

**APPENDICES**

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
Buriram Rajabhat University

## APPENDIX A

### The Evaluation Form of Content Validity of Lesson Plans and Cartoon Animation Media for Enhancing English Speaking Communication For Matthayomsuksa1 Students (For Experts)

**Directions:**

Please give your opinion for each statement to indicate the level of the appropriateness by putting the  $\checkmark$  sign on the right box that matches your opinion.

There are five alternatives as follows.

- 5 means most appropriate
- 4 means more appropriate
- 3 means average appropriate
- 2 means less appropriate
- 1 means the least appropriate

Statements	Experts' Opinion (Appropriate)			$\bar{x}$	S.D.	Level of Appropriate
	1	2	3			
1. Key concept 1.1 correct, clear and easy to understand 1.2 appropriate for the learners 1.3 intelligibility						
<b>Total</b>						

Statements	Experts' Opinion (Appropriate)			$\bar{x}$	S.D.	Level of Appropriate
	1	2	3			
2. Learning objectives 2.1 able to assess 2.2 clear and understandable 2.3 appropriate for learners 2.4 can be taught to achieve 2.5 consistent with the content						
<b>Total</b>						
3. Content 3.1 interesting and clear 3.2 consistent with the learning objectives 3.3 appropriate with duration 3.4 accuracy						
<b>Total</b>						
4. Learning activities 4.1 arrangement of activities are relevant To the content 4.2 consistent with the learning objectives 4.3 duration is appropriate 4.4 students participate in activities 4.5 appropriate with students' age 4.6 reinforce students' learning						
<b>Total</b>						
5. Evaluation 5.1 relevant to the content 5.2 consistent with the learning objectives 5.3 instrument is appropriate						
<b>Total</b>						

Statements	Experts' Opinion (Appropriate)			$\bar{x}$	S.D.	Level of Appropriate
	1	2	3			
6. Cartoon Animation Media						
6.1 interesting and attractive						
6.2 lesson is clear and easy to understand						
6.3 page arrangement is appropriate with content						
6.4 illustrations is appropriate with the students' age and ability						
6.5 font size is appropriate						
6.6 story is appropriate						
6.7 color, image and background is appropriate						
6.8 effervescent action						
6.9 sound and music is appropriate and clear						
<b>Total</b>						
<b>Total</b>						

## APPENDIX B

### The Evaluation Form of Content Validity of Lesson Plans and Cartoon Animation Media for Enhancing English Speaking Communication For Matthayomsuksa1 Students (For Experts)

**Directions:**

Please give your opinion for each statement to indicate the level of the appropriateness by putting the  $\checkmark$  sign on the right box that matches your opinion.

There are five alternatives as follows.

- 5 means most appropriate
- 4 means more appropriate
- 3 means average appropriate
- 2 means less appropriate
- 1 means the least appropriate

Statements	Experts' Opinion (Appropriate)			$\bar{x}$	S.D.	Level of Appropriate
	1	2	3			
1. Key concept						
1.1 correct, clear and easy to understand	5	4	4	4.33	0.58	More appropriate
1.2 appropriate for the learners	5	5	4	4.67	0.58	The most appropriate
1.3 intelligibility	4	4	4	4.00	0.00	More appropriate
<b>Total</b>				<b>4.33</b>	<b>0.46</b>	<b>More appropriate</b>

Statements	Experts' Opinion (Appropriate)			$\bar{x}$	S.D.	Level of Appropriate
	1	2	3			
2. Learning objectives						
2.1 able to assess	4	4	4	4.00	0.00	More appropriate
2.2 clear and understandable	5	4	4	4.33	0.58	More appropriate
2.3 appropriate for learners	4	5	4	4.33	0.58	More appropriate
2.4 can be taught to achieve	4	5	4	4.33	0.58	More appropriate
2.5 consistent with the content	5	4	4	4.33	0.58	More appropriate
<b>Total</b>				<b>4.22</b>	<b>0.38</b>	<b>More appropriate</b>
3. Content						
3.1 interesting and clear	4	4	4	4.00	0.00	More appropriate
3.2 consistent with the learning objectives	4	3	4	3.67	0.58	More appropriate
3.3 appropriate with duration	3	4	4	3.67	0.58	More appropriate
3.4 accuracy	4	4	3	3.67	0.58	More appropriate
<b>Total</b>				<b>3.78</b>	<b>0.38</b>	<b>More appropriate</b>
4. Learning activities						
4.1 arrangement of activities are relevant To the content	4	3	4	3.67	0.58	More appropriate
4.2 consistent with the learning objectives	4	4	4	4.00	0.00	More appropriate
4.3 duration is appropriate	3	4	4	3.67	0.58	More appropriate
4.4 students participate in activities	3	4	4	3.67	0.58	More appropriate
4.5 appropriate with students' age	4	4	3	3.67	0.58	More appropriate
4.6 reinforce students' learning	4	3	4	3.67	0.58	More appropriate
<b>Total</b>				<b>3.78</b>	<b>0.38</b>	<b>More appropriate</b>
5. Evaluation						
5.1 relevant to the content	4	4	4	4.00	0.00	More appropriate
5.2 consistent with the learning objectives	4	4	4	4.00	0.00	More appropriate
5.3 instrument is appropriate	5	4	4	4.33	0.58	More appropriate
<b>Total</b>				<b>4.11</b>	<b>0.10</b>	<b>More appropriate</b>

Statements	Experts' Opinion (Appropriate)			$\bar{x}$	S.D.	Level of Appropriate
	1	2	3			
6. Cartoon Animation Media						
6.1 interesting and attractive	5	5	4	4.33	0.58	More appropriate
6.2 lesson is clear and easy to understand	5	4	5	4.33	0.58	More appropriate
6.3 page arrangement is appropriate with content	4	4	4	4.00	0.00	More appropriate
6.4 illustrations is appropriate with the students' age and ability	4	4	4	4.00	0.00	More appropriate
6.5 font size is appropriate	5	4	5	4.33	0.58	More appropriate
6.6 story is appropriate	4	4	4	4.00	0.00	More appropriate
6.7 color, image and background is Appropriate	5	4	5	4.33	0.58	More appropriate
6.8 effervescent action	4	4	4	4.00	0.00	More appropriate
6.9 sound and music is appropriate and clear	4	4	5	4.33	0.58	More appropriate
<b>Total</b>				<b>4.11</b>	<b>0.10</b>	<b>More appropriate</b>
<b>Total</b>				<b>4.05</b>	<b>0.37</b>	<b>More appropriate</b>

