya kesulitan mengartikan makna idiom | | | | |
| 7. | Idiomatic expression merupakan salah satu materi yang harus di pelajari | | | | |
| 8. | Idiomatic expression merupakan sesuatu yang menarik bagi saya | | | | |
| 9. | Saya pernah menggunakan Idiomatic expression ketika berbicara bahasa inggris | | | | |
| 10. | Media cartoon dapat memudahkan saya mempelajari idiom | | | | |

E. Technique of Data Collection

Concerning to the procedure of data collection in this study, they are explained as follow:

a. Pre-test

The pre-test is given in the first meeting. The researcher gave the students a test that consisted of conversations in several cartoon pictures which contain idiomatic expression. The pre-test is given to know the student basic ability in understanding idiomatic expression before the implementation of cartoon in the class.

b. Experimental teaching

To obtain the data needed, an experimental teaching is one of the technique used by the researcher. The part of study was conducted in one class particularly class X IPA 2. The class was taught which aimed to improve

students's understanding ability toward idiomatic expression through cartoon. Three meetings was held for this study including pre-test, treatment, post-test, and questionnaire. The procedures of the overall process are as explained in the following.

1. The First Meeting

The first meeting was conducted on Wednesday, 8th August 2018 in the classroom. The class started at 01.45 AM and ended at 03.00 PM. The researcher began the class by explaining about this experimental research and subsequently gave them the pre-test by asking them to answer the questions. Next, the students conducted the test about 30 minutes. After all students did pre-test, the researcher taught a brief description about idiomatic expression and showed several examples by using cartoon that should be discussed more in the next meeting.

2. The Second Meeting

On the second meeting, the researcher gave brief explanation about expressing plan or intention and idiomatic expression. The researcher gave them several examples of expressing intention combined with idiomatic expression by using cartoon picture, then continued the deeper explanation about the generic structure and how to make a good conversation by using Idiomatic expression combined with expressing intention. This meeting was held on Wednesday, 15th August 2018 and the class started at 01.45 AM and ended at 03.00 PM in the classroom.

3. The Third Meeting

The third meeting or last meeting, the researcher gave more examples of idiomatic expressions by using cartoon to the classes. Next, researcher divided the students into several groups and asked each group to make short conversation using Idiomatic expression combine with expressing plan. Researcher asked the students to perform a group roleplay in front of the class based on conversation that they have made before. It was held on Wednesday 5th September 2018 in the classroom and the class started at 01.45 AM and ended at 03.00 PM. At this meeting, the researcher gave post-test to the students. Then, after the post-test was completely done, the researcher took all the answer sheets in order to know the student ability in understanding idiomatic expression after the implementation of cartoon in the class. Furthermore, the researcher distributed questionnaire to be answered by students. The researcher appreciated all of the students after joining sincerely in this research.

c. Post-Test

After the researcher taught the students idiomatic expression through cartoon, the researcher gave post-test in the last day of meeting to the students. The test is aimed to know the student ability in understanding idiomatic expression after the implementation of cartoon in the class.

F. Technique of Data Analysis

Data analysis was needed to know the result of a research. In this research, researcher analyzed the data by using:

1. Test.

In order to analyze the test result, the researcher used statistical formula. The function was to get the range of data, the interval class, and the space of interval class, to make a table of frequency distribution and to find the mean of table.

a. To find the range of the data

Range is the difference between the highest and the lowest scores. The researcher referred to sudjana (2002) to find the range of pre-test and post-test scores. It would be determine by using formula:

$$R = H - L$$

Where:

R : The range of the score

H : The higher score

L : The lowest score

b. The number of interval class

The number of interval class can be determine by using the following formula: (sudjana, 2002):

$$I = 1 + (3,3) \log n$$

Where :

I : The amount of interval class

N : The amount of sample

c. To find out the space of interval

The range of the interval class can be calculated by using the following formula:

$$P = \frac{R}{I}$$

Where :

P : interval space

R : the range of score

I : the amount of interval class

d. To find the mean of the table

In this case, the researcher calculated the mean of student's score. The score was calculated by using formula (sudjana : 2002) :

$$x = \frac{\sum fixi}{\sum fi}$$

Where :

Fi : refers to frequency

Xi : refers to the middle score interval class

Fixi : the amount of multiplication between the frequencies and the middle scores of interval class

2. Questionnaire

The acquired data of the questionnaire is also analyzed statistically by counting the percentage of the students' answers in each item of the questionnaire. To count the percentage of the answers chosen by the participants, the researcher refers to *Metoda Statistika* which was written by Sudjana (2008). The formula use is :

$$P = \frac{f}{N} \times 100\%$$

Note:

- P : percentage
 F : frequency of respondents
 N : number of sample
 100% : constant value

G. Brief Description of Research Location

1. The School

Madrasan Aliyah Negeri Model is one of favourite schools in Banda Aceh. It is located in Jln. Pocut Baren, Gampong Keuramat, Banda Aceh. The school is between MTSN 1 Banda Aceh and MIN 6 Banda Aceh. It is currently led by Drs. H. Mukhlis, M. Pd. This school has comfortable and natural environment. It also has many qualified facilities such as 28 classroom, 3 laboratories (computer, language and science), a library, an administration affairs room, a hall, a principal office, toilets, a warehouse, a sport field (volleyball and basketball), a teachers' office, and one main mushalla. Moreover, The total number of teachers in MAN Model is 82 teachers (54 civil servant teachers and 28 non civil servant teachers).

For English subject, there are 5 qualified teachers graduated from various universities.

2. The students

The total number of students in Man Model Banda Aceh are 983. They are classified into three grades. The following table shows the detail information about total students in MAN Model Banda Aceh.

Table 3.1: The Number Of Students in Man Model Banda Aceh

| No | Study program | The Number of Students | | | | | | Total |
|---------------------------------|---------------|------------------------|----|----|----|-----|-----|------------|
| | | X | | XI | | XII | | |
| | | L | P | L | P | L | P | |
| 1. | Language | 11 | 16 | 8 | 28 | 8 | 24 | 95 |
| 2. | Science | 83 | 83 | 89 | 95 | 82 | 100 | 532 |
| 3. | Social | 37 | 75 | 28 | 42 | 31 | 38 | 251 |
| 4. | Religion | 12 | 25 | 19 | 17 | 18 | 14 | 105 |
| Total Number of Students | | | | | | | | 983 |

(Sources: Administration Office of MAN Model)

A R - R A N I R Y

CHAPTER IV

RESULT AND DISCUSSION

This chapter is consisted of result and discussion of experimental research on students' ability in understanding idiomatic expression through cartoon to the first grade students of Man Model Banda Aceh. After collecting the data at this school the data was analyzed in this chapter. Afterwards, the researcher provided and generated the result of the test, and the analyzed of questionnaire, and the discussion of test and questionnaire.

A. The Result of Test

This part shows the general description of students' scores in experimental class. The description is divided into some sections: the pre-test scores, the post-test scores, and the gained scores.

1. The Pre-test Scores

The researcher gave pre-test at the first meeting for 38 students in the class.

Table 4.1 : The Table of Pre-Test Score in Experimental Class

| No | Students name | Pretest |
|----|---------------|---------|
| 1 | AA | 70 |
| 2 | AN | 70 |
| 3 | ALA | 50 |
| 4 | ALZ | 50 |

| | | |
|----|-----|----|
| 5 | AFD | 70 |
| 6 | BFF | 60 |
| 7 | CY | 60 |
| 8 | CSH | 40 |
| 9 | DM | 60 |
| 10 | GS | 70 |
| 11 | LR | 60 |
| 12 | MSG | 60 |
| 13 | M | 40 |
| 14 | MJ | 50 |
| 15 | MKA | 70 |
| 16 | MS | 70 |
| 17 | MR | 60 |
| 18 | MA | 70 |
| 19 | MUZ | 70 |
| 20 | NZ | 60 |
| 21 | NA | 70 |
| 22 | NIA | 70 |
| 23 | PM | 40 |
| 24 | RN | 60 |
| 25 | RSS | 60 |
| 26 | RJ | 40 |
| 27 | RAN | 40 |
| 28 | SNM | 50 |
| 29 | SA | 50 |
| 30 | SMF | 70 |
| 31 | SAS | 60 |
| 32 | SSM | 50 |
| 33 | SS | 70 |
| 34 | TM | 70 |
| 35 | TSI | 60 |
| 36 | ZN | 60 |
| 37 | ZM | 50 |
| 38 | ZSP | 70 |

For the first step, The researcher needed to determine the range of score (R) and amount of interval class (I). According to the pre-test result of experimental class, the highest score was 70 and the lowest was 40.

$$\begin{aligned}
 R &= H - L \\
 &= 70 - 40 \\
 &= 30
 \end{aligned}$$

Next step is calculating the interval class by using the formula:

$$\begin{aligned}
 I &= 1 + (3,3) \log n \\
 &= 1 + (3,3) \log 38 \\
 &= 1 + (3,3) (1,6) \\
 &= 1 + 5,28 \\
 &= 6,28 \rightarrow \text{Taken } 6
 \end{aligned}$$

Then the researcher needed to calculate the range of interval class:

$$\begin{aligned}
 P &= \frac{R}{I} \\
 &= \frac{30}{6} = 5
 \end{aligned}$$

From those results, the frequency distribution table can be seen below:

Table 4.2: The Frequency Distribution Table of Pre-Test in Experimental Class

| Class Interval | Fi | Xi | FiXi | Xi ² | Fi.Xi ² |
|----------------|------|-----|------|-----------------|--------------------|
| 40-45 | 5 | 43 | 215 | 1849 | 9245 |
| 46-51 | 7 | 49 | 343 | 2401 | 16807 |
| 52-57 | 0 | 55 | 0 | 3025 | 0 |
| 58-63 | 12 | 61 | 732 | 3721 | 44652 |
| 64-69 | 0 | 67 | 0 | 4489 | 0 |
| 70-75 | 14 | 73 | 1022 | 5329 | 74606 |
| | N=38 | 348 | 2312 | 20814 | 145310 |

Based on the frequency distribution table above, the writer determines the mean score by using the following formula:

$$\begin{aligned} X &= \frac{\sum fixi}{\sum fi} \\ &= \frac{2312}{38} \\ &= 60,84 \end{aligned}$$

Variant and standard deviations;

$$\begin{aligned} S_1^2 &= \frac{n \sum fixi^2 - (\sum fixi)^2}{n(n-1)} \\ &= \frac{38(145310) - (2312)^2}{38(38-1)} \\ &= \frac{5521780 - 5345344}{1406} \\ &= \frac{176436}{1406} \\ S^2 &= 125,5 \\ S^1 &= \sqrt{125,5} \rightarrow S^1 = 11,20 \end{aligned}$$

Based on the calculations above, the average score obtained $X = 60,84$, variant score $S_1^2 = 125,5$ and standard deviation $S_1 = 11,20$. It means that the average score of pre-test was very low.

