

**TEACHING PRESENT PROGRESSIVE TENSE BY USING
HUMOROUS CARTOONS FOR THE FOURTH GRADE PF
ELEMENTARY STUDENTS**

A THESIS

**As Partial Fulfillment of the Requirements
For the Sarjana Degree in
English Language Teaching Faculty**



By:

AGNES LILIANA

NRP: 1213099064

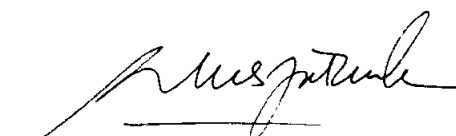
No. INDUK	16-17/04
TGL TERIMA	29-07-2004
BETI	Ig.
BALIK	
No. BUKU	Fk-ig Li te-1
P KE	1 (Satu)

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
JULY 2004**

APPROVAL SHEET

(1)

The thesis entitled "TEACHING PRESENT PROGRESSIVE TENSE BY USING HUMOROUS CARTOONS FOR THE FOURTH GRADE PF ELEMENTARY STUDENTS" prepared and submitted by Agnes Liliana (1213099064) has been approved and accepted as partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching by the following advisors:



Dr. Wuri Soedjatmiko
First Advisor

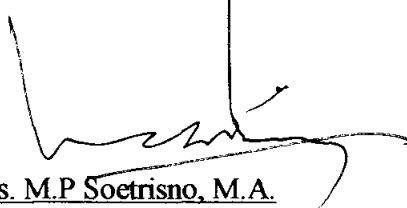


Drs. B. Himawan S.W., M.Hum.
Second Advisor

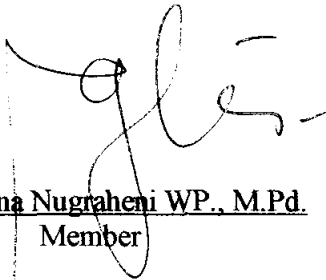
APPROVAL SHEET

(2)

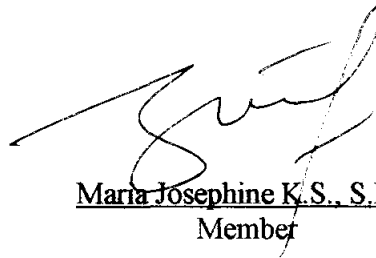
This thesis has been examined by the committee on Oral Examination with
the grade of _____ on July 6th, 2004.



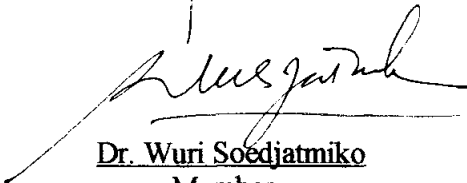
Drs. M.P Soetrisno, M.A.
Chairman



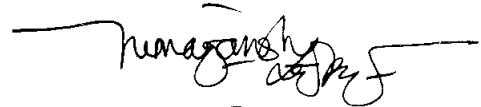
Rosalina Nugraheni WP., M.Pd.
Member



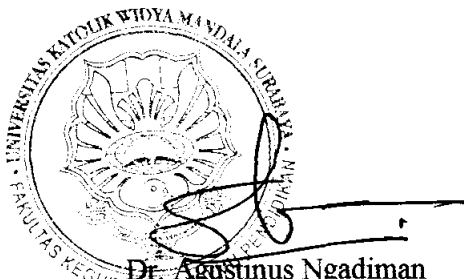
Maria Josephine K.S., S.Pd.
Member



Dr. Wuri Soedjatmiko
Member

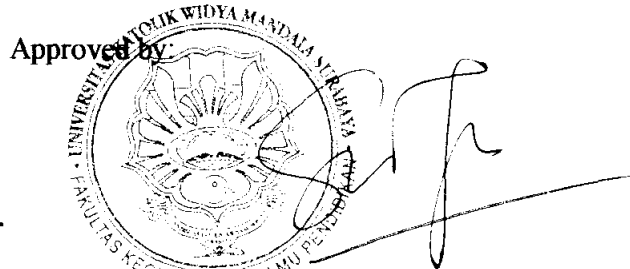


Drs. B. Himawan S.W., M.Hum.
Member



Dr. Agustinus Ngadiman
Dean of the Teacher Training Faculty

Approved by



Dra. Susana Teopilus, M.Pd.
Head of the English Department

ACKNOWLEDGEMENT

Having completed this thesis, the writer feels relieved. The writer realizes that she would not have been able to complete it without the help of God and the people surrounding her. Therefore, the writer would like to express her gratitude to those who have been helpful for her during the process of completing her thesis.

First of all, the writer gratefully praises and thanks the Almighty God for all His blessing and caring during the long days of writing this thesis so that it can be completed in time.

Besides, the writer also would like to thank the following people:

First, the writer would like to thank her advisors, Dr. Wuri Soedjatmiko, and B. Himawan S.W.,M Hum, for their time, advice, and guidance in finishing this thesis. Without their help and support, the writer would have never been able to complete this thesis.

Second, the writer wishes to give her deep appreciation and gratitude to her beloved parents and sisters for their patient and for encouraging the writer in completing this thesis. The writer also gives her thanks to the whole family and friends for their prayers and supports.

