

**USING CARTOON MOVIE AS MEDIA TO IMPROVE LISTENING
COMPREHENSION OF THE EIGHTH-GRADE STUDENTS
OF SMP BATIK SURAKARTA IN THE ACADEMIC OF
2022/2023**

THESIS

Submitted as a Part for Degree of Sarjana



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Assalamualaikum Wr. Wb.

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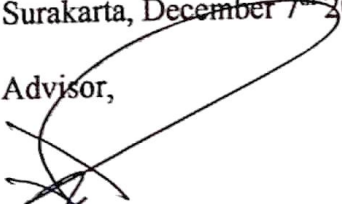
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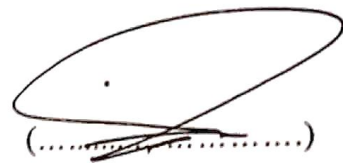
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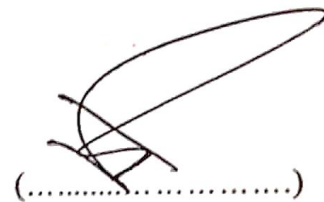
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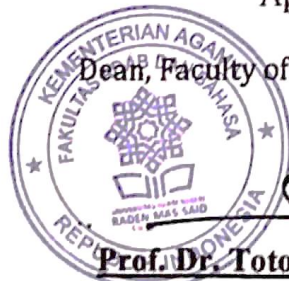


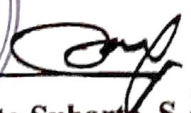
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DEDICATION

This thesis is dedicated to:

1. My beloved uncle & aunty Mr. Drs. H. Nur Amin, M. M & Mrs. Dra. Hj. Arina Hasbana, M. M. always give supports, love, the best encouragements and always give motivation the researcher to finish this thesis as soon as possible.
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MOTTO

*“Jika Allah membawamu ke suatu perjalanan. Maka,
Ia akan membantumu untuk melewatinya!”*

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled *Using Cartoon Movies as Media to Improve Listening Comprehension of the Eighth-Grade Students of SMP Batik Surakarta in the Academic of 2022/2023* is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 17th December, 2022



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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the Day of Judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled *Using Cartoon Movies as Media to Improve Listening Comprehension of the Eighth-Grade Students of SMP Batik Surakarta in the Academic of 2022/2023*. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of the world revolution.

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The researcher wishes that Allah SWT will give them in return all the good things that have been given to him. He realizes that this thesis is still far from perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, December 17th 2022

The researcher

Syaoqie Shidqu Hayatie

TABLE OF CONTENTS

TITLE PAGE	
ADVISOR SHEET	ii
RATIFICATION	iii
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xii
LIST OF FIGURE	xii
LIST OF APPENDICES	xiii
ABSTRACT	xii
CHAPTER I INTRODUCTION	1
A. Background of study	1
B. Identification of the Problems	5
C. Limitation of the Problems.....	6
D. Formulation of the Problems.....	6
E. Objective of the Study.....	6
F. Benefits of the study.....	6
G. Definition of key terms	7
CHAPTER II LITERATURE REVIEW	9
A. Theoretical Background	9
1. Definition of Listening Comprehension	9
2. Definition of Movie	13
3. Definition of Cartoon Movie	15
4. Definition of Media	20
5. Teaching Listening Comprehension Through Cartoon Movie...24	
6. Synopsis of Zootopia	25
B. Previous Related Studies.....	26
C. Rationale	28
D. Action Hypothesis.....	29

CHAPTER III RESEARCH METHODOLOGY	30
A. Research Design.....	30
B. Variable and Definition Operational Variable	31
C. Subject and Object the Research.....	32
D. Action Plan	33
E. Techniques of Collecting the Data.....	36
F. Research Instrument	37
G. Techniques of Analyzing the Data.....	38
H. Indicator of Success	40
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	41
A. Research finding.....	41
1. Finding of the Pre-Cycle Study.....	41
2. Finding of the First Cycle	44
a. Planning	44
b. Implementing.....	45
c. Observing	47
d. Reflecting	49
3. Finding of the Second Cycle.....	49
a. Planning	49
b. Implementing	50
c. Observing	53
d. Reflecting	54
4. Finding After the Implementing the Action.....	55
a. The Result of Teacher Journal.....	55
b. The Result of Post-Interview for the Teacher.....	56
c. The Result of the Students' Interview	57
B. Discussion	58
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	63
A. Conclusion.....	63
B. Suggestions	64
BIBLIOGRAPHY	65
APPENDICES	68

ABSTRACT

Hayatie, Syaoqie Shidqu. 2022. *Using Cartoon Movies as Media to Improve Listening Comprehension of The Eighth Grade Students of SMP Batik Surakarta in the Academic Year 2022/2023*. Thesis. English Language Education Study Program, Faculty of culture and languages, Raden Mas Said State Islamic University of Surakarta.

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Keywords : Listening Comprehension, Teaching media, Cartoon Movie, CAR

The formulation of the study is “how can cartoon movie improve students’ listening comprehension at the eighth grade of Junior High School Batik Surakarta?”. The aims of this study is to find out how cartoon movie can improve students’ listening comprehension at the eighth grade the students of Junior High School Batik Surakarta.

The researcher used classroom action research to increase listening comprehension in Junior High School. The research instrument of this research were observation sheet, interview guideline, teacher’s journal, test. Techniques of collecting the data were observation and test. The techniques of analyzing the data were descriptive qualitative technique and statistical technique.

The researcher found that the students’ listening comprehension at the eighth grade of SMP Batik Surakarta improved through watching English Movies. It could be seen by the students’ Average score was increased. The Average score of pre-tests was 50,31, while the Average score of post-test 1 in cycle 1 was 68,71. This mean that the improvement was still needed so the researcher conducted the cycle 2 that was ended by post-test 2. The Average score of post-tests 2 was 88,87. It can be seen there was a significant improvement in Average score from pre-test through post-test 2. It can be stated that watching English movie improved the students listening comprehension.

LIST OF TABLE

Table 2.1: The Similarities and the Differences between This Study and another Research as the Previous Study.....	27
Table 3 1: Time of Research.....	30
Table 4.1 The Result of the Students' Score in Pre-Test.....	41
Table 4.2 The Percentage of the Students' Score in Pre-test.....	42
Table 4.3 The Result of the Students' Score in Post-Test 1.....	46
Table 4.4 The Frequency of The Students Score in Post-test 1.....	47
Table 4.5 The Result of the Students' Activity Cycle I.....	48
Table 4.6 The Result of the Students' Score in Post-Test 2.....	51
Table 4.7 The Frequency of the Students Score in Post-test 2.....	52
Table 4.8 The Result of the Students' Activity in cycle II.....	53
Table 4.9 The Results of Students' Listening Tests Pre-Tests, Post-Test I, Post-Test II.....	58
Table 4.10 Frequency the Result of Students' Score on Pre-Test, Post-Test 1 and Post-Test 2.....	59

LIST OF FIGURE

Figure 3.1: Classroom Action Research Procedure.....	59
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LIST OF APPENDICES

Appendices 1 Validation Sheet	70
Appendices 2 Lesson Plan Pre-Cycle	71
Appendices 3 Pre-Test	77
Appendices 4 Lessons Plan Cycle 1	79
Appendices 5 Post Test I.....	86
Appendices 6 Lessons Plan Cycle 2.....	88
Appendices 7 Post- Test II.....	94
Appendices 8 Movie Script.....	96
Appendices 9 Analyzing Teachers' Interview with Students' Observation	98
Appendices 10 Interview Guideline for the English Teacher in Preliminary Study Before Classroom Action Research (Pre-Interview).	100
Appendices 11 Interview Result for the English Teacher in Preliminary Study Before Classroom Action Research (Pre-Interview).	101
Appendices 12 Interview Guideline for the English Teacher in Preliminary Study After Classroom Action Research (Post-Interview)..	102
Appendices 13 Interview Result for the English Teacher in Preliminary Study After Classroom Action Research (Post-Interview)..	104
Appendices 14 Students' Interview Guideline.....	105
Appendices 15 Interview Result	106
Appendices 16 Log Book	108
Appendices 17 Teacher's Journal	112
Appendices 18 Students' Worksheet	116
Appendices 19 Observation Result of The Pre-Test, Post-Test 1 and 2.....	126
Appendices 20 Observation Sheet of Students' Activities in Cycle I and II	129
Appendices 21 Field Note.....	131
Appendices 22 Documentation	132

CHAPTER I

INTRODUCTION

A. Background of the Study

English language must have four mean skills. These mean skills are also often used as an assessment of one's language skills. In addition, these 4 basic skills are also quite important to communicate in English. These 4 mean English skills are listening, speaking, reading, and writing. From the four skills have their own important role in the formation of a language. According to Hakan (2014) assumed that language educators have long used the concept of four basic language skill: Listening, Speaking, Reading, Writing. Hakan also divided the four basic language skills into two parameters such as the mode of communication, oral or written the course of communication, and receiving or generating message. Listening skill as a receptive skill in the oral mode, speaking as productive skill in the oral. Reading is receptive skill in the written mode and writing is productive skill in the written mode

Listening comprehension are very important .00in language but, listening is challenging process. Someone who listens must distinguish between sounds and understand vocabulary also grammatical structure, remember and interpret them all at the same time. In listening students need full concentration on the audio being played, otherwise students may not catch the messages from the audio. Some of the student have problem on concentration and find listening is more difficult that other follow without high level of concentration. Thomson (2005) says that some teacher find that their students are often busy talking and chatting among others and do not concentrate on the listening subject.