2. The analysis of post test

Secondly is analyzing the result of post-test. The researcher gave post-test at the last meeting for 38 students in the class. For more information it can be seen on the following table:

Table 4.3 : The Table of Post-Test Score

| No | Students name | Postest |
|----|---------------|---------|
| 1 | AA | 100 |
| 2 | AN | 100 |
| 3 | ALA | 90 |
| 4 | ALZ | 80 |
| 5 | AFD | 80 |
| 6 | BFF | 100 |
| 7 | CY | 100 |
| 8 | CSH | 90 |
| 9 | DM | 100 |
| 10 | GS | 100 |
| 11 | LR | 100 |
| 12 | MSG | 100 |
| 13 | M | 100 |
| 14 | MJ | 80 |
| 15 | MKA | 100 |
| 16 | MS | 90 |
| 17 | MR | 100 |
| 18 | MA | 80 |
| 19 | MUZ | 100 |
| 20 | NZ | 100 |
| 21 | NA | 90 |
| 22 | NIA | 70 |
| 23 | PM | 80 |
| 24 | RN | 90 |
| 25 | RSS | 90 |
| 26 | RJ | 90 |
| 27 | RAN | 80 |
| 28 | SNM | 90 |
| 29 | SA | 80 |
| 30 | SMF | 100 |

| | | |
|----|-----|-----|
| 31 | SAS | 90 |
| 32 | SSM | 80 |
| 33 | SS | 90 |
| 34 | TM | 100 |
| 35 | TSI | 80 |
| 36 | ZN | 100 |
| 37 | ZM | 100 |
| 38 | ZSP | 100 |

The researcher needed to determine the range of score (R) and amount of interval class (I). According to the post-test result of experimental class, the highest score was 100 and the lowest was 70.

$$\begin{aligned}
 R &= H - L \\
 &= 100 - 70 \\
 &= 30
 \end{aligned}$$

Next step is calculating the interval class:

$$\begin{aligned}
 I &= 1 + (3,3) \log n \\
 &= 1 + (3,3) \log 38 \\
 &= 1 + (3,3) (1.6) \\
 &= 1 + 5.28 \\
 &= 6.28
 \end{aligned}$$

Then the researcher needed to calculate the range of interval class:

$$\begin{aligned}
 P &= \frac{R}{I} \\
 &= \frac{30}{6} = 5
 \end{aligned}$$

From those results, the frequency distribution table can be seen bellow:

Table 4.4: The Frequency Distribution Table of Post-Test in Experimental Class

| Class Interval | Fi | Xi | FiXi | Xi ² | FiXi ² |
|----------------|------|-----|------|-----------------|-------------------|
| 70-75 | 1 | 73 | 73 | 5329 | 5329 |
| 76-81 | 9 | 79 | 711 | 6241 | 56169 |
| 82-87 | 0 | 85 | 0 | 7225 | 0 |
| 88-93 | 10 | 91 | 910 | 8281 | 82810 |
| 94-99 | 0 | 97 | 0 | 9409 | 0 |
| 100-105 | 18 | 103 | 1854 | 10609 | 190962 |
| | N=38 | 609 | 3548 | 47094 | 335270 |

Based on the frequency distribution table above, the writer determines the mean score by using the following formula:

$$\begin{aligned}
 X &= \frac{\sum fixi}{\sum fi} \\
 &= \frac{3548}{38} \\
 &= 93.37
 \end{aligned}$$

Variant and standard deviations;

$$\begin{aligned}
 S_1^2 &= \frac{n \sum fixi^2 - (\sum fixi)^2}{n(n-1)} \\
 &= \frac{38(335270) - (3548)^2}{38(38-1)} \\
 &= \frac{12740260 - 12588304}{1406} \\
 &= \frac{151956}{1406}
 \end{aligned}$$

$$S^2 = 108,08$$

$$S^1 = \sqrt{108,08}$$

$$S^1 = 10,40$$

Based on the calculations above, the average score obtained $X = 93.36$, variant score $S^2 = 108,08$ and standard deviation (S_1) = 10,40. It means that the average score of post-test of experimental class was improve from $X = 60.84$ to $X = 93.36$.

4. Hypothesis Testing

The statistic is used to test the hypothesis is the t-test, as for the formulation of hypothesis to be tested are as follows:

H_0 accepted, H_a rejected if $-t \text{ value} > -t \text{ table}$ or $t \text{ value} < t \text{ table}$

H_0 rejected, H_a accepted if $-t \text{ value} < -t \text{ table}$ or $t \text{ value} > t \text{ table}$

The steps that will be discussed next are to calculate or compare the results of such calculations. From the previous calculation result obtained mean values and standard deviations are:

$$X_1 = 60.84 \quad s_1^2 = 125.5$$

$$X_2 = 93.36 \quad s_2^2 = 108.08$$

Calculation to t value is:

$$\begin{aligned} T - \text{Score} &= \frac{x_1 - x_2}{\sqrt{\left(\frac{SD_2^2}{n_1}\right) + \left(\frac{SD_1^2}{n_2}\right)}} \\ &= \frac{93.36 - 60.84}{\sqrt{\left(\frac{108.08}{38}\right) + \left(\frac{125.5}{38}\right)}} \end{aligned}$$

$$= \frac{32.52}{\sqrt{2.84+3.30}}$$

$$= \frac{32.52}{\sqrt{6.14}}$$

$$= \frac{32.52}{2.5}$$

$$= 13.008$$

From the steps above have been completed, it can be seen $t = 13.008$. To compare with t_{table} , it is necessary to look for first degrees of freedom by using the formula:

$$\begin{aligned} df &= (n_1+n_2-2) \\ &= 38 + 38 - 2 \\ &= 74 \end{aligned}$$

By using a significant level $\alpha = 0.05$ and degree of freedom (df) = 74 with the criteria of H_0 accepted if $t_{count} < t_{table}$ and rejected H_0 if t have other prices. From t distribution table obtained $t_{0.95}(74) = 1.664$, because $t_{count} = 13.008 > 1.68 = t_{table}$. So that H_0 refused and H_a is received. It can be concluded that using cartoon's picture had improved students' understanding in idiomatic Expression.

B. The Analysis of Questionnaire

The questionnaire consisted of 15 questions and was given at the last meeting, after the researcher gave the treatment in experimental class. The questionnaire was designed to obtain students's opinion toward using cartoon picture in learning idiomatic expressions. As stated in the chapter III, to analyze the questionnaire, the researcher use the following formula:

$$P = \frac{f}{N} \times 100\%$$

Note:

- P : percentage
 F : frequency of respondents
 N : number of sample
 100% : constant value

Table 4.5 : Students are Interested in Learning English

| No. | Option | Frequency | Percentage (%) |
|-----|--------------------|-----------|----------------|
| 1. | Strongly agree | 11 | 28.947% |
| | Agree | 18 | 47.368% |
| | Not agree | 9 | 23.684% |
| | Strongly not agree | 0 | 0% |

Based on the table above, it showed that the sum of students who were interested in learning english higher than those who were not interested in learning english. there were 9 (23.684%) students who were not really interested in learning english. Therefore, it can be concluded that most of the students in this class were interested in learning english.

Table 4.6 : Students are Happy to Speak English

| No. | Option | Frequency | Percentage (%) |
|-----|--------------------|-----------|----------------|
| 1. | Strongly agree | 9 | 23.684% |
| | Agree | 18 | 47.368% |
| | Not agree | 11 | 28.947% |
| | Strongly not agree | 0 | 0% |

According to the table above, it can be seen 11 (28.947%) students informed that they were not happy to speak English and none of them choosed strongly not agree . However, students whom happy to speak English were 18 (44.736%) and 9 (23.684%) which was higher than those who were not happy to speak English.

Table 4.7: Students are Interested in One of Cartoon Carracter

| No. | Option | Frequency | Percentage (%) |
|-----|--------------------|-----------|----------------|
| 1. | Strongly agree | 22 | 57.894% |
| | Agree | 15 | 39.473% |
| | Not agree | 1 | 2.631% |
| | Strongly not agree | 0 | 0% |

From the table above, almost all of students were interested in one of cartoon character. It showed 22 (57.894%) of students strongly agree and 15 (39.473%) choosed agree. Furthermore, only one of the students choosed not agree. Therefore, most of the students were very interested in one of cartoon character.