## APPENDIX C

### The Evaluation of Efficiency of Cartoon Animation in English Speaking Communication for Matthayomsuksa1 Students

The individual trial for effectiveness evaluation of Cartoon Animation in  
English Speaking Communication for Matthayomsuksa1

<b>Student Number</b>	<b>Pre-test Scores (60)</b>	<b>Activities Scores (140)</b>	<b>Post-test Scores (60)</b>
1	16	95	40
2	19	105	45
3	15	100	35
<b>Total Scores</b>	<b>50</b>	<b>300</b>	<b>120</b>
<b>Mean Scores</b>	<b>16.6667</b>	<b>100.3333</b>	<b>40.33</b>
<b>Percentage</b>	<b>27.7778</b>	<b>71.0952</b>	<b>68.56</b>



**The small group trail for effectiveness evaluation of Cartoon Animation Media  
in English Speaking Communication for Matthayomsuksal**

<b>Student Number</b>	<b>Pre-test Scores (60)</b>	<b>Activities Scores (140)</b>	<b>Post-test Scores (60)</b>
1	16	103	38
2	15	100	35
3	13	102	45
4	16	103	46
5	22	101	47
6	18	108	42
7	13	105	38
8	15	111	44
9	17	104	42
<b>Total Scores</b>	<b>145</b>	<b>937</b>	<b>384</b>
<b>Mean Scores</b>	<b>16.1111</b>	<b>104.1111</b>	<b>42.67</b>
<b>Percentage</b>	<b>26.8519</b>	<b>74.3651</b>	<b>71.11</b>

**The field trial for effectiveness evaluation of Cartoon Animation Media in  
Speaking Communication for Matthayomsuksal**

<b>Student Number</b>	<b>Pre-test Scores (60)</b>	<b>Activities Scores (140)</b>	<b>Post-test Scores (60)</b>
1	18	104	48
2	25	120	50
3	19	115	48
4	20	100	43
5	21	101	44
6	28	118	49
7	18	102	41
8	17	111	46
9	15	112	47
10	19	108	46
11	17	109	47
12	16	107	46
13	19	103	47
14	17	106	44
15	16	123	51
16	19	121	49
17	18	124	52
18	25	119	48
19	18	102	47
20	27	122	50
21	18	105	43
22	28	120	50
<b>Total Scores</b>	<b>452</b>	<b>2452</b>	<b>1034</b>
<b>Mean Scores</b>	<b>11.2077</b>	<b>95.3333</b>	<b>42.03</b>
<b>Percentage</b>	<b>22.5128</b>	<b>73.2381</b>	<b>73.04</b>

### The Results of the Three Trials

<b>Trial</b>	<b>E1 (Efficiency of process)</b>	<b>E2 (Efficiency of results)</b>
<b>Individual</b>	<b>71.0952</b>	<b>68.56</b>
<b>A small group</b>	<b>74.3651</b>	<b>71.11</b>
<b>The field study</b>	<b>73.2381</b>	<b>73.04</b>

As can be seen from the table, the results of the three trials revealed that the efficiency index of cartoon animation lessons in English speaking communication as 73.23/73/04 after the individual trial and the small group trial which met the criteria

## APPENDIX D

The Table of IOC Index Analysis of Achievement Test

Topic: The Cartoon Animation Media for Enhancing English Speaking

Communication for Matthayomsuksal Students

Items	The Expert's Opinion Scores			Total	IOC Index
	1	2	3		
1	1	1	1	1.00	Coincide
2	1	1	1	1.00	Coincide
3	1	1	1	1.00	Coincide
4	1	1	1	1.00	Coincide
5	1	1	1	1.00	Coincide
6	1	1	1	1.00	Coincide
7	1	1	1	1.00	Coincide
8	1	1	1	1.00	Coincide
9	1	1	1	1.00	Coincide
10	1	1	1	1.00	Coincide
11	1	1	1	1.00	Coincide
12	1	1	1	1.00	Coincide
13	1	1	1	1.00	Coincide
14	1	1	1	1.00	Coincide
15	1	1	1	1.00	Coincide
16	1	1	1	1.00	Coincide
17	1	1	1	1.00	Coincide
18	1	1	1	1.00	Coincide
19	1	1	1	1.00	Coincide
20	1	1	1	1.00	Coincide
21	1	1	1	1.00	Coincide
22	1	0	1	0.67	Coincide
23	1	1	1	1.00	Coincide
24	1	1	1	1.00	Coincide
25	1	1	1	1.00	Coincide
26	1	1	1	1.00	Coincide
27	1	1	1	1.00	Coincide
28	1	1	1	1.00	Coincide
29	1	1	1	1.00	Coincide
30	1	1	0	0.67	Coincide

Items	The Expert's Opinion Scores			Total	IOC Index
	1	2	3		
31	1	1	1	1.00	Coincide
32	1	1	1	1.00	Coincide
33	1	1	1	1.00	Coincide
34	1	1	1	1.00	Coincide
35	1	1	1	1.00	Coincide
36	1	1	1	1.00	Coincide
37	1	1	1	1.00	Coincide
38	1	1	1	1.00	Coincide
39	1	1	1	1.00	Coincide
40	1	1	1	1.00	Coincide
41	1	1	1	1.00	Coincide
42	1	1	1	1.00	Coincide
43	1	1	1	1.00	Coincide
44	1	1	1	1.00	Coincide
45	1	1	1	1.00	Coincide
46	1	1	1	1.00	Coincide
47	0	1	1	0.67	Coincide
48	1	1	1	1.00	Coincide
49	1	1	1	1.00	Coincide
50	1	1	1	1.00	Coincide
51	1	1	1	1.00	Coincide
52	1	1	1	1.00	Coincide
53	1	1	1	1.00	Coincide
54	1	1	1	1.00	Coincide
55	1	1	1	1.00	Coincide
56	1	1	1	1.00	Coincide
57	1	1	1	1.00	Coincide
58	1	1	1	1.00	Coincide
59	1	1	1	1.00	Coincide
60	1	1	1	1.00	Coincide

From the table, it shows that Index of Item Objective Congruence (IOC) is 0.67-1.00

**Remark:**

+1 = When it is sure that items of the test are coincident with objective.