Media has a good contribution in developing students' listening comprehension. Media is a tool that makes teaching easier. Media is expected that students can more easily understand the material given by teacher. The media can distract students' attention to difficult learning material, so student's will excited to learning because of the application of enjoy media. Refers to Rao (2019) at the current moment, many academicians and professionals get to realize the importance of using many technological tools in the techniques of language teaching and learning equally. The recent strategies have made language learning more productive, effective and communicative.

Learning in the classroom will be more interesting if the teacher has a variety media. One of the media can be used to develop listening comprehension in learning English is movie. Movies are an interesting medium for students, because there is an attractive visual display and provides a storyline. The application of movie media in developing listening comprehension will be enjoy. According to Rao (2019) English movie are more useful in teaching the English language since the students are highly encouraged. Discussing English movies provides additional personal knowledge for the students since discover it pleasure and enjoyment of watching them. The students also get more knowledge about the society and behavior of the native speakers by watching English movie. Beginner students can listen to conversation and pronunciation directly from native speakers. The movie used can start with a cartoon movie. Because cartoon movie are filled with the voice actors so the grammar is measured and the pronunciation is slowly.

Waxler (2006) says that using video into teaching and learning process will increase student's motivation in learning. In fact, by using cartoon movies as media

for teaching listening comprehension was able to attract the student's attention and helped encourage them to focus on the material given. It was able to create a good atmosphere in the language laboratory since it was played as the new media. It also, decreased the student's boredom in the language laboratory. This was a good way to teach listening comprehension achievement. It was different from that is the control group which had no animated video on their listening activity.

In teaching English, the researcher conducted pre-research on September 29, 2022 at the Surakarta Batik Junior High School. Teacher in batik junior high school usually use the monotonous method the content used or the media used by the teacher in teaching are textbook and PPT. It's just that there are not many suitable media to be applied as teaching media In the interview that researcher conducted the teacher said that one of the factors was that the students had difficulty in listening comprehension was also influenced by the lack of vocabulary In addition, students are also can't understand well what native speaker speech Students often feel bored and hard to focus on this lessons. This makes it more difficult for student to understand this subject.

Based on the pre-research, towards 32 students using documentation method, from the students listening scores the researcher got the data of students listening scores among the eight grade students of Batik Junior High School Surakarta.

From the Pre-test, the researcher found that most of students do not reach Minimum Standard Criteria (MSC) yet, so must do remedial. Almost 75% Averages 28 students failed and only 4 students passed according on the measurement of learning result: $70 >$ Passed and $70 <$ Failed. Based on the background above, the

researcher is conducting the research by using cartoon movies as media to improve listening comprehension at the eight-grade student of SMP Batik Surakarta

Based on the problems at the schools above. The researcher argues that the use of cartoons can solve students' difficulties. Cartoon films can be used as variations in teaching so that students do not get bored. Students' difficulties in understanding native speakers will be reduced because cartoon movie usually have a theme that is close to the students so that the vocabulary and language are easy to understand. Not only listening to works on question, students are also indirectly brought to follow the plot and understand every character in the cartoon movie which is presented with interesting animation. According to Maria using movie to each English teacher does not only facilitates a visual or audio and to students but teacher also facilitates them with both audio and visual elements at the same time in addition the belief that everyone loves watching movie strengthens the teacher's confidence to use English movies as an attractive strategy to teach

To support this study there are some researcher which are related with this study about using movie. The first researcher is Maysaroh (Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung., 2022). She conducted a research entitled "*The Effectiveness of Using Cartoon Movie on Students' Listening Ability of the First Grade Students at SMPN 1 Ngantru Tulungagung.*". The result of the study it was found that cartoon movie successes in improving students' listening ability.

The second researcher has been conducted by Nur Asyia (UIN Syarif Hidayatullah, 2020) entitled "*The Use of Animation Movie to Improve Students' Listening Skill: An Experimental Study at The First Year of SMPN 10 Tapung*". In

this study, the researcher found out there was a significant effect by using Animation Movie to improve students' listening skill.

The last previous study entitled "*The Use of Cartoon Movie to Improve Student's Listening Ability at Senior High School 1 Rupert*" has been done by Ayu Permata Sari (UIN SUSKA RIAU, 2021). In this research, there is significant effect of using Cartoon Movie to Improve Students' Listening Ability at SMA 1 Rupert.

From the previous study above, there were a difference with each study before. The first is the researcher used "Zootopia" movie as the media which is the new cartoon movie that maybe the student hasn't seen it before. The second is the way researcher take the data, the researcher use testing in cycle one and cycle two. The third, the researcher choose the students in eighth grade as the subject. And the last, the researcher choose private senior high school (SMP Batik) as the place to did the study, which is known by all people that the school is expensive.

Therefore, researcher wanted to investigate how these movie can be a learning media especially to improve listening comprehension students. In other hand, researcher wanted to seek the media have an effect on listening comprehension at the eighth-grade students. Based on these facts, the researcher interested in conducting a study entitled, **Using Cartoon Movie as Media to Improve Listening Comprehension of the Eighth Grade Student of SMP Batik Surakarta in The Academic Year 2022/2023**

B. Identification of the Problem

Based on the background of study, thus the problems of this research are identified in the following identifications:

1. The teacher still uses a monotonous learning method that makes students bored.
2. Students have poor vocabulary, so it's an obstacle in understanding the listening section
3. The students have less score in listening section in the class.

C. Limitation of the Problem

In this research the researcher makes limitation of the problem. This is intended, to avoid wider and larger explanation. The researcher focuses on analyzing the listening comprehension of English using cartoon movies to eight grade students in SMP Batik 2 Surakarta in the academic year 2022/2023. The media is cartoon movie entitled "Zootopia". The researcher chose this movie because this movie uses simple vocabulary so that students' will be easier to understand.

D. Formulation of the Problems

Based on the background of study, the researcher tries to describe the students' listening comprehension by using cartoon movie. So, the researcher formulated the problem "How can cartoon movie improve students' listening comprehension at the eighth grade of Junior High School Batik Surakarta?"

E. The Objectives of the Study

Based on the formulation of the problem, the objectives of this study is "To find out how cartoon movie can improve students' listening comprehension at the eighth grade the students of Junior High School Batik Surakarta in The Academic Year 2022/2023".

F. Benefits of the Study

The result of the study is expected to give contributions to the teaching and learning process of listening comprehension.

1. Theoretically

The researcher expect that this study can be reference to similarity research.

2. Practically

This research may can help teachers to choose the right media to teach English, especially in developing students' listening comprehension. In addition, researcher hope that this research can make learning media in the classroom more varied. Researcher also hope that this media can be an idea for teachers to apply fun learning media for students.

G. Definitions of Key Terms

1. Listening Comprehension

Listening is the ability to receive, understand, interpret and respond to verbal and non-verbal messages from the speaker. During the process of listening one can reach an understanding that is linked to several factors. Listening comprehension puts more emphasis on understanding when hearing. According to Subyakto (1986) that listening comprehension not only accept the utterance or dialogue passively but also can react actively.

2. Teaching media

Teaching media Average all tools which may be used by teacher to deliver teaching material to students in teaching learning process to reach certain learning goals. There are some experts that stated about teaching media. In addition, based on Arsyad (2009) is media that bring instructional purpose

of messages or information of learning. Media is Averages of expressing message and information.

3. Cartoon Movie

According to Horby (In Ayu, 2022) state that movies are forms of entertainment that enact stories by sound and sequences of images giving the illusion of continues movement.

4. CAR (Classroom Action Research)

Classroom action research is a reflective process in which instructors gather empirical data, to improve their teaching practices. According to Siti (2013) CAR is a process in which educators examine their own practice systematically and carefully using the techniques of research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Definition of Listening Comprehension

In learning second language student must be able to understand the utterance or dialogue spoken by native speakers. Student should be able to understand the Meaning of the sentence. This activity is called listening comprehension. Listening comprehension has a different definition with listening skill. In listening skill student, the definition is only hearing ability while listening comprehension puts more emphasis on understanding when hearing. According to Subyakto (1986) that listening comprehension not only accept the utterance or dialogue passively but also can react actively. Therefore, to be active student need routine practice.