Table 4.8: Cartoon is Something Interesting

| No. | Option | Frequency | Percentage (%) |
|-----|--------------------|-----------|----------------|
| 1. | Strongly agree | 22 | 57.894% |
| | Agree | 16 | 42.105% |
| | Not agree | 0 | 0% |
| | Strongly not agree | 0 | 0% |

With regard to the table above, all of the students felt that cartoon was interesting. Furthermore, it also showed that none of the students chose not agree or strongly not agree for this option.

Table 4.9: Students are Familiar with Idiomatic Expression But Do Not Know The Meaning

| No. | Option | Frequency | Percentage (%) |
|-----|--------------------|-----------|----------------|
| 1. | Strongly agree | 10 | 26.315% |
| | Agree | 17 | 44.736% |
| | Not agree | 11 | 28.947% |
| | Strongly not agree | 0 | 0% |

The information that can be inferred from the table above is that there were 10 (26.315%) of the students strongly agree and 17 (44.736%) of the students agree whether idiomatic expression was familiar, but they were unable to determine the meaning. After that, there were 11 (28.947%) of the students whom already familiar and know the meaning of some idiom. Thus, the writer concluded that the majority of students were familiar with idiomatic expression. However they were unable to find out the meaning of it.

Table 4.10: It Is Very Difficult To Understand The Meaning Of Idiom

| No. | Option | Frequency | Percentage (%) |
|-----|--------------------|-----------|----------------|
| 1. | Strongly agree | 15 | 39.47% |
| | Agree | 20 | 52.63% |
| | Not agree | 3 | 7.89% |
| | Strongly not agree | 0 | 0% |

From the table above, it clearly showed that students have difficulties in understanding idiom. 15 (39.47%) students choosed strongly agree and 20 (52.63%) choosed agree. Only 3 (7.89%) students felt that idiomis not really hard to understand.

Table 4.11: Idiomatic Expression Is An Important Subject To Learn

| No. | Option | Frequency | Percentage (%) |
|-----|--------------------|-----------|----------------|
| 1. | Strongly agree | 15 | 39.473% |
| | Agree | 23 | 60.526% |
| | Not agree | 0 | 0% |
| | Strongly not agree | 0 | 0% |

In the table above showed the agreement of students related the importance of idiomatic expression to be learned.15 (39.473%) students were strongly agree and 23 (60.526%) choosed agree. None of students think that idiom was an unimportant subject to learn.

Table 4.12: Idiomatic Expression Is Interesting

| No. | Option | Frequency | Percentage (%) |
|-----|----------------|-----------|----------------|
| 1. | Strongly agree | 12 | 31.579% |
| | Agree | 20 | 52.631% |
| | Not agree | 6 | 15.789% |

| | | |
|--------------------|---|----|
| Strongly not agree | 0 | 0% |
|--------------------|---|----|

Most of the students (31.579% + 52.631%) felt that idiomatic expression was interesting. There only 6 of the students thought that idiom was not interesting at all and none of them felt strongly not agree about this statement.

Table 4.13: Students Have Used Idiomatic Expression In English Speaking

| No. | Option | Frequency | Percentage (%) |
|-----|--------------------|-----------|----------------|
| 1. | Strongly agree | 3 | 7.894% |
| | Agree | 15 | 39.473% |
| | Not agree | 13 | 34.210% |
| | Strongly not agree | 7 | 18.421% |

The table above indicated that students were ever using idiomatic expression in their daily speaking. It can be seen that 21 (13+7) students were never using idiomatic expression at all. Moreover there were 18 (15+3) students ever using idiom in their daily speaking.

Table 4.14: The Students Agree that Learning Idiomatic Expression by Usingh Cartoon is Easier.

| No. | Option | Frequency | Percentage (%) |
|-----|--------------------|-----------|----------------|
| 1. | Strongly agree | 20 | 52.63% |
| | Agree | 18 | 47.37% |
| | Not agree | 0 | 0% |
| | Strongly not agree | 0 | 0% |

Based on the students' answer most of the student choosed strongly agree 20 (52.631%) and agree 18 (47.37%) that showed students' agreement toward learning idiomatic expression by using cartoon was easier. None of the them felt

that cartoon is not appropriate media. Thus, the writer concluded that the majority of students were strongly agree that learning idiomatic expression by using cartoon was helpful.

Table 4.15: The Students Agree that Cartoon Picture is An Interesting Media in Learning Idiomatic Expression

| No. | Option | Frequency | Percentage (%) |
|-----|--------------------|-----------|----------------|
| 1. | Strongly agree | 23 | 60.526% |
| | Agree | 11 | 28.947% |
| | Not agree | 4 | 10.526% |
| | Strongly not agree | 0 | 0% |

Based on the table, most of the students were strongly agree (60.526%) and 11 (28.947%) of the students were agree whether cartoon picture is an interesting media in learning idiomatic expression. There were only 4 (10.526%) students felt not agree with the statement above and none of them choosed strongly not agree. Therefore, the writer concluded that the students' agreement toward cartoon picture was an interesting media in learning idiomatic expression was higher than those who choosed not agree.

Table 4.16: The Students Agree that Learning Idiomatic Expression by Usingh Cartoon is More Difficult.

| No. | Option | Frequency | Percentage (%) |
|-----|----------------|-----------|----------------|
| 1. | Strongly agree | 0 | 0% |
| | Agree | 0 | 0% |
| | Not agree | 19 | 50% |

| | | |
|--------------------|----|-----|
| Strongly not agree | 19 | 50% |
|--------------------|----|-----|

In the above table showed that, half of the students felt not agree and half others strongly not agree toward learning idiomatic expression by using cartoon was harder. None of them choosed agree or strongly agree. It can be concluded that none of the students felt that cartoon makes idiomatic expression harder to learn.

Table 4.17: Students Agree that Cartoon Picture as Appropriate Media to Learn Idiomatic Expression

| No. | Option | Frequency | Percentage (%) |
|-----|--------------------|-----------|----------------|
| 1. | Strongly agree | 21 | 36.842% |
| | Agree | 14 | 36.842% |
| | Not agree | 3 | 7.894% |
| | Strongly not agree | 0 | 0% |

According to the table above, almost all of the students strongly agree with the statement that cartoon picture as appropriate media to learn idiomatic expression. Furthermore, only three students not agree and thought that cartoon picture did not appropriate in learning idiomatic expression. Therefore, the writer concluded that students were very interested in learning idiomatic expression by using cartoon.

Table 4.18: Cartoon Pictures Give Students Positive Feedback In Teaching Learning Process.

| No. | Option | Frequency | Percentage (%) |
|-----|----------------|-----------|----------------|
| 1. | Strongly agree | 18 | 47.368% |

| | | |
|--------------------|----|---------|
| Agree | 16 | 42.105% |
| Not agree | 4 | 10.526% |
| Strongly not agree | 0 | 0% |

In line with the data on the table, it could be conclude that only 4 (10.526%) students felt that cartoon pictures did not give any feedback for them. However, most of the students agree (47.368%) and strongly agree (42.105%) with the statement above

Table 4.19: Students are More Confident to Use Idiomatic Expression in English Speaking After Learning It by Using Cartoon Picture.

| No. | Option | Frequency | Percentage (%) |
|-----|--------------------|-----------|----------------|
| 1. | Strongly agree | 15 | 39.47% |
| | Agree | 19 | 50% |
| | Not agree | 4 | 10.526% |
| | Strongly not agree | 0 | 0% |

The table above indicate that most of the students (34.210% + 36.842%) were more confident to use idiomatic expression in speaking. Only 4 students did not confident to use idiom in their english speaking.

C. Discussion

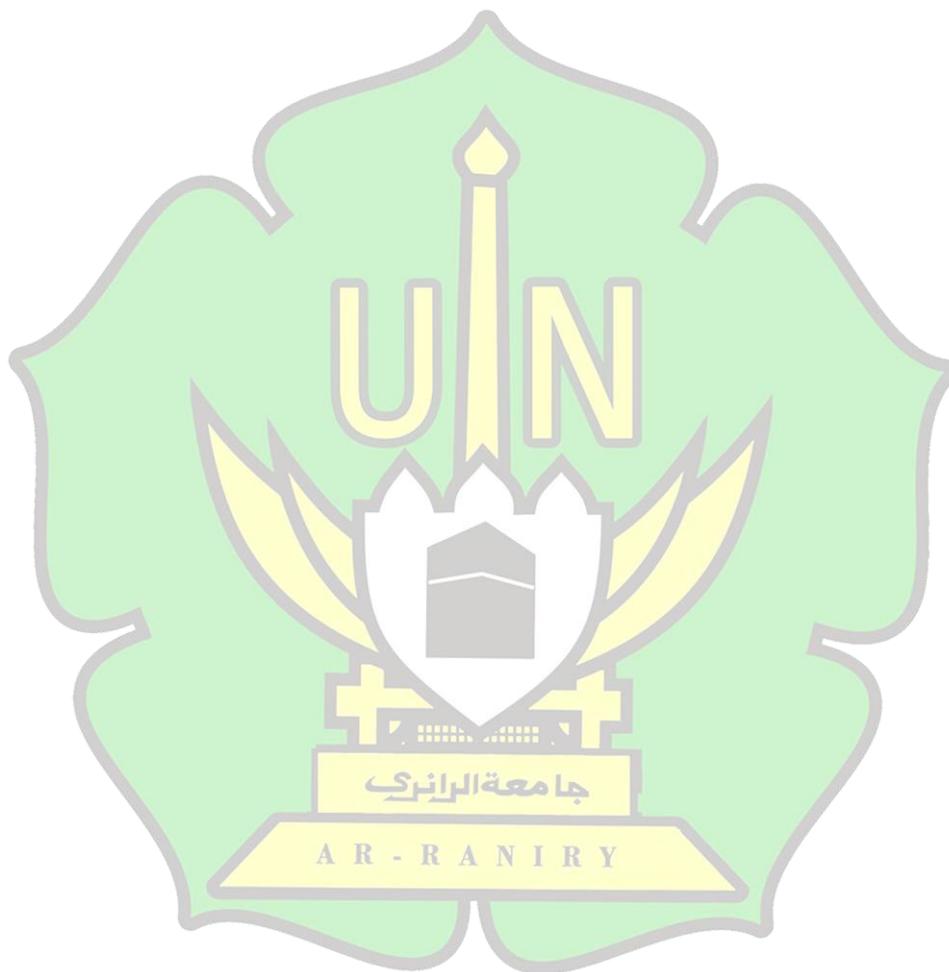
After analysing the data provided in the previous section, in this part, the researcher discusses the research findings in order to answer the research questions of this study. The researcher explains the research findings of the data

analysis obtained from MAN Model Banda Aceh and it is also supported by previous reseach.