0 = When it is not sure that items of the test are coincident with objectives.

-1 = When it is sure that items of the test are not coincident with objectives.

**APPENDIX E**

**Lesson Plans and Cartoon Animation Lesson**

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Buriram Rajabhat University

## Lesson Plan 1

**Course : Fundamental English**

**Grade Level : M.1**

**Theme : Orientation**

**Topic : Pre-test**

**Date :**

**Time Allocation : 1 hours**

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### 1. Core Concept

Learning English language, greeting and introducing oneself are important for students to learn and use when they are making friends with other people appropriately.

Students have to apply the knowledge of this lesson to their daily life and they should be able to greet the people and introduce themselves.

### 2. Learning Outcomes

#### 2.1 Terminal Objectives

Students will be able to understand and use sentences communication correctly.

#### 2.2 Enabling Objective

2.2.1 Indicate the sentences form of three parts of English communication correctly.

2.2.2 Indicate the uses of three parts kind of English accurately.

2.2.3. Make sentences of the three parts of English communication correctly .

### 3. Enduring Understanding

4.1 Vocabulary about English communication

4.2 Use the structure in their daily life

4.3 Asking and answering about themselves

### 4. Essential Questions

5.1 Questions of greeting

5.2 Questions of go shopping

5.3 Questions of place at zoo

### 5. Content Areas

#### 5.1 vocabulary

- Greeting
- Go shopping
- Let's go to the zoo

#### 5.2 Function

- Rules and uses

### 5.3 Grammar / Structure

- Greeting
- Go shopping
- Let's go to the zoo

### 5.4 Culture

- Word of each parts at different times of the day in English

### 5.5 Communication Skills

- Integrated skill (listening, speaking, reading and writing)

### 5.6 Acceptance Evidence

- 5.6.1. Pronunciation (Observation)
- 5.6.2. Speak aloud (Performance Task)
- 5.6.3. Pre - test (Quizzes)

## 6. Material

- Cartoon Animation 1: My new friend
- Cartoon Animation 2 : Go shopping
- Cartoon Animation 3 : Let's go to the zoo

## 7. Teaching Procedure

### 7.1 Warm – up

- 7.1.1 Teacher has a greeting with students
- 7.1.2 Teacher informs students about lessons and objectives they are going to study.
- 7.1.3 Teacher gives students an orientation about English communication sentence through animation lesson.

### 7.2 Presentation

- 7.2.1 Teacher show animation information to the students and tell students how to learn with them.
- 7.2.2 Teacher tells students they're going to take an achievement test for the first step.

### 7.3 Practice

-

### 7.4. Production

- 7.4.1 Students do the achievement test
- 7.4.3 The teacher has the students copy the structures to their notebooks.

### 7.5. Wrap – up

- 7.5.1 Teacher concludes the lesson



**8. Evaluation**

instruments	methods	standard
1. observation test 2. achievement test	- observe and take note on the students' learning behavior - correct the achievement test	4 levels of quality (4 = excellent, 3 = good, 2= fair, 1 = poor)

**9. Suggestion Activities/ Other Comment**

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 .....  
 .....

**10. School Director's Comments and Suggestions**

.....  
 .....  
 .....

Signature

(Mr. Kasemsit Pakdee)  
 Watsrabua School Director

...../...../.....

**11. Remark**

**11.1 Result of the Learning**

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 .....  
 .....

**11.2 Problems / Obstacles**

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 .....  
 .....

**11.3 Other Suggestion**

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Signature

(Ms. Wimolsri Pakdee)  
Watsrabua School Teacher

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Buriram Rajabhat University

## Lesson Plan 2

Course : Fundamental English  
Theme : My new friend  
Date :  
hours

Grade Level : M.1  
Topic : Greeting  
Time Allocation : 1

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### 1. Core Concept

Learning English language, greeting and introducing oneself are important for students to learn and use when they are making friends with other people appropriately.

Students have to apply the knowledge of this lesson to their daily life and they should be able to greet the people and introduce themselves.

### 2. Learning Outcomes

#### 2.1 Terminal Objectives

Students are able to greet and introduce themselves appropriately.

#### 2.2 Enabling Objective

2.2.1 give their information correctly.

2.2.2 greet other people and introduce themselves appropriately.

2.2.3. use the structures to introduce and answer about themselves correctly.

### 3. Enduring Understanding

4.1 Vocabulary about greeting

4.2 Use the structure to introduce themselves

4.3 Asking and answering about themselves

### 4. Essential Questions

5.1 What are they doing?

5.2 How do you say “ Sa – Wad – dee ” in English?

5.3 Do you know what he talks about?

5.4 How old is he?

### 5. Content Areas

#### 5.1 vocabulary

- hi

- hello

- good morning

- good afternoon

- good bye

#### 5.2 Function

- Greeting and introduction oneself

### 5.3 Grammar / Structure

- Verb to be
- Wh- questions

### 5.4 Culture

- Word of greeting at different times of the day in English

### 5.5 Communication Skills

- Integrated skill (listening, speaking, reading and writing)

### 5.6 Acceptance Evidence

- 5.6.1. Pronunciation (Observation)
- 5.6.2. Speak aloud (Performance Task)
- 5.6.3. Worksheet (Quizzes)

## 6. Material

- Cartoon Animation 1: My new friend
- Cartoon Animation 2 : Go shopping
- Cartoon Animation 3 : Let's go to the zoo

## 7. Teaching Procedure

### 7.1 Warm – up

- 7.1.1 Teacher greets students and introduce herself.
- 7.1.2 Teacher open animation movie cd about greeting in part1 to the students and ask them some question.
- 7.1.3 Teacher uses the doll to introduce himself and tells his information

### 7.2 Presentation

- 7.2.1 Teacher presents Ponpon's information to the students on the board.
- 7.2.2 Teacher reads information on the board.
- 7.2.3 Students read it altogether.
- 7.2.4 Teacher randomly picks some students to read.
- 7.2.5 Students copy all information on the board to their notebook.
- 7.2.6 Teacher asks some questions about Ponpon's information and writes the questions on the board.
- 7.2.7 Teacher explain how to ask the question.