In addition, Mandarani (2016) states that the learner must be able to process what is heard, then try give Meaning. Listening comprehension influence by mastery vocabulary, pronunciation and also the Meaning of words. This statement connect vocabulary with listening, of course poor vocabulary will hinder listening comprehension. Lack of vocabulary and don't know how to pronounce can make listening comprehension difficult. Indonesian language and English language have different concept, in English there is a similar sound but has a different Meaning, example full-fool. The same sound but have a different Meaning like meat-meet. In English can't interpret

word by word because one word if combined with another word will have a different Meaning, example look and look out.

From the definition above listening ability especially in listening comprehension require frequent exercise, so that student more familiar and quickly to understanding the Meaning of language. Good understanding in listening comprehension can support the concept of learning English language.

2. Kinds of Listening

According to Rost (2002) there are six kinds of listening, such as:

a. Intensive Listening

In this activity focused on explain specific sounds, phonology, syntax, lexis.

b. Selective listening

In this activity not only focused on specific sound or words but learners' attention directed specific purpose. As focused on main idea to find out certain details. Learners' must look for information during this section.

c. Interactive listening

In this section involves two-way, where the learners' and partners engage in the conversation. Interactive listening focused on input and pushed output.

d. Extensive listening

In this task extended period of time. Focused on long-term goal like academic content or for pleasure.

e. Responsive listening

Focuses on the learners' responses to the listening input. Where the primary goal is to train the learners' appropriate reaction what listened to along content.

f. Autonomous listening

This steps it is not a "type of listening" but is the core of learners listening ability. Focuses on listening independently as a tool for language learning and use.

Moreover, Brown (2004) talked about for types of listening tasks when they focused on the assessment of listening intensive, such as:

- 1) Intensive listening
- 2) Responsive listening
- 3) Selective listening
- 4) Extensive listening

3. Indicator of Listening

According to Suyanto (2010) there are some indicators of listening, as follows:

- a. The students able to receive the message
- b. The students able to attend the message if the process is to continue
- c. The students able to respond the message
- d. The students able understand the message
- e. The students able to remember the message

Based on indicators of listening above, attending understanding, responding and remembering. So that indicators can help students to more easily understand on focus on message

4. Listening Test

The intensive listening activity is pure dictation. Because pure dictation of extended passages can be tedious and time consuming, many teachers have developed variation. According to Nation and Newton (2009) some popular variation as follow:

a. Fast speed dictation

The students can ask for multiple repetitions of any parts of the passage, but the teacher will not slow down her articulation of the phase being repeated.

b. Pause and paraphrase

The teacher reads a passage and pauses periodically for the students to write paraphrase, not the exact words used.

c. Listening close

The teacher provides a partially completed passage that the listeners fill in as they listen or after they listen.

d. Error identification

The teacher provides a fully transcribed passage, but with several errors.

e. Jigsaw dictation

Students work in pairs. Each person in the pair has part of the full dictation

f. Group dictation

Learners hear an extended passage, perhaps two-minute-long, usually monolog

g. Communicative dictation

There are several variations of this type dictation, all focusing on student-to-student exchange.

h. Listening games

There are variety of listening games, particularly designed for young learners that involve partial dictation, writing key words, word spotting, passing along message verbatim.

5. Definition of Movie

Technological developments facilitate a lot of human activities. Difficulties in teaching can be resolved well by technology. Currently, there are many media that can be used to teach. Movie is one of the interesting media to be applied in learning English. According to Yanuari (2019) learning media that is utilized appropriately in the learning process will become a more effective and efficient support tool in achieving the learning objectives. In addition, learning media will also increase students' learning motivation. But, the use of media must be adapted to the condition of students, because not all media suitable for all lessons. Teacher must be aware in using the media.

The use of this movie as teaching media can be a variation in learning. Variation media can attract students' interest in learning language. Smithikrai (2016) define that movie can be a powerful tool

for illustrating course content, promoting a visualization of concept and theory, increasing student involvement and promoting critical thinking and analytical skills. Based on the definition above, movie contains illustrations and visualizations so that teachers can try to apply this movie in listening learning. Attractive illustration will help students to understanding listening.

Meanwhile refers to Moskovich (2012) movie is not only for entertainment, but also used for pedagogic purpose. It can be used in English class, sociology academic, biology, chemist, history, lad and adolescent development. Based on definition above movie media can be used as one out of many learning environments that are suitable for use in a variety of situations. Nowadays, movie media often teaches with teachers because it has multiple functions, such as listening and watching. Learning using movies as a medium in the classroom is a great way to teach students to listen carefully native speakers when speaking in movies.

Movie as teaching media has a benefit. Students' have difficulty understanding caused by different accents, word pronunciation, and lack of vocabulary. In movie especially in cartoon movie, word pronunciation pronounced by voice actor. In cartoon movie the pronunciation is not quickly, so students can hear clearly. According to Bray (2019) stated that there are four benefits of using movie in the classroom.

- a. Movie contain language that is natural and contextual

- b. Movie provide a context for learning about culture
 - c. Movies can increase motivation
 - d. Movie simulate thought and discussion
6. Definition of Cartoon Movie

The social function of the cartoons movie is shifting all the time. According to Oxford American Word Power Dictionary (1998) movie is television program that tells a story by using moving drawings instead of real people and places. The definition explained that movies can only be watched on the television. In fact at this time, there are many movie streaming platforms that are easily accessible by all people. Cinema is still a place to watch movie, but now people can also watch movies using their hand phone on various official movie streaming platforms, like Disney Hotstar, Netflix, etc.

Wittich and Schuller (1962) say that cartoon is pictorial representation or caricature of a period idea, situation that is designed to influence public. According to definition above, it can be concluded that cartoon is a form of media as the representation of man's character, man's idea and certain situation by using drawings instead of real people and place. Recently, the cartoon movies are associated with entertainment the children. Now, cartoon movie are not only for children, many cartoon movie are currently aimed at an adult audience. In cartoon movies intended for adult audience, there are many ideas that are no longer suitable for children to watch.

In addition Poulson (2009) stated the same definition, that basically, a cartoon is a form of media where, using animation, character are shown with simplified features, but still maintaining an ability to recognize. The simplified feature that is owned by cartoon movie can help students more easily understand the storyline of the movie. Interesting animations can attract students' attention. Nowadays, cartoon are not only for entertainment but also can be used as a media.

7. Genre of Movie

Refers to Manggolin (2020) there are ten genres of movies, as follows:

a. Action

This genre connects the roles of antagonist and protagonist into a tense conflict. Usually, in movie with the action genre there will be chases or shootouts. Famous action films that are admired by several people are includes *Fast and Furious*, *Mortal Combat*, and *Resident Evil: Welcome to Raccoon City*

b. Drama

Drama films are part of the variation of films whose goal points in their culture depend on the development of the essence of the components of the story and in-depth conflict in the intensity of realistic characters that frequently also carry emotional themes. An example of the film is *Five Feet Apart*, *Knives Out*, and *House of Gucci*

c. Comedy

The Witches, Red Notice, and Cruella is an example of a comedy genre films. This film is illustrated as relatively light and full of giggles. Usually, many scenes are exaggerating the action circumstance and dialects.

d. Romance

Romantic films are love stories captured in visual media for the report in cinemas and televisions that focus on the main characters' passion, emotions, and affectionate interest. Their truly influential journey, their true and pure love that will hold up them through dating, proposing, or marriage. One of the films illustrated romantic genre such as *Love Rosie, La Land, and Cinderella*

e. Horror

Horror films attempt to elicit emotions from the audience in the form of fear and horror. Their plots frequently revolve around themes of death, the supernatural, or mental illness. Several horror films stories revolve around a single evil antagonist. Example best horror genre films as follow *The Conjuring: The Devil Made Me Do It, Don't Breathe, and A Quite Place*

f. Science fiction

Sci-fi or Science fiction films are works of fiction that explore the imaginative impact of science and technology on society and the world at large. The boundaries of the sci-fi genre are never clearly defined, and can be subjective depending on who is judging.