The result of the test showed that the mean score of the test had a significant improvement (from 60.84 to 93.36). It also can be seen from the t score was higher than t table ($13.008 > 1.68$). Based on the finding above, the researcher can conclude that the hypothesis of researcher was accepted or cartoon picture improved idiomatic expression mastery of the first grade students of MAN Model Banda Aceh. It is supported by previous research conducted by Saleh, & Zakaria (2013) who stated that it is effective to teach EFL learners English idioms when they are provided with various activities to practice and utilize English idioms in different contexts. Wyk (2011) also added that the interaction with the cartoon stimulate learners, they are refining their own learning and understanding while at the same time be encouraged to develop critical higher order cognitive skills.

Furthermore, the result of questionnaires showed that most of students gave positive responses toward understanding idiomatic expression through cartoons. They agreed that the implementation of cartoon pictures in teaching idiomatic expressions improved their understanding in idiomatic expression. They also stated that after learning idiomatic expression by using cartoon, the students were more confident to use idiom in speaking. It is supported by Rule and Auge (2005) who stated that students prefer cartoons in language learning, because cartoons create low affective filter atmosphere which caused high degree of motivation in teaching learning process. It is also supported by Srinivasalu (2010)

who said that cartoon is funny and non-offensive, enjoyable material which give memorable experience to the students.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consist of conclusion about this study and also give suggestions for future research to support teching and learning process.

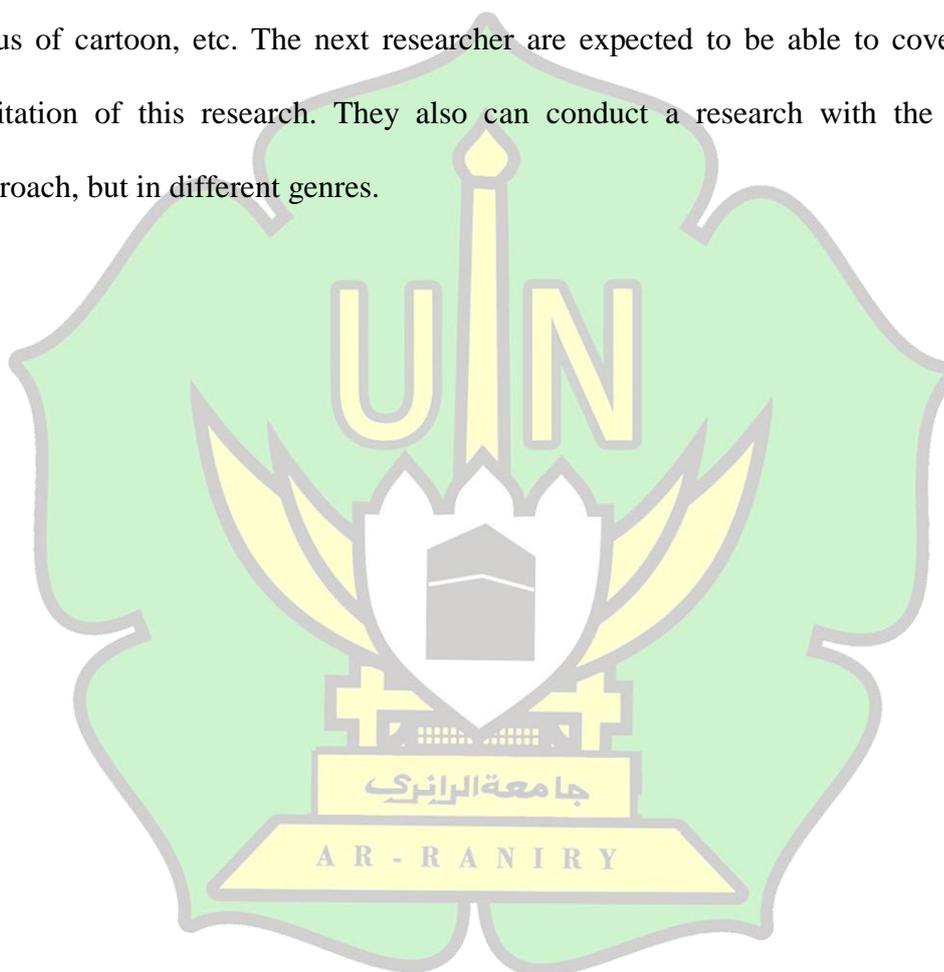
A. Conclusions

After cartoon pictures have been implemented in teaching idiomatic expression to the first grade students of MAN Model Banda Aceh, the result showed the significant improvement of students idiomatic expression mastery. It was found that the score of post-test of the students increased (from 60.84 to 93.36). Then, it also proved by examining the hypothesis that t_0 is higher than t_{table} ($18.008 > 1.68$). This means that cartoon picture improved students understanding in idiomatic expression to the first grade of MAN Model Banda Aceh.

The students gave positive responses toward the implementation of cartoon in understanding idiomatic expression. The result of questionnaire showed that the students in experimental class acknowledged that they were interested in learning idiomatic expression by using cartoon. Students felt that this method helped them to improve their understanding in idiom and this method gave them positive feedback in teaching learning process.

B. Suggestions

After completing this study, there are some suggestions that will be conveyed to be considered as improvement of understanding idiomatic expression in teaching learning process by using cartoon for the future. This study is still far away from perfection, wheter the media, the learning process, the sample, the focus of cartoon, etc. The next researcher are expected to be able to cover the limitation of this research. They also can conduct a research with the same approach, but in different genres.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 011/UN.08/FTK/KP.07.6/01/2019
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 6 Januari 2017
- MEMUTUSKAN**
- Menetapkan** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: UN.08/FTK/PP.00.9/827/2017 tanggal 18 Januari 2017
- PERTAMA** :
 Menunjuk Saudara:
 1. Khairiah Syahabuddin, M.Hsc. EsL., Sebagai Pembimbing Pertama
 M.TESOL, Ph.D
 2. Siti Khasinah, M.Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
 Nama : Nadia Mahdiyah
 NIM : 231324124
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Understanding English Idiomatic Expressions through Cartoons
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 02 Januari 2019
An. Rektor
 Dekan,


 Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
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 Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 3940 /Un.08/TU-FTK/ TL.00/04/2018

05 April 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
 Menyusun Skripsi.

Kepada Yth.

Di -
 Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Nadia Mahdiyah
N I M : 231 324 124
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : X
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. Syarif Thayib No. 61, Kec. Ulee Kareng B. Aceh

Untuk mengumpulkan data pada:

MAN Model Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Understanding English Idiomatic Expressions through Cartoons (to the Students in the First Grade of MAN Model Banda Aceh

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
 Kepala Bagian Tata Usaha,

 M. Said Farzah Ali

BAG. UMUM BAG. UMUM



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
 Jin. Mohd. Jam No.29 Telp. 27959 – 22907 Fax. 22907
 BANDA ACEH (Kode Pos 23242)

Nomor : B- 716 /Kk.01.08/4/TL.00/04/2018
 Sifat : Biasa
 Lampiran : Nihil
 Hal : **Rekomendasi Melakukan Penelitian**

19 April 2018

Yth, Kepala MAN 1
 Kota Banda Aceh

Assalāmu'alaikum Wr. Wb.

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh Nomor : B-3940/Un.08 /TU-FTK/TL.00/04/2018 tanggal 05 April 2018 , perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan Saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan *Skripsi*, dengan judul "Understanding English Idiomatic Expressions Through Cartoons (to the Student in the First Grade of MAN Model Banda Aceh)" kepada saudara :

Nama : **Nadia Mahdiyah**
 NIM : **231 324 124**
 Prodi/Jurusan : **Pendidikan Bahasa Inggris**
 Semester : **X**
 Alamat : **Ulee Kareng Banda Aceh**

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan kepala madrasah yang bersangkutan dan Sepanjang Tidak mengganggu proses belajar mengajar
2. Tidak memberatkan madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Bagi yang bersangkutan supaya menyampaikan foto copy hasil penelitian sebanyak 1 (satu) Eksemplar ke kantor kementerian agama kota banda aceh

Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.



Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh
3. Yang bersangkutan.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 KANTOR WILAYAH KEMENTERIAN AGAMA PROVINSI ACEH
 MADRASAH ALIYAH NEGERI 1 BANDA ACEH
 Jalan Pocut Baren No. 116 Keuramat Banda Aceh
 Telp. 0651-636804 Fax. 0651-29466
 Website: manmodelbna.sch.id, Email: mandelbandaaceh@gmail.com

15 Januari 2019

Nomor : B-037/Ma.01.90/TL.00/01/2019
 Lamp : -
 Hal : Telah Melakukan Penelitian

Kepada
 Yth. Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry
 di-
 Tempat

Assalamu'alaikum, wr.wb.

Memenuhi maksud surat Saudara Nomor : B-3940/Un.08/TU-FTK.I/TL.00/04/2018 tanggal 19 April 2018, perihal sebagaimana tersebut dipokok surat, maka dengan ini menyatakan bahwa:

Nama : Nadia Mahdiyah
 N I M : 231324124
 Program Studi : Pendidikan Bahasa Inggris
 Semester : X
 Alamat : Ulee Kareng Banda Aceh

Telah melaksanakan tugas melakukan penelitian untuk mengumpulkan data Skripsi dengan judul "**Understanding English Idiomatic Expressions Through Cartoons (to the Student in the First Grade of MAN Model Banda Aceh**" pada Madrasah Aliyah Negeri 1 Banda Aceh.

Demikian surat ini kami sampaikan untuk dimaklumi dan dapat dipergunakan seperlunya.

A R - R A N I R Y



Kepala,

Mukhlis

APPENDIX IV

INSTRUMENT

Pre-test (Experimental class)

Name :
 Class :
 Gender :

Directions : Read the idioms and determine the meaning.

1. This conversation is for number 1-4.



What is the meaning of “Got a bee in his bonnet” based on the cartoon above?

- The teacher is looking for bees to produce honey.
 - To keep talking about something again and again because the teacher thinks that it is very important.
 - The bees are very dangerous.
 - The teacher always talks about bees.
2. What is the meaning of “Over-egging the pudding” based on the cartoon above?
- The teacher said that we need to put a lot of eggs to make delicious pudding
 - The Eggs are included on pudding recipe
 - The teacher tells about something more than is necessary
 - The students are eating pudding right now.

3. What is the meaning of “**A fine-tooth comb**” based on the cartoon above?
- A group of *teeth* with *fine* spaces between them.
 - Examining something carefully to not miss out any details
 - The students are combing hair using comb.
 - The teacher asks the students to find a tooth words in newspaper
4. What is the meaning of “**Hide nor hair**” based on the cartoon above?
- The students is hiding behind the newspaper
 - Make your hair comb neatly
 - No sign or sight of the idiom expression
 - The students have long hair

5.



Selena has a test tomorrow, so she has been feeling like **she has ants in her pants** all day.

- Selena is very nervous because of the test
- Selena puts the ants into her pants before her test tomorrow
- There are ants in Selena's pants
- Selena is looking for ants in her pants

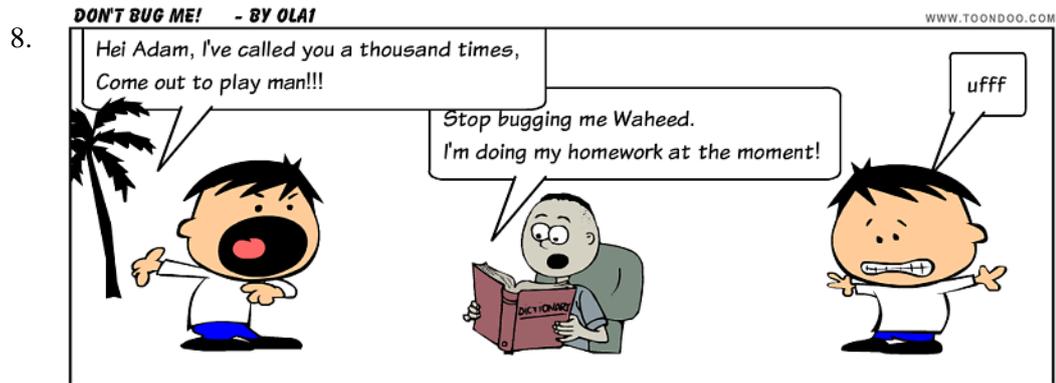


- Grimmy has to keep Alice's dog and cat
- Alice has Grimmy to find her cat and dog
- Grimmy will keep the secret for Alice
- Grimmy is a good young brother



What is the meaning of **“Take a nap”** based on the cartoon above?

- Dad is taking a morning sleep
- Dad is taking a night sleep
- Dad is taking an afternoon sleep
- Dad is sleeping on the mattress



Adam said that “**Stop bugging me**” to Wahid ?

- a. Adam wants Wahid to stop playing with bugs
- b. Adam wants Wahid to stop playing outside
- c. Bugs are everywhere in Adam’s house
- d. Adam does not want to be interrupted



What is the meaning of “**An apple a day keeps the doctor away**” based on the cartoon above?

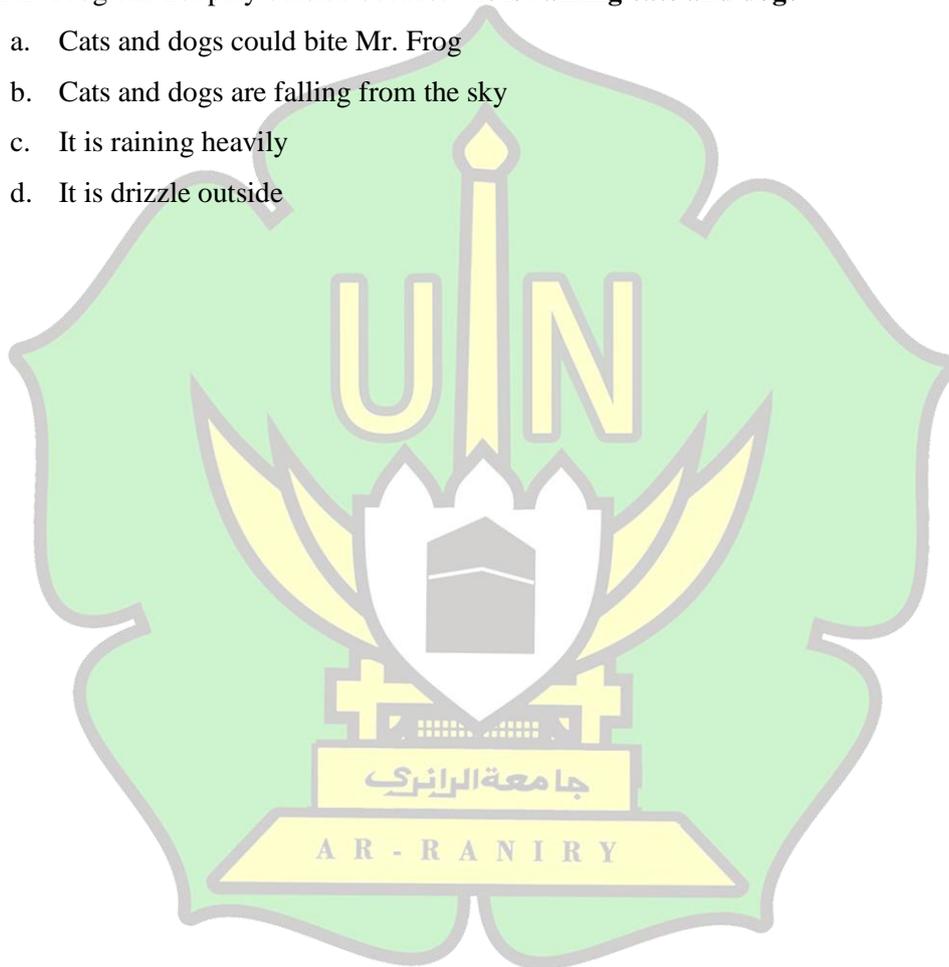
- a. An apple a day can keep your health
- b. An apple can drive out a doctor
- c. Both of the speakers are afraid of doctor
- d. The speakers don’t like apples

10.



Mr. Frog can not play outside because **“It is raining cats and dogs”**?

- Cats and dogs could bite Mr. Frog
- Cats and dogs are falling from the sky
- It is raining heavily
- It is drizzle outside



Post-test (Experimental class)

Name:

Class:

Directions: Read the idioms and determine the meaning.

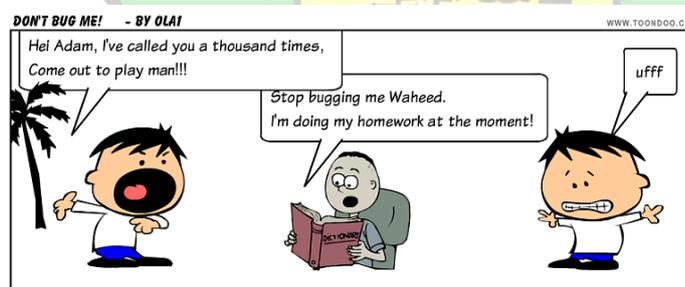
1.



Selena has a test tomorrow, so she has been feeling like **she has ants in her pants** all day.

- There are ants in Selena's pants
- Selena is looking for ants in her pants
- Selena puts the ants into her pants before her test tomorrow
- Selena is very nervous because of the test

2.



Adam said that **“Stop bugging me”** to Wahid ?