### 7.3 Practice

- 7.3.1 Teacher has the students change the underlined words on the board by using their information.(5 minutes to do this activity)
- 7.3.2 Teacher randomly picks some students to read information by changing the underlined words.

7.3.3 Teacher has the students ask their friend by using questions on the board.

#### 7.4. Production

7.4.1 The teacher randomly picks some pairs of the students to show the conversation information in front of the class.

7.4.2 The teacher concludes and adds some structures about introducing to the students.

7.4.3 The teacher has the students copy the structures to their notebooks.

#### 7.5. Wrap – up

7.5.1 Teacher has the students do worksheet I. (Ask your friends and write the answer.)

7.5.2 Student do “ My Profile”. (Homework)

### 8. Evaluation

instruments	methods	standard
1. observation test 2. achievement test	- observe and take note on the students' learning behavior - correct the achievement test	4 levels of quality (4 = excellent, 3 = good, 2= fair, 1 = poor)

### 9. Suggestion Activities/ Other Comment

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### 10. School Director's Comments and Suggestions

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Signature

(Mr. Kasemsit Pakdee)  
Watsrabua School Director

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**11. Remark**

**11.1 Result of the Learning**

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**11.2 Problems / Obstacles**

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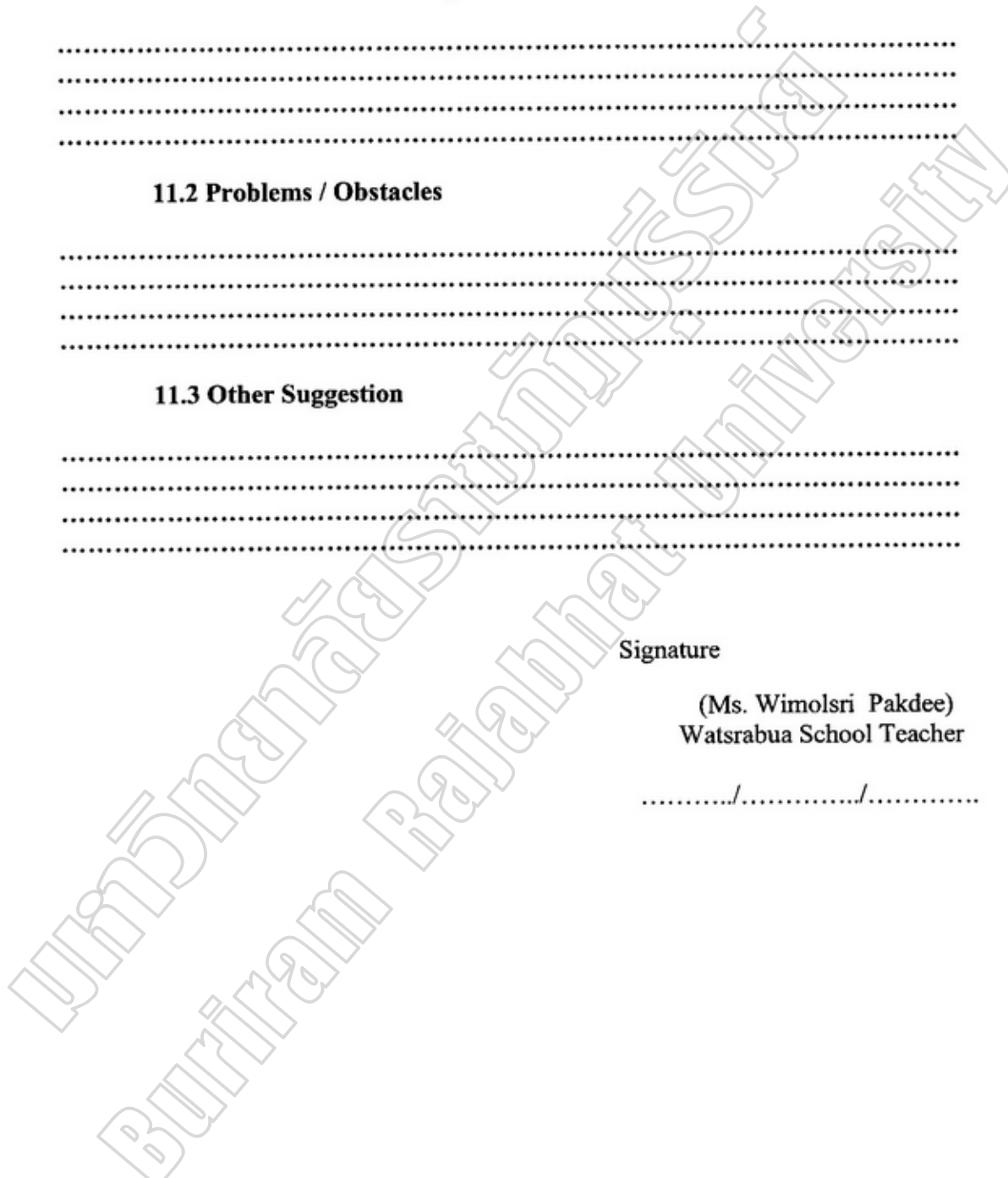
**11.3 Other Suggestion**

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Signature

(Ms. Wimolsri Pakdee)  
Watsrabua School Teacher

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**Pre-test and Post-test Score Record Form**

**Topic :English Speaking Communication Fundamental English(EN21102)**

**Matthayomsuksa1 Students**

**Foreign Language Department**

No.	Pre-test Scores (60)	Post-test Scores (60)	Development (+) Increase (-) Decrease	Evaluation Results
1	18	48	+30	
2	25	50	+25	
3	19	48	+29	
4	20	43	+23	
5	21	44	+23	
6	28	49	+21	
7	18	41	+23	
8	17	46	+29	
9	15	47	+32	
10	19	46	+27	
11	17	47	+30	
12	16	45	+29	
13	19	46	+27	
14	18	44	+26	
15	25	51	+26	
16	18	49	+31	
17	27	52	+25	
18	20	48	+28	
19	19	47	+28	
20	27	50	+23	
21	18	43	+25	
22	28	50	+22	
Total	552	1034		
Average	17.93	43.45		
%	27.56	75.42		

Signature

Evaluation

(Miss Wimolsri Pakdee)

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## **PLOT AND STORYBOARD**

### **Let's enjoy English with Ponpon and his friends**

#### **- Settings**

- Schools
- Shopping Mall
- Restaurant
- A house
- Zoo

#### **Main characters and their characteristics**

- **Ponpon** : Protagonist ; An always happy person. Who's also very cleaver and easy to get along with.
- **Ben** : Ponpon's best friend. He is very easy going with. He is also very smart.
- **Jane** : Ponpon's next door neighbor. She is very cute, lively, and loves gardening.
- **Nutty** : Jane's best friend. She wears glasses and talks very little.