The setting of sci-fi is usually in the future or in the far future. It can also be set in outer space and involve alien elements. Robots, artificial intelligence, monsters, time travel, mutants, space travel and other new technologies are frequently featured in science fiction films. These are some examples from sci-fi movies *Spider-Man: No Way Home*, *Dune*, and *Venom: Let There Be Carnage*

g. Thriller

The terms “thriller” refers to a board film genre that elicits excitement and tension in audience. The elements of suspense found in the majority of film plots is specifically exploited by filmmakers in this genre. Tension is created by delaying what viewers perceive to be inevitable and it is built through threatening or impossible to escape situations, such as when the protagonist are unaware they are entering a dangerous situation. Thriller characters are at odds with one another or with outside forces, which can be abstract at times. The protagonist is usually confronted with challenges such as escapes, missions, or mysteries. The popular thriller movie is *Joker*, *Parasite*, and *IT*

h. Musical

A musical film is a film genre in which characters’ song are interwoven into narratives, sometimes accompanied by dancing. Musical films are natural extensions of the music stage following the advent of sound film technology. The use of luxurious scenery backgrounds and locations that will be practical in the theater is

usually the biggest difference between music and stage music. An example musical films; *Pitch Perfect*, *La Land*, and *Tick, Tick Boom!*

i. Documenter

Documentary films are those that depict reality. In France, the terms “documentary” refers to all non-fiction films, including travel and educational films. They record everyday occurrences and replay life events. There are some example from documentary films such as *American Murder*, *The Art of Killing*, and *The Reunion*

j. Cartoon/animation

Encanto, *Wish Dragon*, and *Inside Out* is an example of an animation films. Because the purpose of animation is to bring images to life, every detail of the character, from the front, back and side views, as well as the details of the character’s face in various expressions, must be known with certainty. The main purpose of animation is to make an image appear more alive, so that it can affect the audience’s emotions such as sadness, crying, falling in love being annoyed, happiness, and laughing.

Animation also referred to as motion picture, which Averages “motion picture” because during the manufacturing process successive images are used and manipulated in such a way that the image appears to move.

Encanto, *Wish Dragon*, and *Inside Out*

8. Steps of Using Movie

The movie can be used to deliver visual material. Students can read the printed text and stare at the movie later. Movies can explain understanding, integrate theories, and enhance learning. Students are required to completely understand both visual and linguistic comprehension. By seeing the movie as a whole, students are predicted to understand different disciplines of academic discourse, such as psychology and environmental science and widen their oral and written perspectives. After discerning it, the class asked about the topic of the movie and a particular essay, to support them, the teacher asked the students to brainstorm.

9. Definition of Media

In today highly developed technology including the number of instructional media. The teacher prefers to use the media or application in teaching, because easy to use. Movie media is one of the media that has been used in teaching.

According to Kozma (1991) media can be defined by technology, symbol system and processing capabilities. It means that media aimed at something that delivers information (message) between message sender and receiver.

Meanwhile, Lynch (2017) stated that there are five reasons why movie used as teaching media they are varieties of accent can be demonstrated, slices of culture can be demonstrated, using audio-visual element aid learning, and movies are great to watch and listen. Movie

is a kind of media that will make students interest, because most of teenagers like to watch and listen movie.

According to Asnawir (2002) the good movie has some characteristic they ara: increase the students' proclivity, show right and authentic view and enviroane with the audience understanding, show the structure of the language, regulate the essential and the sequence of the movie, a nd satisfy the audience on the technique of making movie.

Movie media are covers media which nature audio visual. One definition of movie is a recording of moving images that tells a story and that people watch on a screem or television. Movie media is one of kinds of multimedia. The term multimedia often describes highly sophisticated technology.

Nowdays, movie media often used teacher for teaching, because its function is more than one such as listening and seeing. From the definition above the researcher can conclude that movie media is a media that have characteristic of actor or artist by using good language. Movie media is very useful to use as media in teaching activy. Using movie media can improve students listening comprehension with words and picture can improve students, aterial them, then sound can improve audio materials them. The teacher will easier to teach listening because there is vocabuleries in movie media.

Teaching by using movie as media in the classroom giving is good way to teach the students how to listening well by hear the native

speaker speak in the movie, also the students can learn many things that is consist in the movie such as

10. Advantages of Movie Media

Movie as teaching media have a positive benefit. According to Sari and Sugandi (2015) that quality and quantity of information provided by movies and the many positive effects of movies on language learning, for example exposure to foreign language and entertainment aspects of the movie also influence students' motivation.

There are many benefits to using English movie in classroom:

a. Movies can keep student's interest in learning English

Variety of teaching methods will make students not easily bored. Students were more motivated to see and hear the actual situation of than to follow the activities in the textbook. Students gave the impression that the movie also expanded the relaxed atmosphere of the class. Mirvan (2013) argues that the application of English movie in the classroom was new and pleasurable experience for students and teacher.

b. Movies can improve student's listening comprehension

In movie students can hear informal English and slang words and phrase that they often do not find in book or dictionaries. Students will hear the daily conversation is used by actors. This way makes it easier to practice English, students can repeat the conversation during daily activity.

c. Movie can improve student's speaking skill

Kalean (2013) Argue that is a good way if teacher teaching English by apply an English movie. The student will repeat how to speak imitating the actors and actress in the movie. The students can listen how to pronoun their words together. Students can find movie script and imitate what the actors said. Movie can be easily to be reply to check the pronunciation.

d. Movies can improve student's pronunciation

Learning pronunciation will be difficult if students only used textbooks. Students must listen directly how to pronounce sentences correctly in English. The conversation in movies can help students to understand how to pronounce a word and how to apply in sentences. In movie students will hear the variety intonation and accent. Refers to Pratiwi (2010) the result of the study stated that English movie greatly affected students' pronunciation. Students who have difficulty understanding in stress, un-stress, diphthongs, and vowels in sentences can decrease and realize better after watching the movie.

e. Movie can improve student's vocabulary

In this case, it is better for English teachers to play English movie with English subtitle. English subtitle can help students to see how the words are written. This is in line with the statement expressed Sayed (2014) that movies with English subtitles had a significantly positive effect on the students' compared to the movies with no subtitles. Furthermore Putra (2012) assumed that when students are

watching English subtitles, they can learn some new words and phrases used in the movies, and also help them to acquire new vocabulary and idioms.

11. Disadvantages of Movie Media

When using movie as media, of course there are drawbacks. There are several advantages in using movies as teaching media. Based on Sari and Sugandi (2015) there are fourth disadvantages of using movie as teaching media:

a. Takes long time to watch the movies

Watching movies takes a long time. It could be that if the genre of film used is not related with the interests and preferences of students, this method will feel boring. The use of a long time in using this method will reduce students' time in other activities such as writing or discussion in class. Refers to Mirvan (2013) movies generally reduce activity time to more than an hour, so it will be an uninteresting time for students to finish the movie.

b. Students prefer watching actors and actresses to focusing on the main instructional goal

Students may not concentrate on the text or listen to the dialogue in movie. This is apparent if the movie as a medium, selected because students like the actor or actress who plays the movie. Students' focus will be divided and learning listening using this method does not go well. Students will ignore the goal of watched the movie. According to Wang and Zhang (2012) that students are

enticed by movie actors and actress and say may have missed the purpose and goals of watching the movie. While watching a movie, they can't focus on their work.

- c. Fiction movies can make students think and imagine something illogically.

As we know, there are lots of English fiction movies that are booming and are in demand by students. One of the most popular movies is Harry Potter with its British accent. This film offers an exciting storyline about the adventures of witches. Fiction movie is unreasonable. Fiction movies will make students' minds imagine and thinking illogical. This is beyond the limits of teacher's ability. Bottomley and Haill (2013) Expressed that after seeing English move, students tell sometimes imagine existing in fairy tale world. They create their imagination and act like princes, princesses, witches, or angels,

- d. Movies can make students imitate bad scenes from the actors or actresses

Several times ago there was a boom in the Joker movie. Many young people feel related to the quote in the film. Based on the news, the joker movie popular has a bad impact. Young people imitate the bad manner in the film. Such as smoking scene, fighting scene, or sexual scene. Sargent (2005) reported that most Hollywood movies are reported to contain scenes where actors and actresses smoke.

12. Teaching listening comprehension through cartoon movie

Teaching a language is essentially teaching someone how to communicate. As a result, language instruction aims to improve students' ability to communicate in both oral and written forms. However, student must have language skills in order to communicate effectively. The first skill that should be taught in language teaching is listening. To make a listening lesson effective, beneficial and interesting for students a teacher should use a well-developed and fascinating technique or aid in the classroom; one of the aids is using cartoon movie as media. According to Bray (2019) stated that movies can make lessons more fun and less boring

The teacher understands the significance of teaching students how to listen. This is true in a first language, second language or foreign language classroom. It is beneficial to consider the listening ability of children learning English as foreign language. Teaching listening comprehension must be appropriate for the students' level. Teaching listening through cartoon movie as media can help teacher to teach listening while also providing a relaxed environment and motivated students. The movie serves as a medium to facilitate the material provided to students. Making it easier for them to master the listening comprehension. Students-centered learning is achieved by teaching listening comprehension through cartoon movie media.

13. Synopsis of Zootopia

A female rabbit named Judy Hopps from an idealistic village of Bunnyburrow, Judy is willing to leave her family behind to fulfil her dream of becoming part of Zootopia police department. Judy, who is indeed a species that is considered weak, tries to prove herself that she is worthy of being a police officer. Once when he was a ticketing officer he met Nick Wilde a cunning fox who led him to a mysterious disappearance of several mammals full of conspiracy theories. This makes it his chance to prove himself that he is not a weak cop.