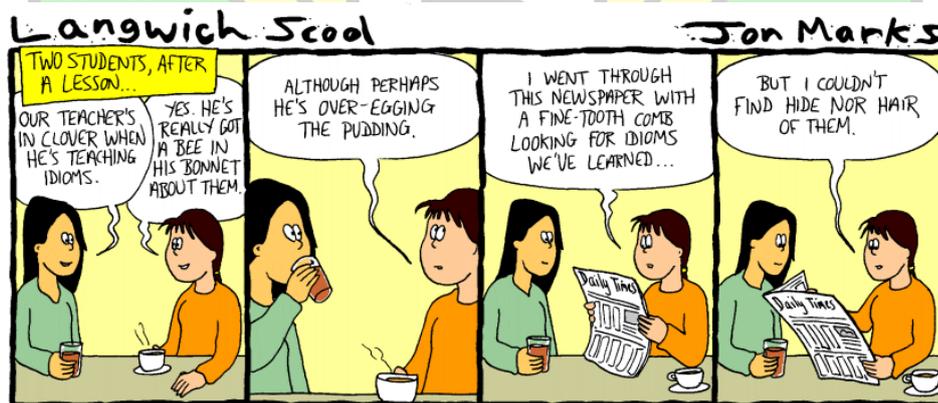
- Adam does not want to be interrupted
- Adam wants Wahid to stop playing outside

- c. Bugs are everywhere in Adam's house
- d. Adam wants Wahid to stop playing with bugs



Mr. Frog can not play outside because **“It is raining cats and dogs”**?

- a. Cats and dogs are falling from the sky
 - b. It is raining heavily
 - c. It is drizzle outside
 - d. Cat and dog could bite Mr. Frog
4. This conversation is for number 4-7.



What is the meaning of **“Got a bee in his bonnet”** based on the cartoon above?

- a. To keep talking about something again and again because the teacher thinks it is very important
- b. The bees are very dangerous

- c. The teacher always talks about bees
 - d. The teacher is looking for bees to produce honey.
5. What is the meaning of “**Over-egging the pudding**” based on the cartoon above?
- a. The Eggs are included on pudding recipe
 - b. The teacher said that we need to put a lot of eggs to make delicious pudding
 - c. The teacher tells about something more than is necessary
 - d. The students are eating pudding right now.
6. What is the meaning of “**A fine-tooth comb**” based on the cartoon above?
- a. Examining something carefully to not miss out any details
 - b. A group of *teeth* with *fine* spaces between them.
 - c. The teacher asks the students to find a tooth worms in newspaper
 - d. The students are combing hair using comb.
7. What is the meaning of “**Hide nor hair**” based on the cartoon above?
- a. The students have long hair
 - b. No sign or sight of the idiom expression
 - c. The students is hiding behind the newspaper
 - d. Make your hair comb neatly



What is the meaning of “**I won’t let the cat out of the bag**” based on the cartoon above?

- a. Grimmy has to keep Alice’s dog and cat
- b. Alice has Grimmy to find her cat and dog
- c. Grimmy is a good young brother
- d. Grimmy will keep the secret for Alice



What is the meaning of “Take a nap” based on the cartoon above?

- Dad is taking a night sleep
- Dad is taking a morning sleep
- Dad is sleeping on the mattress
- Dad is taking an afternoon sleep



What is the meaning of “An apple a day keeps the doctor away” based on the cartoon above?

- Both of the speakers are afraid of doctor
- An apple a day can keep a good health
- The speakers don't like apples
- An apple can drive out a doctor

APPENDIX V

QUESTIONNAIRES

Nama :

Jender :

- Isilah pernyataan di bawah ini dengan :

- ✓ **SS** : sangat setuju
- ✓ **S** : setuju
- ✓ **KS** : kurang setuju
- ✓ **TS** : tidak setuju

| No. | PERNYATAAN | SS | S | KS | TS |
|-----|--|----|---|----|----|
| 1. | Saya suka belajar B.Ingggris | | | | |
| 2. | Saya senang berbicara Bahasa Inggris | | | | |
| 3. | Saya suka dengan karakter dari sebuah cartoon | | | | |
| 4. | Cartoon merupakan hal yang mengasyikkan | | | | |
| 5. | Saya sangat familiar dengan idiomatic expression namun tidak mengerti maksud dari kata-kata tersebut | | | | |
| 6. | Saya kesulitan mengartikan makna idiom | | | | |
| 7. | Idiomatic expression merupakan salah satu materi yang harus di pelajari | | | | |
| 8. | Idiomatic expression merupakan sesuatu yang menarik bagi saya | | | | |
| 9. | Saya pernah menggunakan Idiomatic expression ketika berbicara bahasa inggris | | | | |
| 10. | Media cartoon dapat memudahkan saya mempelajari idiom | | | | |
| 11. | Cartoon adalah media yang menyenangkan untuk mempelajari idiom | | | | |
| 12. | Saya lebih sulit mempelajari idiom dengan menggunakan cartoon | | | | |
| 13. | Saya setuju menggunakan cartoon sebagai media untuk mempelajari Idiomatic expression | | | | |
| 14. | Cartoon memberikan feedback yang baik dalam proses pembelajaran | | | | |
| 15. | Setelah mempelajari Idiomatic expression dengan media cartoon, saya lebih percaya diri dalam menggunakan Idiomatic expression ketika berbicara bahasa inggris. | | | | |

APPENDIX VI

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Experimental class

Sekolah : Man Model B.Aceh
 Mata pelajaran : Bahasa Inggris
 Kelas/Semester : X / 1
 Materi Pokok : This is my plan
 Alokasi waktu : 6 x 45 Menit

A. Kompetensi Inti (KI)

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang di pelajarnya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

| Kompetensi Dasar | Indikator |
|--|--|
| 3.4 Membedakan fungsi Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan | 3.4.1 Menjelaskan fungsi sosial teks menyatakan menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan 3.4.2 Menyebutkan struktur teks menyatakan |

| | |
|---|---|
| <p>menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.</p> | <p>dan menanyakan tentang niat melakukan suatu tindakan/kegiatan.</p> <p>3.4.3 Mengidentifikasi unsur kebahasaan yang diperlukan pada teks menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan.</p> |
| <p>4.4 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p> | <p>4.4.1 Menyajikan presentasi di depan kelas tentang menyatakan rencana disertai dengan ungkapan idiom.</p> <p>4.4.2 Menyajikan dialog dalam bentuk cartoon picture tentang menanyakan dan menyatakan rencana.</p> <p>4.4.3 Mempresentasikan percakapan bersama teman tentang rencana masa depan dengan struktur yang tepat disertai dengan Idiomatic expression.</p> <p>4.4.4 Mengungkapkan rencana dengan menggunakan <i>I'd like to</i>, <i>I will</i>, dan <i>I'm going to</i></p> |

C. Tujuan Pembelajaran.

1. Siswa terampil menggunakan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu disertai dengan idiomatic expression dalam teks lisan dan tulis sesuai konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab melalui metode role play.

2. Siswa terampil menggunakan dan memahami ungkapan-ungkapan idiom dalam teks lisan dan tulis serta dapat mengaplikasikan dalam percakapan sehari-hari sesuai dengan konteksnya.
3. Siswa mampu menyusun teks percakapan tentang ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu disertai dengan idiomatic expression

D. Materi Pembelajaran

Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu disertai dengan idiomatic expression.

E. Metode Pembelajaran

- Presentasi, Dialog, Tanya Jawab dan Penugasan
- Pendekatan : Scientific approach
- Model : Discovery learning
- Teknik : Roles play

F. Media Pembelajaran

1. Media
 - Cartoon Pictures
2. Alat
 - In fokus
 - Laptop
 - Power Poit Presentation
 - Papa Tulis
 - Spidol

G. Sumber Belajar

- Buku Paket B.Ingggris
- Kamus bahasa inggris
- Suara guru
- Internet

H. Langkah-langkah pembelajaran

- **Pertemuan pertama**

1. Kegiatan pendahuluan

- Berdo'a sebelum kegiatan belajar mengajar.
- Guru memberikan salam (*greeting*)
- Guru memeriksa daftar absensi.
- Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan dan mengaitkannya dengan Idiom seperti :

1. *What are you going to do in the rest time today?(ex :Take a nap)*

2. *Suppose you have graduated from this school now. What are you going to do?*

3. *Have you ever heard about idiomatic Expression?*

- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. (*Based on my questions previously, Now, please guess! what topic are we going to discuss today?*)
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. (Yaitu materi tentang ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu, Idiomatic Expression, bagaimana fungsi sosial, struktur teks, unsur kebahasaan dan tata bahasa, intonasi, tekanan kata dsb)

2. Kegiatan inti

- a. **Mengamati**

- Siswa Mengamati dan membaca percakapan yang menyatakan dan menanyakan tentang niat melakukan sesuatu disertai dengan kalimat Idiom yang terdapat dalam Cartoon pictures.

- Siswa mengikuti interaksi tentang menyatakan dan menanyakan tentang niat melakukan sesuatu dengan bimbingan guru
- Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu dan Idiomatic expression
- Siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu dan idiomatic expression dengan bimbingan dan arahan guru. (E.g. *I'm going t + VI + C.*)

b. Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain Idiomatic Expression serta perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.

c. Mengeksplorasi

- Dengan bimbingan dan arahan guru, siswa menirukan beberapa ungkapan niat melakukan sesuatu beserta artinya.
- Dengan bimbingan dan arahan guru, siswa menirukan beberapa Idiomatic expression yang ada di dalam cartoon picture beserta artinya.
- Siswa diberikan Cartoon picture berupa dialogue dan mempraktekan ungkapan-ungkapan yang ada didalamnya secara berpasangan di bangku masing-masing.

d. Mengasosiasi

- Siswa membandingkan ungkapan Idiomatic expression serta ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain..