#### **Plot 1 : My new friends.**

- With all the feelings of going to a new school on the first day, Ponpon being easy to get along with just about anybody, is not afraid of making new friends.
- Ben is the first friend Ponpon met. With Ben's characteristic of easygoing, it made him and Ponpon able to get along very well. Eventually they would sit together in class.
- During lunch, both Ben and Ponpon met Jane and Nut. Nut is Jane's best friend. While Jane happens to be Ponpon's next-door neighbor.



- Ponpon introduce Jane to Ben. While Jane also introduce her friends to the two boys.

### **Plot 2 : Going Shopping**

- While Ponpon is dreaming of flying through the sky, he suddenly felt to the ground once he heard the ringing of his phone. He woke up to answer the phone and it was Ben. Ben invited Ponpon to come with him to the shopping mall and asked him to bring Jane along.

- Ponpon went next door and saw Jane watering her front lawn garden. He went up to her and ask her if she wants to come with him to the shopping mall. She agreed. Nut is also coming along.

- All four went shopping together. Ponpon is interested in buying a shirt but thought it was too expensive. While Jane brought a CD of a movie. Then all four went to get food.

### **Plot 3 : Let's go to the zoo !**

- At Ponpon's school, they have planned a field trip to a zoo at Nakon Ratchasima.

- During this trip, Ponpon's teacher is the one educating the students along the way and also explaining the boards and animals. Once the group reaches the monkeys' cage.

While the teacher is explaining about monkeys to the students, a very trouble monkey jumped on the cage and pulled out a wig of a tourist who was trying to take pictures and then ran off with it. The students were loudly laughing.

- While breezing happily through the zoo, Ponpon and Ben went to the benches and sat down acting cool. And whistle once there are girls walked by.

- Nut also walked over to the bench. But before she sat down she moved her glasses and read the paper on the ground “ Wet Paint “. Once Ponpon and Ben heard Nut said wet paint out loud both jumped quickly off their seat. Both of the boys ‘ pants have paint on them. Jane and their friends all laugh and shook heads.

### **The lesson behind “Cartoon Animation Movie”**

- Provide vocabulary
- Provide information regarding sentences structures and language culture.
- Practice questions.
- Practice asking and answering questions.

### **Scope of each story**

#### **Part 1**

- Greeting
- Introduction
- Talking about personal information
- Saying thank you
- Saying goodbye

#### **Part 2**



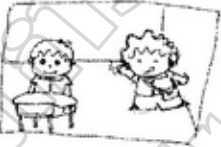
- Go shopping
- Selling and buying
- Talking about food
- At the restaurant




**Part 3**



- Talking about animal
- Asking for directions
- Reading sign and notices
- Asking about people


มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
Buriram Rajabhat University

### Storyboard part 1 : My new friend




SCENE	SITUATION	DISCUSSION
	<p>Opening.</p> <p>Drum rolls to open the story. Ponpon showed up with orange background.</p> <p>Letters in the background appear</p> <p>Let's enjoy English with Ponpon and his friends.</p>	<p>Ponpon : Hello, My name is Ponpon</p> <p>I am studying in Seventh Grade.</p> <p>I am thirteen years old.</p> <p>Nice to meet you all.</p> <p>I am going to learn here at the first day.</p> <p>I am very happy and exciting.</p>
	<p>Ponpon started to walk out.</p> <p>Background change to roads, trees, stores, and then school. Ponpon stopped in front of school and pay his respect to the teacher.</p>	<p>Ponpon : Good morning teacher.</p> <p>Teacher : Good morning.</p>
	<p>Inside the classroom. Ponpon just walked in. He greeting with new friend.</p>	<p>Ponpon : Good morning my name is Ponpon. What is your name?</p> <p>Ben : Good morning, I am Ben.</p> <p>Nice to meet you.</p> <p>Ponpon : Nice to meet you too.</p> <p>How about you?</p> <p>Ben : Yeah, I am very exciting.</p> <p>Ponpon : Me too.</p> <p>What subject do you like?</p>

SCENE	SITUATION	DISCUSSION
	<p>While Ponpon and Ben are speaking, the teacher came in the classroom. Teacher greeting with her students.</p>	<p>Ben : I like English, and you?Ponpon : I like to play football</p> <p>Ben : So do I.</p> <p>Ben : What is your telephone number?</p> <p>Ponpon : It is 044-6552-32</p> <p>Ben : I will call back to you to play football.</p> <p>Teacher : Good morning, students.</p> <p>Welcome to English class.</p> <p>My name is Krunan.</p> <p>I am your English teacher.</p> <p>Ponpon : Nice to meet you.</p>
  <p>Jane.</p>	<p>At the cafeteria. As the bell rang for lunch.</p> <p>the two boys walked to cafeteria together.</p> <p>As they Seller were walking their eyes picked up this girl that walking by. Ben ask Ponpon if he knew this girl. Ponpon went to talk to the girl, then he waived for Ben to come.</p>	<p>Ponpon : Yeah, it is lunch time.</p> <p>Let's go!</p> <p>Ben : What would you like to eat?</p> <p>Ponpon: Let me see.</p> <p>Seller : What would you like to order?</p> <p>Ben : Fried rice, please.</p> <p>Ponpon : A noodle please.</p> <p>Thank you.</p> <p>Ben : Wow!</p>