Review

Zootopia is able to provide a story with classic theme for young audience with fairly solid composition. Zootopia managed to bring to life the usual themes typical of Disney animation, from the attitude figure of the main role in being unyielding, chasing dreams, friendship with a little complexity by not looking down on others. Under the control of Bryan Howard, Jared Bush and Rich Moore this film provides a lesson in citizenship to the audience in the cinema.

The ingenuity of the director and story teller of Zootopia managed to steal the attention by installing issues in it such as about manners and educational education. His ingenuity in processing material with issues of ideology science, uniformity, and politics brought success to tickle the audience as a fun family entertainment, Zootopia which carries a detective adventure. Is able to provide

comedy with fresh and clever jokes, dynamic moves that feel energetic with character surprises that refresh the eye.

The visual of Disney’s execution is quite successful in creating animals with physical charms. The quality of the animation is quite sweet, which has many gestures on characters. Which not only presents a combination of retro and modern. But also makes Zootopia successful in thickening the content of the story. In addition to visuals, voice acting also plays an important role in filling out Zootopia’s character.

B. Previous Related Studies

To support this study there are some researcher which are related with this study about using cartoon movie as media to teach listening comprehension.

Table 2.1: The Similarities and the Differences between This Study and another Research as the Previous Study

No	Title	The Similarities	The Differences
1.	The Effectiveness of Using Cartoon Movie on Students' Listening Ability of the First Grade Students at SMPN 1 Ngantru Tulungagung.	The method which is used by the researcher is qualitative method. The similarity between this research is the object of the research, that is movie	The data of this research were the pre-test score and post-test score of experimental class and control class. While the researcher uses classroom action research.
2.	The Use of Animation Movie to Improve	The similarity between this research is the object	This research use take number of samples is

No	Title	The Similarities	The Differences
	Students' Listening Skill: An Experimental Study at The First Year of SMPN 10 Tapung	of the research, that is movie. The method which is used by the researcher is Classroom Action Research.	selected by using cluster random sampling technique. While the researcher selects all classroom samples
3.	The Use of Cartoon Movie to Improve Student's Listening Ability at Senior High School 1 Rupert	The similarity between this research is the object of the research, that is movie. The method which is used by the researcher is Classroom Action Research.	The data of this research were the pre-test score and post-test score of experimental class and control class. While the researcher uses classroom action research.

C. Rationale

Researcher understand that inputs and exposure are the most important things in the process of second and foreign language acquisition after reviewing the literature and previous related studies. The more comprehensible inputs and regular exposure students receive, the better they will perform in learning and acquiring the target language. However, in order to be successful learners, students must comprehend all language skill, including listening. Listening in EFL and ESL context is difficult because it is not taught seriously in schools. Moreover, because listening is more

difficult, teachers must create such modern media to assist students in improving their listening abilities.

According to previous studies, movie as a medium for improving listening skills work and improve not only the main problem of this study, but also other language skills such as their ability to understand spoken language increases, their pronunciation enhances, they develop new vocabulary, they can improve students' self-expression ability, and they unconsciously adjust to the language's grammatical forms and sentence structure.

Furthermore, other researcher has illustrated that watching English movies is an enjoyable activity that also facilitates fun and Meaningful learning. As a consequence, researcher confidently assume that watching English movie would improve students' listening skills and it is crucial to indicate the hypothesis by implementing the English movie watching activity in the language classroom to improve students listening skills.

D. Action Hypothesis

As views the theories discussion of the previous studies, and the description of the watching English movie activity researcher formulate the hypothesis. Furthermore, in this action research the researcher have two hypothesizes. First there are any significance between watching English cartoon movie and listening comprehension students in eighth grade. Second, there are no significance between watching English cartoon movie and listening comprehension students in eighth grade.

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

1. The Method

The researcher use classroom action research to increase listening comprehension in Junior High School. Classroom action research is one of method which uses self-reflection as the main method. Action research can be due by teacher or researcher in teaching program. This method aims to make improvements various aspects in learning. Self Reflection which be due by teacher in its own class intend to improve their performance as a teacher, so that student learning outcomes increase. Car and Kemis (1991) states that action research is a form of self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own social or educational practice their understanding of these practice and the situation in which the practice are carried out.

2. The Place

This Classroom Action Research was performed at State Junior High School of Batik Surakarta. This school located on Jl. Slamet Riyadi No. 447 Laweyan, Surakarta, Jawa Tengah. The researcher chose this school because Junior High School of Batik Surakarta was representative for research and there was no similar research at this school.

3. Setting time

Table 3 1: Time of Research

No.	Activities	2022							2023
		May	Jun	Jul	Ags	Sep	Oct	Nov	Mar
1.	Research Topic	■							
2.	Case Study	■							
3.	Literature Review		■						
4.	Proposal			■					
5.	Observation				■				
6.	Collecting Data				■				
7.	Analysis the Data					■	■		
8.	Writing The Report					■	■		
9.	Munaqosyah							■	
10.	Graduation								■

B. Variable and Definition Operational Variable

1. Research Variable

Research variable is an attribute or nature or value of a person, object, organization or activity that has a certain variation determined by the researcher to be studied. There are two variations of variables in the study; dependent variables and independent variable. Variable dependent is a variable that influenced. This variable is the result of the existence of an independent variable. While, independent variable is a variable that affects. This variable is the cause of the change or the cause of the existence of the dependent variable

Variable that used in this research as follow:

- a) Variable X (Independent Variable) is cartoon movie entitled Zootopia for teaching learning
- b) Variable Y (Dependent Variable) is listening comprehension

2. Definition Operational Variable

Operational variable is the concept of the variable, involved operationally or practice in real within the scope of the research object.

a) Independent Variable

In classroom action research study, an independent variable is one that researcher manipulative or vary. In order to investigate its effect. It is referred to as “independent” because it is unaffected by any other variables in the study

b) Dependent Variable

Dependent variable is one that changes as a result of the manipulation of the independent variable. It is the outcome researcher after, and it “depends” on the author variable.

C. Subject and Object of the Research

1. Subject of the research

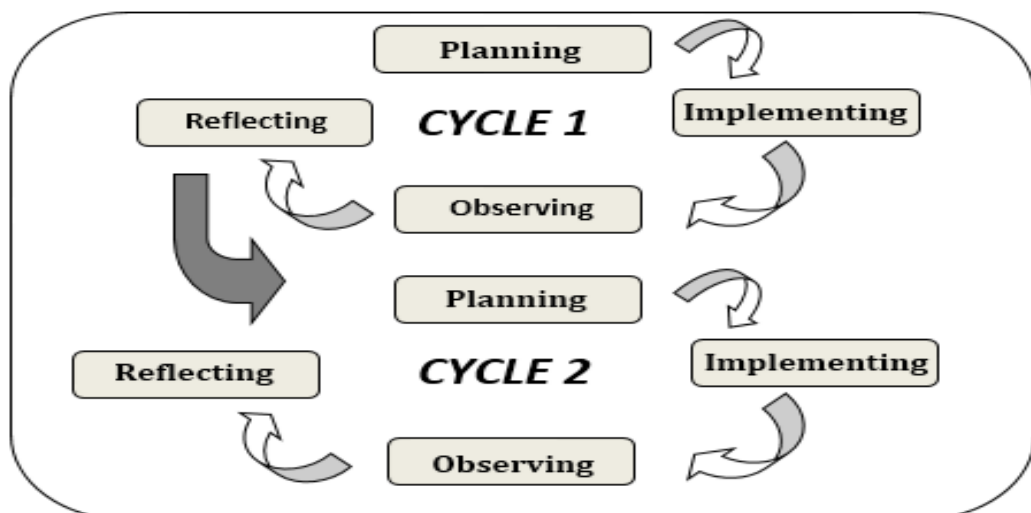
The subject of this research is eight grade student of State Junior High School Batik academic years 2022/2023. There are 32 students in the class. This research chooses class VIII B, because their capabilities in English are low. The Researcher collaborated with English teacher. The collaborator is English teacher from State Junior High School Batik Surakarta, the name is Mrs. Riska Dwi Cahyani, M.Pd.

2. Object of the research

The object of this research is the students' listening comprehension through movie media at the eighth grade of student at Junior High School of Batik Surakarta. Design of this research is follow the design of Igak and Kuswaya (2016) every cycle consist of four steps. Planning, acting, observing and reflecting. The four main steps are preceded by reconnaissance (preliminary study) and analysis and identification of problem.

D. Action Plan

Figure 3 1: Classroom Action Research Procedure



The researcher used the classroom action research, to repair learning practice focused on student learning activities. Therefore, the action research must be implemented correctly. Refers to Mills (2000) that classroom action research as systematic inquiry which conducted by teacher to collect information about various practices. This information is used for develop reflective practice has an impact on student learning outcomes.