- Siswa membandingkan Idiomatic expression, ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia.

e. Mengomunikasikan

- Siswa menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dan Idiomatic expression dalam bahasa Inggris di dalam dan di luar kelas.
- Siswa menuliskan permasalahan dalam jurnal belajar (*learning journal*).

3. Kegiatan penutup

- Guru bersama dengan peserta didik membuat rangkuman/kesimpulan pelajaran.
- Siswa diberi tugas untuk mencari dari sumber lainnya seperti *teksbook* dan *internet* yang berisi ungkapan Idiomatic Expression serta ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu.
- Guru menyimpulkan materi
- Guru mengucapkan salam penutup

Pertemuan kedua

1. Kegiatan pendahuluan

- Berdo'a sebelum kegiatan belajar mengajar.
- Guru memberikan salam (*greeting*)
- Guru memeriksa daftar absensi.
- Guru menanyakan materi pembelajaran yang telah di pelajari sebelumnya.
- Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan dan mengaitkannya dengan Idiom.

2. Kegiatan inti

a. Mengamati

- Siswa Mengamati dan membaca percakapan yang menyatakan dan menanyakan tentang niat melakukan sesuatu disertai dengan kalimat Idiom yang terdapat dalam Cartoon pictures.
- Siswa mengikuti interaksi tentang menyatakan dan menanyakan tentang niat melakukan sesuatu dan Idiomatic expression dengan bimbingan guru
- Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu disertai Idiomatic expression

b. Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain Idiomatic Expression serta perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.

c. Mengeksplorasi

- Siswa membuat percakapan tentang ungkapan niat melakukan sesuatu disertai dengan idiomatic expression sesuai dengan contoh yang sudah ada dalam Cartoon picture yang di berikan

d. Mengasosiasi

- Siswa membandingkan ungkapan Idiomatic expression serta ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain.

e. Mengomunikasikan

- Siswa memerankan percakapan yang mereka buat tersebut (*role-play*) ke depan kelas secara berpasangan atau berkelompok.
- Siswa menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dan Idiomatic expression dalam bahasa Inggris di dalam dan di luar kelas.

f. Kegiatan penutup

- Guru bersama dengan peserta didik membuat rangkuman/kesimpulan pelajaran.
- Guru dan siswa menyimpulkan seluruh materi dari awal sampai akhir
- Guru mengucapkan salam penutup

Lampiran-lampiran

1. Materi Pembelajaran I
2. Materi Pembelajaran II

AR - RANIRY

Materi pembelajaran I

1. Expressing plan/intention.

a. Pengertian

A plan is arrangement for doing something considered in advance. Expressing intention/plan adalah ungkapan menyatakan dan menanyakan tentang niat seseorang melakukan sesuatu.

b. Fungsi Sosial

Menyatakan rencana

c. Struktur Teks

1. Ungkapan

- *I'd like to tell my name,*
- *I will tell him about my job,*
- *I'm going to introduce my friend.*
- *I plan to go to Aceh tomorrow.*
- *I intend to build a school.*

2. Asking for plan/ intentions:

- *What are you going to do this weekend?*
- *What will you do tomorrow?*
- *Are you going to Aceh?*
- *Will you come to my party to night?*

d. Unsur Kebahasaan

- Expressing plan/intention

| | | |
|------------------|--|------------|
| <i>Subject x</i> | <i>Be (is/ am/ are)</i> <i>+ going to</i> | <i>Inf</i> |
| | <i>will</i> | |

| | | |
|------------------|--|------------|
| <i>Subject x</i> | <i>Be (is/ am/ are)</i> <i>+not+ going to</i> | <i>Inf</i> |
| | <i>Will not</i> | |

- Asking about plan/intention

| | | | | |
|-------------|-------------------------|-----------------|-----------------|------------|
| <i>What</i> | <i>Be (is/ am/ are)</i> | <i>Subject</i> | <i>going to</i> | <i>Inf</i> |
| <i>Are</i> | <i>Subject</i> | <i>Going to</i> | <i>inf</i> | |

- Kata kerja (Verb) di dalam ungkapan:

– *I'd like to + VI + C*

– *I will + VI + C*

– *I'm going to + VI + C*

– *I want to+ VI + C*

– *I plan to+ VI + C*

– *I intend to + VI + C*

– Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan/cetak yang rapi dari kosa kata

– Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.



Materi pembelajaran II

2. Idiomatic expressions

Idiom is a combination of words that contains a meaning that cannot be understood based on the literal definition of the individual words. kelompok kata yang dirangkai dengan susunan tertentu dimana artinya tidak dapat ditebak dari arti kata-kata penyusunnya secara terpisah.

Example:

- Raining cats and dogs
- Once in the blue moon
- Don't let cat out of the bag
- I have ants in my pant
- Take a nap
- Stop bugging me
- Hide nor hair



©Baby Blues Partnership



© Brian Crane.



I have ants in my pants.

You have ants in your pants!

I'm going to have a test tomorrow, so i've been feeling like I have ants in my pants all day

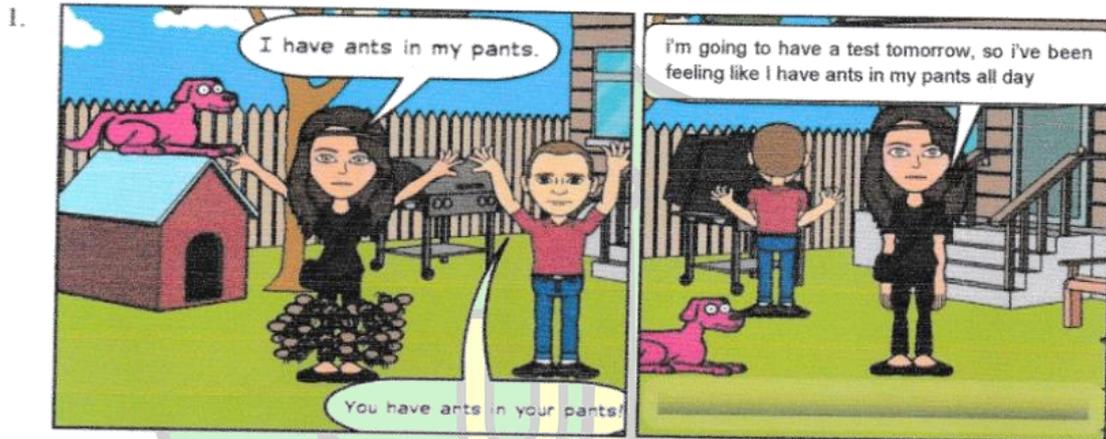
I have a test tomorrow so I've been feeling like I have ants in my pants all day.

The idiom ants in my pants means nervous or restless

Post-test (Experimental class)

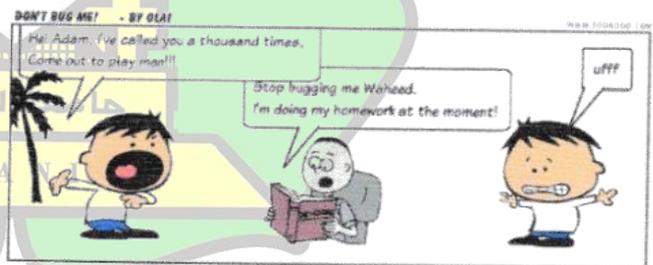
Name : Raudhatul Jannah
 Class : X IPA 2
 Gender : Female

Directions: Read the idioms and determine the meaning.



Selena has a test tomorrow, so she has been feeling like **she has ants in her pants** all day.

- There are ants in Selena's pants
 - Selena is looking for ants in her pants
 - Selena puts the ants into her pants before her test tomorrow
 - Selena is very nervous because of the test
2. Adam said that "**Stop bugging me**" to Wahid?
- Adam does not want to be interrupted
 - Adam wants Wahid to stop playing outside
 - Bugs are everywhere in Adam's house
 - Adam wants Wahid to stop playing with bugs
3. Mr. Frog can not play outside because "**It is raining cats and dogs**"?



- Cats and dogs are falling from the sky
- It is raining heavily
- It is drizzle outside
- Cat and dog could bite Mr. Frog



4. This conversation is for number 4-7.



- What is the meaning of “Got a bee in his bonnet” based on the cartoon above?
- To keep talking about something again and again because the teacher thinks it is very important
 - The bees are very dangerous
 - The teacher always talks about bees
 - The teacher is looking for bees to produce honey.
5. What is the meaning of “Over-egging the pudding” based on the cartoon above?
- The Eggs are included on pudding recipe
 - The teacher said that we need to put a lot of eggs to make delicious pudding
 - The teacher tells about something more than is necessary
 - The students are eating pudding right now.
6. What is the meaning of “A fine-tooth comb” based on the cartoon above?
- Examining something carefully to not miss out any details
 - A group of *teeth* with *fine* spaces between them.
 - The teacher asks the students to find a tooth words in newspaper
 - The students are combing hair using comb.
7. What is the meaning of “Hide nor hair” based on the cartoon above?
- The students have long hair
 - No sign or sight of the Idiom expression
 - The students is hiding behind the newspaper
 - Make your hair comb neatly

- 8.
-

What is the meaning of “I won’t let the cat out of the bag” based on the cartoon above?

- a. Grimmy has to keep Alice’s dog and cat
- b. Alice has Grimmy to find her cat and dog
- c. Grimmy is a good young brother
- d. Grimmy will keep the secret for Alice



What is the meaning of “Take a nap” based on the cartoon above?