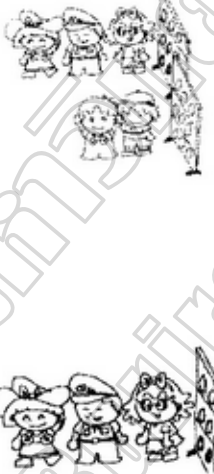
SCENE	SITUATION	DISCUSSION
  	<p>Ponpon introduce Ben to Jane. Jane introduces Ponpon and Ben to her friend, Nut.</p>	<p>Who's that?  She's very nice.  Ponpon : She's my neighbor.  I'll introduce you to her.  Ben : Great!  Thank you.  Ponpon : Come here please.  Ben this is Jane.  Ben : Hi, I am Ben.  Jane : Hi, Ben. I am Jane.  I am a Ponpon's neighbor.  This is my friend, Nut.  Ben : Nice to meet you.  Nut : Nice to meet you too.  Ben : Which class are you in ?  Jane : I am in M.1/2.  Jane : Umm. Are you ok?  Ben : I am ok.  Jane : Have a nice meal.  See you next time.  Bye.  Ben : Why don't you tell me that you know her.  Ponpon : Haha, You don't ask me.</p>
	<p>After School , Ben hurried Ponpon out of class. He run hurry to see Jane before she leaves school.</p>	<p>Ben : Hurry up!  Ponpon : Why are you hurry?</p>



SCENE	SITUATION	DISCUSSION
	<p>At the school's back door. Ben was lucky. When he got Jane to the school's back door, again. Ben ask her about the information for contact her later. Jane was just say goodbye and walking out.</p>	<p>Ben : Jane, nice to see you again.  Jane : Nice to see you again too.  Ben : What is your address?  Jane : 26 BanWaeng,  Phutthaisong,  Buriram.  Ben : What is your e-mail address?  Jane : It is <u>jane22@yahoo.com</u>.  Ben : What is your telephone number?  Jane : It is 044 – 6552 -31  Ben : Thank you.  Jane : It's my pleasure.  Ben : See you tomorrow. Bye.  Jane : Bye.</p>

### Storyboard Part 2 : Go shopping



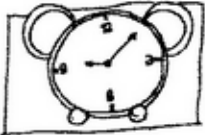

SCENE	SITUATION	DISCUSSION
	<p>At Ponpon's house. While Ponpon is dreaming of flying through the sky, suddenly felt to the ground phone. once he heard the ringing. He woke up to answer the phone and it was Ben.</p>	<p>Ben : Morning, Ponpon. Are you free today? Ponpon : Yeah, I am free, why? Ben : Let' s go shopping. Ponpon : It sounds good. Ben : Please invite Jane too. Ponpon : I will. Ben : See you at Parakon. Ponpon : See you.</p>
	<p>In front of Ponpon's house. Jane is watering her front lawn. Ponpon invite Jane to shopping. She say ok.</p>	<p>Ponpon : Jane, are you free today? Jane : Yes, I am free, why? Ponpon : I would like to invite you to go shopping. Jane : Good idea. I will invite Nut too. Ponpon : Right, see you on 8.00 o'clock Jane : See you then.</p>
	<p>At Paragon Shopping Mall. waiting for the rest A scene which one person is waiting for the rest.</p>	<p>Ben : Hey, my friends. Good morning. All : Good morning. Ben : It's time to go shopping. All : Let's go.</p>

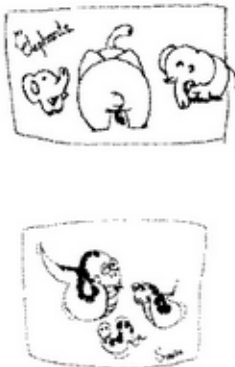

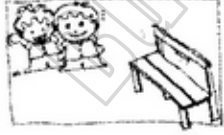




SCENE	SITUATION	DISCUSSION
	<p>At the clothing section. Ponpon walked in. Picking out a shirt, and trying it on. Playing around. Ponpon asking how much it cost. Ponpon face is showing a disappointment, because it's very expensive.</p>	<p>Shopkeeper : Can I help you?  Ponpon : Yes, could you show me that blue sweater ?  Shopkeeper : Here you are.</p>
	<p>Ponpon can't buy the sweater, so they decide to the next store.</p>	<p>Ponpon : How much is it?  Shopkeeper : It's 500 baht.  Ponpon : Oh. It's too expensive.</p>
	<p>Jane invite her friend to the CD shop.</p>	<p>Jane : Let's go to CD shop.  I want to buy a CD movie.  Ponpon : Which floor?  Jane : The second floor.  Let's go.</p>
	<p><u>At CD shop</u>  Everybody arrived at the Store. Jane walked in and ask the seller.  Everybody else just followed. Jane got what she wanted.</p>	<p>Shopkeeper : May I help you?  Jane : I would like a Titanic movie CD, please.  Shopkeeper : Certainly  Wait a moment.  Here you are.  Jane : How much is it?  Shopkeeper : It is 199 baht.  Jane : I will take it.  Shopkeeper : There it is.  Here your change.  Thank you.  Jane : Thank you.</p>

SCENE	SITUATION	DISCUSSION
	<p>After Jane was done with her business, she walked over to Ponpon and Ben. They Just are looking at porn movies. Jane made fun of them. They are laugh. Nut say she feel angry and invite her friend to have lunch.</p>	<p>Jane : Do you want one?  Ben&amp;Ponpon : I want them all.  Oh, no no no.  Just kidding.  Nut : I am very hungry now.  Let's go to the restaurant.  Ponpon : Good idea.</p>
	<p>Everybody walked to Food Court. They all went to get a seat. A waiter came to their order. They get foods and drinks.</p>	<p>Waiter : What would you like to order?  Ponpon : A noodle please.  Ben : Somtam, Grill chicken and sticky rice please.  Nut : Good idea, me too.  Jane : I would like a fruit salad please.  Waiter : What would you like to drink ?  Ponpon :A bottle of water,please.  Ben : A can of Pepsi please.  Jane : A carton of orange juice, please.  Nut : Me too.</p>
	<p>After finished their meal. Ponpon rubbed his belly burb loudly else holds their noses and sounds their disgusts. Then everybody decides to go home.</p>	<p>Jane : It's time to go back home.  See you on Monday.  Ben : See you.  Ponpon &amp; Nut : Goodbye.</p>