Classroom action research in collecting data have two cycle and each cycle consist of four elements. If the first cycle not successes, the researcher continued to the second cycle to get good score to solve the students' listening comprehension mastery. Here is step of classroom action research design.

Planning is the first stage in the classroom action research. The plan diagnosis of hearing difficulties students face from discussions with English teacher. In this stage, the researcher planned the strategy for the classroom action research. In this step, the researcher have prepare teaching material, research tool and learning source.

Next is implementing, during the implementation phase. The researcher will have two meeting. At the first meeting, researcher taught expression using short movie. Learners can use a short movie to illustrate definition and sociopathic function. Researchers use textbooks and screens to get students attention. In the second meeting, the researcher will apply cartoon movies and give a post-test 1. Before that, the researcher also explained how to answer the worksheet.

In the third stage in classroom action research is observation. In this stage, the researcher observed students' performance in teaching and learning. Especially the students' listening performance. The collaborator also will helped the researcher, to observe the teaching and learning activity.

Reflecting step is needed to evaluate the continuation of the next cycle. Reflecting is the last stage in this cycle. In reflecting, researcher will

find difficulties that happened in students when they are given treatment. This helps researchers in providing further treatment in the next cycle.

Next to the next cycle, planning research in cycle II based on reflecting results in cycle I. English teacher planned the strategy for the classroom action research. In this step, the researcher have prepare teaching material, research tool and learning source. The teacher also prepare more than the preparation in cycle 1.

Implementing in this cycle has the same stages as cycle 1. The teacher will have two meeting. At the first meeting researcher taught expressing opinion using movie. Students can explained the structure to express Job and Occupation. Students also take a note about the movie and asked their opinion about the movie. In the second meeting, the researcher will apply cartoon movies and give a post-test II. Before that, the researcher also explained how to answer the worksheet.

In the third stage in classroom action research is observation. In this stage, the researcher observed students' performance in teaching and learning. Especially the students' listening performance. The collaborator also will helped the researcher, to observe the teaching and learning activity.

Reflecting step is needed to evaluate the continuation of the next cycle. Reflecting is the last stage in this cycle. In reflecting, researcher will find difficulties that happened in students when they are given treatment. This helps researchers in providing further treatment in the next cycle.

Next to the next cycle, planning research in cycle II based on reflecting results in cycle I. English teacher planned the strategy for the

classroom action research. In this step, the researcher have prepare teaching material, research tool and learning source.

E. Techniques of Collecting the Data

1. Observation

These techniques applied by investigated and watched closely and notes the classroom events. Observation that used to observer the school involve student condition, learning activities and teaching process in class. Observation applied by observing and recording systematically and directed towards the research object. This technique has a purpose to describe the research object, to get tentative conclusions and to find the data and information for research. In the other hand in these techniques include documentation and field note.

a. Documentation

Documentation is one way to get important data related to interactions in the classroom. Recording videos using cell phones, can capture data about the quality of student responses during the study.

b. Field note

Field notes are usually made by the teacher after the lesson. This note usually contains important events in learning. These events include unique learning activities, such as student reactions when the teacher presents a certain topic. It could also be mistakes made by teachers that also have an impact on students. This note will be useful because the result is teacher's observations, reactions, and

reflections on the learning managed by the teacher. This note can be a record of the teacher's progress in practice the task.

2. Test

To collect the data the researcher using the test in order to know students listening comprehension related to the material are given by researcher.

a. Pre-test

After observing the subject's behavior, the researcher gives students pre-test to determine their listening comprehensions before starting treatment. This is done to check readiness for the curriculum and to analyze the quality of assignments in listening comprehensions.

b. Post-test

After the treatment, the researcher giving term the post-test. It is done to find out the students' result in learning listening by using movie media.

F. Research Instrument

The research instrument of this research consisted of four instruments. They are observation, interview, teacher's journal and test.

1. Observation sheet

The observation sheet is conducted during the teaching and learning activities in the class. The real English teacher observes his performance during classroom action research, class situation while listening activity and the students' participant toward the learning

process. The information that obtained from this observation sheet is used as a basis to determine the planning for the following cycle.

2. Interview guideline

The interview guideline is distributed at the end of the study to eight grades of SMP Batik Surakarta to find out their perception about improving their listening activities through watching English movies. It also distributed to the English teacher to know general description about process and the method or strategies usually the teacher implemented in the classroom especially when teaching listening.

3. Teacher's Journal

The teacher journal is a teacher's written response to teaching events by the writer. Journals contain more subjective and personal reflections and interpretations than the relatively formalized recordings of notes in every meeting. The writer focused on what happened in the classroom (observation and analysis), emotional response for the researcher when the students do the tasks and the future action.

4. Test

The test is used to know the students listening skill improvement and as the result of students' performance in the class after the section of each cycle. The test is applied in the end of every cycle. Then, the students are tested by giving them multiple choice question based on the movie that they have been watched.

G. The Trustworthiness of the Data

To achieve the validity and reliability of the research, the research use triangulation. Setyadi (2006) states triangulation as the combination of two methods or more in collecting the data, to enrich the data to make conclusion of the research accurately.

According to Moleong (2000) triangulation is a technique of examining the trustworthiness of the data by using something excluding the data to check or to compare the data. Denzim in Moleong (2000) divided triangulation into four types, they are: triangulation by using sources, triangulation by method, triangulation by investigator, and triangulation by using theories. The explanation are as follows:

1. Triangulation by Using Method

This triangulation used to examine data credibility that conducted by checking the data using the same source with the different method. It means that the researcher will check the data credibility that found from interview or documentation.

2. Triangulation by Using Investigator

The research will recheck the credibility of her data by her own research or another researcher

3. Triangulation by Using Theories

It is a technique of examining the data by finding standard of comparison from an analysis explanation as a supporting data to get valid evidence of the research result

4. Triangulation by Using Source

These types of triangulations used to examine data credibility that conducted by checking data that gained from various sources or checking on multiple sources on information.

In this research, the researcher used triangulation by using investigator and method. It was done by cross-checking the data with the related theory and consult to an expert to get the valid data. After consultations with the advisor and supervisor, the researcher conducted experts test (expert judgement) this is intended to check and test the data validation in this research in order to reduce the level of weakness and error of the data and instruments that have been made by the researcher. The researcher asked for help from English education Department lectures to test this research. Based on the advice from supervisor, the researcher conducted an expert test (expert judgement) to Mrs. Riska Dwi Cahyani, M.Pd.

H. Techniques of Analyzing the Data

1. Descriptive Qualitative Technique

The descriptive qualitative technique is used to learn about students' participation and activities in the classroom. In this case, the researcher will use field not to document all activities in the classroom.

It describe the process and outcome of students' improvement in listening comprehensions through the use of movie media.

2. Statistical Technique

The researcher uses a statistical technique. In scoring the test, the students score is counted with the following formula.

$$S = \frac{\text{Correct answer} \times 20}{3}$$

The students average is counted with the following formula:

$$\bar{X} = \frac{\sum X}{\sum N}$$

Note:

\bar{X} = Average

$\sum X$ = Total of Score

$\sum N$ = Total of Students

Furthermore, to know result the researcher will compare between pre-test and post-test. Then, the result is matched by Minimum Standard Criteria (MSC) are school at least 70. If the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycle. So if in cycle 2 all of student are successful, it is not continue do next cycle.

I. Indicators of Success

The indicators of success was taken from the process and the result of the action research. According to Minimum Standard Criteria (MSC), the class can be successful in achieving the material if 75% of the students get score 70. In addition, there was increasing in study activities and learning result in the learning process. So, this research passed and don't need to continue to next cycle.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Finding of the Pre-Cycle Study

The pre-test had been done before implementing the Classroom Action Research (CAR). It was conducted on July 18, 2022. It started from 7.30 AM Until 9.00 am. The pre-test was used to measure students listening comprehension about the whole movie.