- a. Dad is taking a night sleep
- b. Dad is taking a morning sleep
- c. Dad is sleeping on the mattress
- d. Dad is taking an afternoon sleep



What is the meaning of “An apple a day keeps the doctor away” based on the cartoon above?

- a. Both of the speakers are afraid of doctor
- b. An apple a day can keep a good health
- c. The speakers don't like apples
- d. An apple can drive out a doctor

Post-test (Experimental class)

Name : Cut Syifa Hajini
 Class : X IPA 2
 Gender : female

Directions: Read the idioms and determine the meaning.



Selena has a test tomorrow, so she has been feeling like she has ants in her pants all day.

- There are ants in Selena's pants
 - Selena is looking for ants in her pants
 - Selena puts the ants into her pants before her test tomorrow
 - Selena is very nervous because of the test
2. Adam said that "Stop bugging me" to Wahid?
- Adam does not want to be interrupted
 - Adam wants Wahid to stop playing outside
 - Bugs are everywhere in Adam's house
 - Adam wants Wahid to stop playing with bugs
3. Mr. Frog can not play outside because "It is raining cats and dogs"?



- Cats and dogs are falling from the sky
- It is raining heavily
- It is drizzle outside
- Cat and dog could bite Mr. Frog



4. This conversation is for number 4-7.



- What is the meaning of “Got a bee in his bonnet” based on the cartoon above?
- To keep talking about something again and again because the teacher thinks it is very important
 - The bees are very dangerous
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5. What is the meaning of “Over-egging the pudding” based on the cartoon above?
- The Eggs are included on pudding recipe
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6. What is the meaning of “A fine-tooth comb” based on the cartoon above?
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 - The teacher asks the students to find a tooth words in newspaper
 - The students are combing hair using comb.
7. What is the meaning of “Hide nor hair” based on the cartoon above?
- The students have long hair
 - No sign or sight of the Idiom expression
 - The students is hiding behind the newspaper
 - Make your hair comb neatly



What is the meaning of “I won’t let the cat out of the bag” based on the cartoon above?

- a. Grimmy has to keep Alice’s dog and cat
- b. Alice has Grimmy to find her cat and dog
- c. Grimmy is a good young brother
- d. Grimmy will keep the secret for Alice

9.



What is the meaning of “Take a nap” based on the cartoon above?

- a. Dad is taking a night sleep
- b. Dad is taking a morning sleep
- c. Dad is sleeping on the mattress
- d. Dad is taking an afternoon sleep

10.



What is the meaning of “An apple a day keeps the doctor away” based on the cartoon above?

- a. Both of the speakers are afraid of doctor
- b. An apple a day can keep a good health
- c. The speakers don't like apples
- d. An apple can drive out a doctor

QUESTIONAIRE PENELITIAN
“UNDERSTANDING ENGLISH IDIOMATIC EXPRESSIONS
THROUGH CARTOON”

Name : Maisarah
 Class : X IPA 2
 Gender : female

- Isilah pernyataan di bawah ini dengan :

- ✓ **SS** : sangat setuju
- ✓ **S** : setuju
- ✓ **KS** : kurang setuju
- ✓ **TS** : tidak setuju

| No. | PERNYATAAN | SS | S | KS | TS |
|-----|--|----|---|----|----|
| 1. | Saya suka belajar B.inggris | | ✓ | | |
| 2. | Saya senang berbicara Bahasa Inggris | | ✓ | | |
| 3. | Saya suka dengan karakter dari sebuah cartoon | | ✓ | | |
| 4. | Cartoon merupakan hal yang mengasyikkan | | ✓ | | |
| 5. | Saya sangat familiar dengan idiomatic expression namun tidak mengerti maksud dari kata-kata tersebut | | | ✓ | |
| 6. | Saya kesulitan mengartikan makna idiom | | | ✓ | |
| 7. | Idiomatic expression merupakan salah satu materi yang harus di pelajari | | ✓ | | |
| 8. | Idiomatic expression merupakan sesuatu yang menarik bagi saya | | ✓ | | |
| 9. | Saya pernah menggunakan Idiomatic expression ketika berbicara bahasa inggris | | | ✓ | |
| 10. | Media cartoon dapat memudahkan saya mempelajari idiom | | ✓ | | |
| 11. | Cartoon adalah media yang menyenangkan untuk mempelajari idiom | | ✓ | | |
| 12. | Saya lebih sulit mempelajari idiom dengan menggunakan cartoon | | | | ✓ |
| 13. | Saya setuju menggunakan cartoon sebagai media untuk mempelajari Idiomatic expression | | ✓ | | |
| 14. | Cartoon memberikan feedback yang baik dalam proses pembelajaran | | ✓ | | |
| 15. | Setelah mempelajari Idiomatic expression dengan media cartoon, saya lebih percaya diri dalam menggunakan Idiomatic expression ketika berbicara bahasa inggris. | | ✓ | | |

QUESTIONNAIRE PENELITIAN
“UNDERSTANDING ENGLISH IDIOMATIC EXPRESSIONS
THROUGH CARTOON”

Name : Amira Lutfiyah Zulfakar
 Class : X- Science 2
 Gender : Female

- Isilah pernyataan di bawah ini dengan :

- ✓ **SS** : sangat setuju
- ✓ **S** : setuju
- ✓ **KS** : kurang setuju
- ✓ **TS** : tidak setuju

| No. | PERNYATAAN | SS | S | KS | TS |
|-----|--|----|---|----|----|
| 1. | Saya suka belajar B.inggris | | ✓ | | |
| 2. | Saya senang berbicara Bahasa Inggris | | ✓ | | |
| 3. | Saya suka dengan karakter dari sebuah cartoon | | ✓ | | |
| 4. | Cartoon merupakan hal yang mengasyikkan | | ✓ | | |
| 5. | Saya sangat familiar dengan idiomatic expression namun tidak mengerti maksud dari kata-kata tersebut | | ✓ | | |
| 6. | Saya kesulitan mengartikan makna idiom | | ✓ | | |
| 7. | Idiomatic expression merupakan salah satu materi yang harus di pelajari | | ✓ | | |
| 8. | Idiomatic expression merupakan sesuatu yang menarik bagi saya | | | ✓ | |
| 9. | Saya pernah menggunakan Idiomatic expression ketika berbicara bahasa inggris | | | ✓ | |
| 10. | Media cartoon dapat memudahkan saya mempelajari idiom | | ✓ | | |
| 11. | Cartoon adalah media yang menyenangkan untuk mempelajari idiom | | ✓ | | |
| 12. | Saya lebih sulit mempelajari idiom dengan menggunakan cartoon | | | ✓ | |
| 13. | Saya setuju menggunakan cartoon sebagai media untuk mempelajari Idiomatic expression | | ✓ | | |
| 14. | Cartoon memberikan feedback yang baik dalam proses pembelajaran | | ✓ | | |
| 15. | Setelah mempelajari Idiomatic expression dengan media cartoon, saya lebih percaya diri dalam menggunakan Idiomatic expression ketika berbicara bahasa inggris. | | ✓ | | |

APPENDIX VII
DOCUMENTATION OF RESEARCH



Figure 1. The students get enthusiastic in following pre-test



Figure 2. The researcher is explaining about idiomatic expressions



Figure 3. The students get enthusiastic in guessing idiom's meaning



Figure 4. the student make a conversation in group



Figure 5. Students are performing a conversation by using idiomatic expression

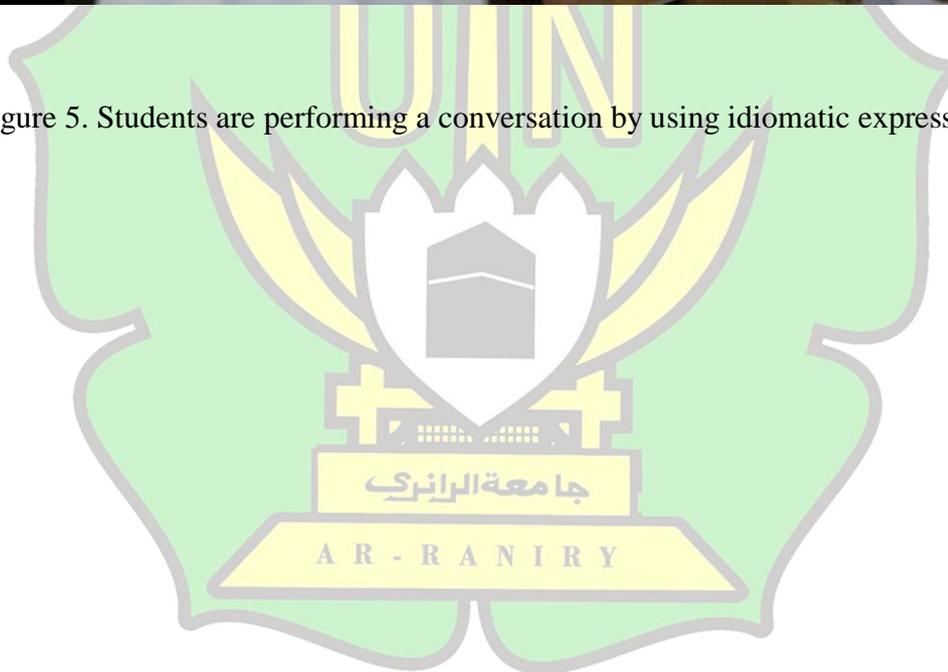




Figure 6. Students are performing a conversation by using idiomatic expression



Figure 7. The students get enthusiastic in following post test