### Storyboard Part 3 : Let's go to the zoo

SCENE	SITUATION	DISCUSSION
	<p>Opening.</p> <p>A tour bus pulled up. Students started walking into the bus.</p>	
	<p>Ponpon hurried running towards the bus.</p> <p>The teacher standing in front of the bus.</p> <p>She caution to Ponpon that coming late.</p>	<p>Teacher : We are waiting for you, Ponpon.</p> <p>Ponpon : I am so sorry.</p> <p>Teacher : Hurry up! sit down!</p> <p>Ponpon : Thank you.</p>
	<p>On the Bus. Ponpon took his bags and sat next to Ben. Talked about being late. Ponpon brought a lot of I brought a lot of snacks. Ponpon took out snacks and shared with everyone else but the water and snacks spilled on both Ben and Ponpon.</p>	<p>Ben : How about you ?</p> <p>Ponpon : I am ok.</p> <p>I get up late.</p> <p>Today, I have a lot of snacks for you.</p>
	<p>At the Zoo.</p> <p>Everybody down from the bus.</p> <p>Zoom at the teacher to lead her students walk in to the zoo, next zoom at students</p> <p>To take the ticket, zoom at the place and label to get pass.</p>	<p>Teacher : Please follow me.</p> <p>I will get you information and knowledge.</p> <p>Are you ready?</p> <p>Students : Ready.</p> <p>Teacher : Let's go.</p>

SCENE	SITUATION	DISCUSSION
	<p>Passing by the elephant cage. Passing by the snakes cage.</p>	<p>Teacher : What are they ? Student : They are elephants. Teacher : Very good! Teacher : What is it ? Student : It is a squirrel. Teacher : What is it doing? Students : It is climbing on the tree. Teacher : Excellent.</p>
	<p>They walked passed the monkey cage. Then the monkey pulled out a wig from a tourist's head. The money has taken While he is the wig from that man. Now he is the bald, trying to take a picture. monkey ran away. The tourist put his hands on his head and ran. The students are laughing along. The monkey lift up the wig and smiled widely.</p>	<p>Teacher : Oop .....What is it? Tourist : Help me! help me! Students : The money had taken the wig from that man, now he is bald. Teacher : Humm.</p>
	<p>The teacher let the students rest freely.</p>	
	<p>Ponpon and Ben were walking together. They saw a bench and both ran towards the bench and sat down. While sitting both are acting all cool.</p>	
	<p>Jane and her group walked by. Nut</p>	<p>Ponpon : Am I handsome?</p>

SCENE	SITUATION	DISCUSSION
  	<p>walked towards to Ponpon and Ben, Nut read a piece of paper and sae said, " Wet paint."</p> <p>The two boys jumped out from the bench.</p> <p>But their pants were all colored.</p>	<p>Ben : Yes, you are handsome but Ben is more handsome than you.</p> <p>Nut : Be careful! It's wet paint.</p> <p>Ponpon : Oh, no. My bottom is blue.</p> <p>Jane : Oh, you all very handsome.</p> <p>Haha.</p> <p>Ponpon : See you next time.</p> <p>Bye bye.</p>

**(Sample)**

The Cartoon Animation for Enhancing Speaking Ability Communication  
 Of Matthayomsuksal (Grade 7)  
 Cartoon Animal CD Cover  
 Topic : Let's Enjoy English with Ponpon & Friends



**(Sample)**

The Cartoon Animation for Enhancing Speaking Ability Communication  
Of Matthayomsuksal (Grade 7)  
Cartoon Animal Part1 : My new friends



**(Sample)**

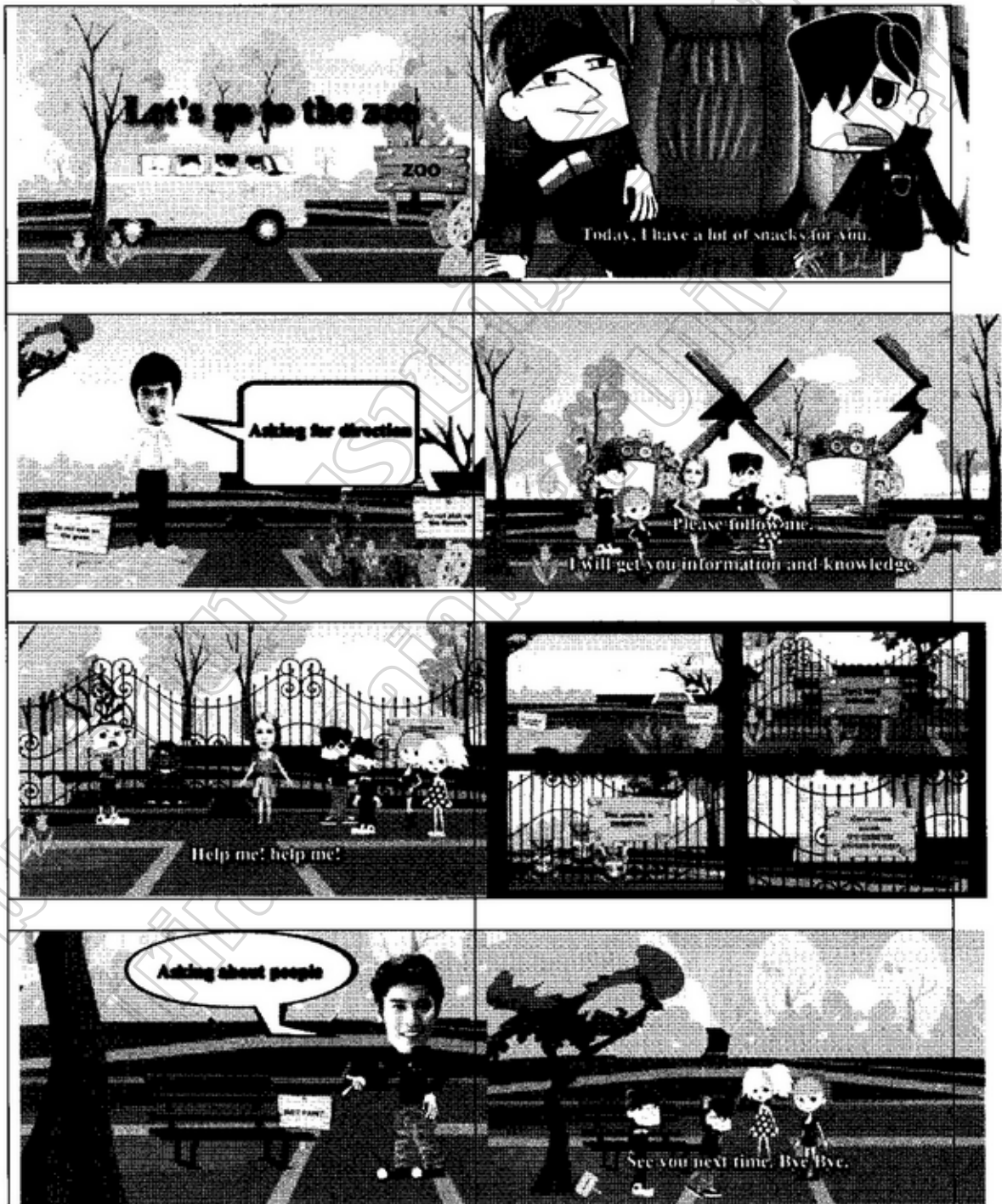
The Cartoon Animation for Enhancing Speaking Ability Communication  
Of Matthayomsuksal (Grade 7)  
Cartoon Animal Part2 : Go Shopping