Table 4.1 The result of the students' Score in Pre-Test

No.	Students' Code	Score	Explanation
1.	A A E M	40	Fail
2.	A G R	50	Fail
3.	A C A	60	Fail
4.	B W W	30	Fail
5.	B Z H	40	Fail
6.	B P T D	30	Fail
7.	B A R B	90	Pass
8.	B D G A	60	Fail
9.	C A P U	80	Pass
10.	D F A A	40	Fail
11.	H E I	60	Fail
12.	H R P I	50	Fail
13.	I N R	40	Fail
14.	J J V	40	Fail
15.	K C A	60	Fail
16.	K T F	50	Fail
17.	K C P	40	Fail
18.	L A Y	40	Fail

No.	Students' Code	Score	Explanation
19.	M A A	30	Fail
20.	M N H	50	Fail
21.	M A R	80	Pass
22.	M M R A	60	Fail
23.	N B W Y	90	Pass
24.	N P A W	50	Fail
25.	N G R	40	Fail
26.	N A	50	Fail
27.	P P	60	Fail
28.	Q M K	40	Fail
29.	R A F	40	Fail
30.	R A R	30	Fail
31.	S E W	50	Fail
32.	T R A	40	Fail
Total Score		1.610	
Average		50,31	
Highest Score		90	
Lowest Score		30	

Table 4.2 The Percentage of the Students' Score in Pre-test

No.	Criteria	Frequency	Percentage
1.	Below KKM (Score ≤ 70)	28	87.5%
2.	Passed KKM (Score ≥ 70)	4	12.5%
	Total	32	100%

Firstly the researcher calculated the Average score seen below:

$$\bar{X} = \frac{\sum X}{\sum N}$$

$$\bar{X} = 50.31$$

$$\sum X = 1610$$

$$\sum N = 32$$

Next to know the percentage that's passed the Criterion of Minimum Completeness (KKM) using the following:

$$P = \frac{\text{Total students passed}}{\text{Total of students}} \times 100\%$$

Based on the result of pre-test, the data showed that there were only 4 students of 12,5% who derived the score above the criterion of minimum completeness (KKM). Average while, the 28 other were under from the criteria. The lowest achievement gained score was 30.00. After analyzing the result of preliminary study in the pre-test, it can be said that most of students at the eighth grade of SMP Batik Surakarta had difficulty in listening comprehension. It showed that the result of the pre-test that there were 28 students did not pass the KKM. Thus, it needed to find out the solutions to solve this problem. The researcher used cartoon movie in teaching listening. The action was needed to improve students' listening comprehension. The action research was conducted in two cycle. Every cycle was followed the procedure of action research such as planning, acting, observing and reflecting.

2. Finding of the First Cycle

a. Planning

Planning is the first stage in the class action research. Planning is made based on diagnosed problem faced by students toward listening taken from interview with English teacher. When the researcher and the collaborator planned the procedure in the class action research, the researcher prepared the teaching material in the classroom and also developed teaching procedure through the activity of students in the classroom. The researcher prepared the instruments of the research. The instrument of this research are observation sheet, teacher's journal and test; the researcher would do this journal in every meeting and test in the end of the cycle. The writer also prepared learning resources such as slides and movies for the students' activity in listening.

b. Implementing

The action of the cycle 1 was start on Monday, August 1st, 2022 at 13.55 pm – 15.15 pm and Wednesday, August 3rd 2022 at 13.55- 15.55 pm. In the first meeting, the teaching material was job and profession, so the writer was teaching using cartoon movie entitled “Zootopia” on the first minute to the half of the movie.

In the first meeting, the researcher taught expressing opinion using movies. Explained the definition and the social function; he then explained the structure to express opinion and showed some examples with the help from short explanation movie about

expressing opinion. In explaining the material the researcher used both the text book and also screen to attract the student attention. The student then asked to watch a short cartoon movie called “Zootopia“ from the first minute to the half of the movie the students then asked to researcher their opinion about the movie and about Job and Profession.

In the second meeting, the researcher reviewed the material and asked some of the students to read their opinion our loud while the other students had to listen to and gave some comments. The next activity was watching cartoon movie called “Zootopia”. When the whole movie was finished, the researcher gave the students the worksheet and then the researcher explained about how to answer the worksheet. Finally, the students had finished answering all of the question. In this session, the researcher got the result of the students’ post-test 1 in cycle 1. The result can be seen as follow:

Table 4.3 The result of the students’ Score in Post-Test 1

No.	Students’ Code	Score	Explanation
1.	A A E M	93	Pass
2.	A G R	86	Pass
3.	A C A	73	Pass
4.	B W W	40	Fail
5.	B Z H	53	Fail
6.	B P T D	86	Pass
7.	B A R B	80	Pass
8.	B D G A	33	Fail
9.	C A P U	80	Pass

No.	Students' Code	Score	Explanation
10.	D F A A	93	Pass
11.	H E I	73	Pass
12.	H R P I	80	Pass
13.	I N R	46	Fail
14.	J J V	80	Pass
15.	K C A	73	Pass
16.	K T F	53	Fail
17.	K C P	86	Pass
18.	L A Y	73	Pass
19.	M A A	73	Pass
20.	M N H	86	Pass
21.	M A R	86	Pass
22.	M M R A	46	Fail
23.	N B W Y	93	Pass
24.	N P A W	60	Fail
25.	N G R	46	Fail
26.	N A	80	Pass
27.	P P	66	Fail
28.	Q M K	46	Fail
29.	R A F	73	Pass
30.	R A R	40	Fail
31.	S E W	50	Fail
32.	T R A	73	Pass
Total Score		2199	
Average		68,71	
Highest Score		93	
Lowest Score		33	

Table 4.4 The Frequency of The Students Score In Post-test 1

No.	Criteria	Frequency	Percentage
1.	Failed (Score \leq 70)	12	37,5%
2.	Passed (Score \geq 70)	20	62,5%
Total		32	100%

Based on the data above can be seen that 12 students 37,5% got score less than standard and 20 students 62,5% got score up to the standard. It can was higher than the result of pre-test. The criterion of students who was successful in mastering the material was the 75% students who got minimum score of 70. The fact showed that the result was unsatisfying

c. Observing

This is the third of in the classroom action researcher. In this stage the researcher observed students' performance in the teaching and learning, especially the students' listening performance. In this cycle, the students often asked the researcher about the translation from Bahasa to English, how to sentences correctly for their opinion and what kind of verb that suitable for the certain sentence. The result score of students' learning activities observation, as follow:

Table 4.5 The result of the students' Activity in the learning Process of Cycle I

No	Students' Activity	Frequency	Percentage
1.	Giving attention to the teacher's instruction	25	78,12%

2.	Giving the respond to the teacher's explanation-question	27	84,37%
3.	Asking answering the question to- from the teacher-other students	23	71,87%
4.	Doing the assignment	32	100%

Also the collaborator helped the researcher to observe the teaching and learning activity. In this cycle, the enthusiasm of students in learning process was good because the writer provided the good class and student's condition by using watching popular music video before students started the material. The students were also active in the class. They gave their idea about the short film and discussed it with their friend. However, some of the students were still too shy to ask about the material or the thing that they did not know about.

d. Reflecting

Based on the result of cycle I, it can be seen that most of students get difficulty in answering the question about Job and Profession. It happens because the students do not understand the Meaning of the monolog although the teacher has guided the students to do the task. In the end of cycle 1 the result of students' activities increase from the first meeting. The students score also increase from the average in the pre-test 50,31 and the average of post-test I 68,71 but it was not fulfill the completeness. Standard at least 75% students must get ≥ 70 . In the post-test of cycle 1 showed

that only 20 students who got score more than 70. It is not fulfill the MMC.

3. Finding of the Second Cycle

a. Planning

Based on the reflection that had been conducted in the cycle 1, the researcher and the collaborator made the planning of the action, as follow:

- 1) Preparing the material of Job and Profession
- 2) Preparing the lesson plan
- 3) Preparing the items that will be examined as the treatment and the post-test in the end cycle
- 4) Giving instruction to the student as following the procedure of movie media for learning
- 5) Preparing the observation sheet of the students activity

b. Implementing

At the first meeting researcher implemented the second plan, the allocation of the time for two meetings (2x40 minutes), therefore the first and the second meeting were used as the implementation of the action in cycle II. The first meeting was conducted on Monday, August 8th 2022. In this meeting, the researcher as teacher and the collaborator as an observer. This meeting was started by praying and greeting, asking the students condition and checking the attendance list.

Then, the teacher gave the information about the subject that would study. The teacher also gave the example of Job and Profession. After that, the teacher showed the movie media with the title “Zootopia” from the middle of the movie to the end after that, the teacher asked the students to read and memorize the vocabularies that is in the movie, then the students watching movies, the teacher asked the students to answer question in the movie by one. After watching the movie, students will group with their classmates.

Today's task is to make a dialogue related to a job. Students will be asked to present their work in front of the class. the researcher uses the "random picker" application to randomize the names of students who will present their dialogue in front of the class.

The second meeting, was conducted on Wednesday, August 10th , 2022. This meeting used as the post-test II. In the end of cycle II, for 2x 40 minutes the students was given the action. The researcher gave post-test to the students. In this meeting, most of students could answer well. It can be seen from the result of post-test II. There were 32 students go appropriate score.