Third, the writer thanks all the lecturers for their assistance during her study at Widya Mandala Catholic University. The writer also thanks Pak Nyoman for helping her in calculating the data, the librarians of Widya Mandala Catholic University for helping her during her thesis writing.

Last but not least, the writer thanks all the writer's friends who cannot be mentioned one by one. May God bless them all.

A. L

TABLE OF CONTENTS

APPROVAL SHEET (1)	i
APPROVAL SHEET (2)	ii
ACKNOWLEDMENT	iii
TABLE OF CONTENTS	v
ABSTRACT	viii

Chapter I	1
Introduction	1
I. 1 Background of the Study.....	1
I. 2 Statement of the Problem.....	4
I. 3 Objective of the Study.....	5
I. 4 Significance of the Study.....	5
I. 5 Scope and Limitation.....	6
I. 6 Theoretical framework.....	6
I. 7 Definition of Key Terms.....	6
I. 8 Research Methods.....	7
I. 9 Organization of the Thesis.....	8
Chapter II	9
Review of the Related Literature	9
2.1 The Teaching of Grammar.....	9
2.1.1 Tenses.....	11
2.1.1.1 Present Progressive Tense.....	12
2.1.1.1.1 Usage.....	12
2.1.1.1.2 Use.....	13
2.2 Media.....	16
2.2.1 The kinds of Media.....	17
2.2.1.1 Visual Aids.....	17
2.2.1.2 Kinds of Pictures.....	18

2.2.1.3 The Nature of Cartoons.....	19
2.2.1.4 Criteria of Cartoons.....	20
2.3 The Nature of Humor.....	22
2.3.1 The Definition of Humor.....	23
2.3.2 The Factors Influencing Humor.....	25
2.3.3 The Importance of Humor in the Teaching Learning Process.....	27
2.4 Teaching English to Young Learners (TEYL).....	29
2.4.1 Teaching Children VS Teaching Adult.....	29
2.4.2 Motivating Children to Learn English.....	30
2.4.3 Children's Characteristics.....	31
2.5 Advantages in Using Humorous Cartoons in Teaching Present Progressive Tense Communicatively for the Fourth Grade Students.....	34
2.6 Review of the Related Study.....	37
Chapter III.....	38
Research Methodology.....	38
3.1 The Research Design.....	38
3.2 The Subjects of the Study.....	40
3.3 Materials.....	41
3.4 Treatment.....	43
3.5 Data Collection.....	44
3.5.1 The Research Instrument.....	44
3.5.2 Procedure in Collecting the Data.....	45
3.5.3 The Scoring Technique.....	46
3.6 The Procedure of the Data Analysis.....	47
Chapter IV.....	49
Findings and Discussion.....	49
4.1 The Data Analysis.....	49
4.2 The Results of the Analysis.....	52
4.2.1 The Pre-Test and the Mean Scores of the Experimental Group's	

and Control’s Group.....	52
4.2.2 The Post-Test Scores and Mean Scores of the Experimental Group’s and Control’s Group.....	56
4.3 Discussion of the Findings.....	59
 Chapter V	62
Conclusion and Suggestion	62
5.1 Conclusion.....	62
5.2 Suggestion for Teacher.....	63
5.3 Recommendation for Further Researcher.....	64
 BIBLIOGRAPHY	66
 APPENDIX	69
<i>APPENDIX A</i>	69
<i>APPENDIX B</i>	71
<i>APPENDIX C</i>	120

ABSTRACT

Liliana, Agnes. Teaching Present progressive Using Humorous Cartoons for the Fourth Grade of Elementary Students. English Department of Widya Mandala Catholic University. Surabaya. 2004. Advisors: Dr. Wuri Soedjatmiko, and Drs. B. Himawan S.W., M.Hum.

Key Words: Present Progressive, Humorous, Cartoons.

Grammar is commonly a difficult and boring lesson for the students in English learning as the foreign language. The researcher wanted to apply a technique in order to make the learning process become more enjoyable, interesting and to increase the students' understanding in grammar. Many techniques have been invented. However, visual aids were preferred in this study by using humorous cartoons in teaching present progressive tense for the fourth grade of elementary students.

This study was intended to answer this following research question: "Does teaching present progressive tense by using humorous cartoons cause better achievement than the ordinary technique (explanation and written exercises) for the fourth grade of elementary students?"

There were two groups studied, which are experimental and control groups. The experimental group got humorous cartoons in the teaching of the present progressive tense, while the control group got only explanation and exercises without any humorous cartoons in the teaching of the present progressive tense.

The data were taken from the pre- and the post-tests which had been tried out with other students in a different school of more or less the same quality with the students in the studied school. The pre- and the post-test were the same. And both groups also got the same pre- and post-test.

A quasi-experimental method was used in this study. As a quantitative study, the rater is the writer herself because the pre- and the post-tests are objective tests. The writer analyzed and calculated the data by using some formula such as KR-21 formula, and the t-test formula.

Based on the writer's analysis, it is found that the students' learning achievement taught using humorous cartoons had no significance different with those taught only by using explanation and exercises. The researcher found out several reasons that become the flaws in this study. They are the unsuitable humorous cartoons for the fourth grade of elementary students, the lack of time, the allocation time, and the uncolourful humorous cartoons.