**(Sample)**

The Cartoon Animation for Enhancing Speaking Ability Communication  
Of Matthayomsuksal (Grade 7)  
Cartoon Animal Part3 : Let's go to the Zoo



## **APPENDIX F**

### **The List of Experts**

1. Mr. Sanit Kathaisong                      The Educational Officer at Buriram  
Primary Educational Service Area  
Officer4
2. Mr. Cherdchai Raksain                      The Educational Officer at Buriram  
Primary Educational Service Area  
Officer4
3. Ms. Jiraphon Liamthaisong                      The English Teacher at Watsrabua  
School



Items	Statements	Level of Satisfaction				
		5	4	3	2	1
1	You enjoy activities provided in the cartoon animation lessons.					
2	The knowledge gained from learning English speaking ability communication can be used for communication in everyday life.					
3	Practice with cartoon animation lessons of learning and illustration is interesting.					
4	The cartoon animation lessons are simple and easy to understand.					
5	The contents and activities in the cartoon animation lessons are relevant.					
6	The contents and activities in the cartoon animation lessons are appropriate.					
7	Learning through cartoon animation improves your English.					
8	The illustrations in contents and activities of the cartoon animation lessons are compelling.					
9	Learning through cartoon animation lessons helps you understand the contents well.					
10	Learning speaking ability communication English through cartoon animation is useful.					
11	You will always feel motivated when learning English by doing and practicing with cartoon animation lesson.					
12	Learning English through cartoon animation lessons enhances your critical thinking process.					
13	Learning through cartoon animation lessons enhance your autonomous learning.					
14	Learning through cartoon animation has effects on your English speaking ability communication.					
15	You have positive attitude toward learning English after learning through cartoon animation.					
	<b>Total</b>					

**Part 3 Open-ended questions**

Do you have other opinions about learning English through cartoon animation? Please specify.

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Thank you

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
Buriram Rajabhat University

The Evaluation of Correctness and Appropriation of the Statement in  
Questionnaire of Learners' Satisfaction towards Cartoon Animation Lessons in  
English Speaking Communication for Matthayomsuksal Students by the experts.

Items	Statements	Experts' Opinion (Appropriation)			X	S.D.	Level of Appropriation
		1	2	3			
1	You enjoy activities provided in the cartoon animation lessons.	5	5	4	4.67	0.58	The most Appropriate
2	The knowledge gained from learning English speaking ability communication can be used for communication in everyday life.	5	5	5	5.00	0.00	The most Appropriate
3	Practice with cartoon animation lessons of learning and illustration is interesting.	4	5	4	4.33	0.58	More Appropriate
4	The cartoon animation lessons are simple and easy to understand.	4	4	4	5.00	4.00	More Appropriate
5	The contents and activities in the cartoon animation lessons are relevant.	4	5	5	4.67	0.58	The most Appropriate
6	The contents and activities in the cartoon animation lessons are appropriate.	4	5	5	4.67	0.58	The most Appropriate
7	Learning through cartoon animation improves your English.	4	5	4	4.33	0.58	More Appropriate
8	The illustrations in contents and activities of the cartoon animation lessons are compelling.	5	4	5	4.67	0.58	The most Appropriate
9	Learning through cartoon animation lessons helps you understand the contents well.	4	4	4	4.00	0.00	More Appropriate
10	Learning speaking ability communication English through cartoon animation is useful.	4	4	5	4.33	0.58	More Appropriate
11	You will always feel motivated when learning English by doing and practicing with cartoon animation lesson.	5	4	5	4.67	0.58	The most Appropriate
12	Learning English through cartoon animation lessons enhances your critical thinking process.	5	5	5	5.00	0.00	The most Appropriate
13	Learning through cartoon animation lessons enhance your autonomous learning.	4	4	5	4.33	0.58	More Appropriate
14	Learning through cartoon animation has effects on your English speaking ability communication.	4	5	4	4.33	0.58	More Appropriate
15	You have positive attitude toward learning English after learning through cartoon animation.	4	5	5	4.67	0.58	The most Appropriate
	<b>Total</b>				<b>4.51</b>	<b>0.42</b>	<b>The most Appropriate</b>

**The Item-total Correlation for each Item of Five Point Rating Scale Questionnaire**

Item No.	$R_{xy}$	Sig.	Remark
1	0.60	.05	
2	0.62	.05	
3	0.60	.05	
4	0.62	.05	
5	0.69	.05	
6	0.71	.05	
7	0.71	.05	
8	0.68	.05	
9	0.61	.05	
10	0.71	.05	
11	0.68	.05	
12	0.60	.05	
13	0.62	.05	
14	0.71	.05	
15	0.62	.05	

**Critical values for Pearson  $r \geq 0.2792$  ( $df = N-2=39-2=37$ )**

**The reliability coefficient (Coefficient Alpha of Cronbach)**

Number of students = 22

Number of Item = 15

$\alpha$  - Coefficient = 0.8769