Table 4.6 The result of the students’ Score in Post-Test 2

No.	Students’ Code	Score	Explanation
1.	A A E M	86	Pass
2.	A G R	93	Pass
3.	A C A	86	Pass
4.	B W W	93	Pass
5.	B Z H	86	Pass

No.	Students' Code	Score	Explanation
6.	B P T D	80	Pass
7.	B A R B	100	Pass
8.	B D G A	93	Pass
9.	C A P U	100	Pass
10.	D F A A	80	Pass
11.	H E I	86	Pass
12.	H R P I	80	Pass
13.	I N R	66	Fail
14.	J J V	80	Pass
15.	K C A	93	Pass
16.	K T F	100	Pass
17.	K C P	93	Pass
18.	L A Y	100	Pass
19.	M A A	80	Pass
20.	M N H	100	Pass
21.	M A R	93	Pass
22.	M M R A	86	Pass
23.	N B W Y	93	Pass
24.	N P A W	93	Pass
25.	N G R	66	Fail
26.	N A	86	Pass
27.	P P	93	Pass
28.	Q M K	100	Pass
29.	R A F	80	Pass
30.	R A R	86	Pass
31.	S E W	93	Pass
32.	T R A	100	Pass
Total Score		2844	
Average		88,87	
Highest Score		100	

No.	Students' Code	Score	Explanation
Lowest Score		66	

Table 4.7 The Frequency of the Students Score In Post-test 2

No.	Criteria	Frequency	Percentage
1.	Failed (Score < 70)	2	6,25%
2.	Passed (Score > 70)	30	93,75%
	Total	32	100%

Based on the data above, it can be seen that there was an increasing trend from the score of post-tests 1 and 2. The highest score was 100 and the lowest score was 66. According to the standard score, 70% of students passed the test. Most of the students could develop their listening skills. It averages that cycle 2 was successful.

c. Observing

In this step, there were also four indicators used to know the students' activities like in the learning process previously. Based on the observation sheet in cycle II, the researcher indicated that the learning process in cycle II was successful. The result score of students' learning activities observation, as follows:

Table 4.8 The result of the students' Activity in the learning Process of Cycle II

No	Students' Activity	Frequency	Percentage
1.	Giving attention to the teacher's instruction	27	84,37%
2.	Giving the response to the teacher's explanation-question	28	87,5%

3.	Asking answering the question to- from the teacher-other students	26	81,25%
4.	Doing the assignment	32	100%

The table above showed that the students' activity in cycle II was improved. The students' activity that had high percentage were pay attention of teacher's explanation 84,37% and the students who gave respond to the teacher explanation 87,5%. Then the students was the students task/answer the question for the teacher or other students 81,25% and the last the students contributed the active ways to doing assignments 100%. Based on the result above, the researcher indicated the learning process in cycle II was successful because the fifth students' activity got percentage >80%.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were >80% of students passed the examination. It Averages the students' listening comprehension had improved. From the result above, the researcher concluded that this researcher was successful and would be not continued in the next cycle.

d. Reflecting

The result if cycle 2 was be better than cycle 1. There was significant increase in this cycle. The condition of the class was getting better than before. It can be seen that the most of the students have not difficulty in listening comprehension. It happened because

the teacher used movie media as a media. The students have serious in doing the assignment. In this meeting, most of students got good scores. It happened caused the teacher and the researcher has revised and increased the teaching and learning process on cycle 1.

In the second cycle, the students were also active to do assignments than before. They also enjoyed in learning process. It Averages that move media is effective techniques to increase the students listening skill. The students who got score more than 70 were 23 88.46% out of 26 students.

4. Finding After the Implementing the Action

a. The Result of Teacher Journal

The journal aspects consist of observation and analysis, emotional response and future action. Each cycle were supposed to be in 2 meetings, but because of the power cut out and limited time the total of the meeting in this research were 5 meetings.

In the observation and analysis, the students were very calm and followed the lesson easily with made just a little noise in every cycle. Many of them always asked the researcher about English sentence translation. In the first meeting, they did not bring the dictionary. However, the next meeting they brought the dictionary in result only fewer of the students asked about the translation. In addition. They did not ask much about the material which are job and occupation.

The other aspect was emotional response. The researcher felt that they were getting accepted in the class because their responses toward the writer and the lessons were positive. The students also active in the class, it showed when one of their friend presented one of their work and the other friends were corrected it without the researcher asked them to did it. From the beginning of the lessons, after the researcher explained what they would do over next meetings, they were so motivated because they would learn English with movies.

The last was future action. The researcher and the teacher had collaboration in observing the whole activities in the class. In the cycle one, the researcher and the teacher discussed about the problems that emerged in the cycle one and tried to find the solution for it so that the problem would not emerge in the next cycle.

b. The Result of Post-Interview for the Teacher

After implementing the action, the researcher carried out the structured interview with the teacher. The writer asked ten question to the teacher. The question were divided into two categories: the general condition in the classroom during teaching listening using English movie and the teacher response in implementing English movie in the class.

The first category was the general condition in the classroom during teaching listening using English movie. The teacher said at the class condition was better than before. The students' motivation

to study increased when they watched the movies and they looked enthusiast in followed the lessons. Although at some point of the research the class condition become of the students in following the lesson.

The second category was the teacher response in implementing movie in the class. The teacher said that English movie media helped his students in increasing their listening comprehension in fun and enjoyable way. Before that, the teacher thought that it was almost impossible to improve students' listening comprehension. Therefore he did not have a strategy for it. However, after seeing the result, that the students comprehension could be improved this fast. Teacher assumed that it was because the students were enjoyed and relaxed in watching the movie and they did the test with spirit and also it became some kind of competition which they would like to know who achieved the highest score between them.

c. The Result of the Students' Interview

The interview was held on Wednesday, August 10th, 2022. It started from 15.55 pm. In this interview, the writer asked five question about the students' perception during teaching learning by using cartoon movie. Based on the interview, the researcher concluded that they felt enjoy and enthusiast in learning English through movie. They felt that using English movies as teaching media made the lesson more enjoyable and interesting. In matter of skill, most of them felt that their listening skill were significantly

improved by the English movie. The use of cartoon movies were made the students motivated because with helps of movies they could understand the material easily. They also did the first and second post-test pretty well, meanwhile it was not similar in the pre-test because some of the students still faced a hard time to answer the test. They also said that in the first test or pre-test they were disappointed with their score so they were motivated to get better score in the first and second post-test and they did it, their score were improved and increased.

B. Discussion

There was an increasing score of the students' pre-test, post-test I, and post-test 2 in cycle I and cycle II. This is the result score as follow:

**Table 4.9 The Results of Students' Listening Tests
(Pre-Tests, Post-Test I, Post-Test II)**

No	Name	Score		
		Pre-Test	Post-Test I	Post-Test II
1	A A E M	40	93	86
2	A G R	50	86	93
3	A C A	60	73	86
4	B W W	30	40	93
5	B Z H	40	53	86
6	B P T D	30	86	80
7	B A R B	90	80	100
8	B D G A	60	33	93
9	C A P U	80	80	100
10	D F A A	40	93	80
11	H E I	60	73	86
12	H R P I	50	80	80
13	I N R	40	46	93
14	J J V	40	80	80
15	K C A	60	73	93
16	K T F	50	53	100
17	K C P	40	86	93
18	L A Y	40	73	100
19	M A A	30	73	80
20	M N H	50	86	100
21	M A R	80	86	93
22	M M R A	60	46	86
23	N B W Y	90	93	93
24	N P A W	50	60	93
25	N G R	40	46	80
26	N A	50	80	86
27	P P	60	66	93
28	Q M K	40	46	100
29	R A F	40	73	80
30	R A R	30	40	86
31	S E W	50	50	93
32	T R A	40	73	100
Total Score		1.610	2199	2844
Average		50,31	68,71	88,87
Max Score		90	93	100
Min Score		30	33	66

Table 4.10 Result Students' Score on Pre-Test, Post-Test 1 and Post-Test 2.

Name	Frequency	Percentage	Category
Pre-Test	4	12.5%	Passed
Post-Test 1	20	62,5%	Passed
Post-Test 2	30	93,7%	Passed

Based on the process of conducting the research and the calculation of the data, there are some information is explained as follows. In the pre-test, there were 32 students which table showed there are only 4 students who passed the minimum criterion and also the students average score of pre-test was 50,31 before implementing the action research. The percentage that passed the minimum criterion was 12.5%, in doing the pre-test the students were asked to listen to audio using a cassette that had been provided by the researcher and after that the students were

In the first cycle, the writer planned the lesson plan based on the problems that found on the interview and also the score of pre-test. The next step was implementing the lessons plan, the lesson plan was divided into two meeting. In the first meeting the students were given cartoon movie based on the theme of the lesson which was "Job and Profession" and asked the students to make an opinion based on the movie. The second meeting researcher reviewed the previous material and read their written opinion in the previous meeting out loud while the other students had to listing to and gave some comments later. The next activity was watching movie called "Zootopia" and after watching was the movie the post-test I was conducted. From the post-test 1, the researcher found the Average

score is 68,71 it Averages that the students' achievement in listening still reach the minimum criterion yet which 70.00. In the first cycle the class percentage that passed the minimum criterion were 62,5%. In addition, there were some other factors that affect the students' post-test 1 score, such as the limited time, the condition of the classroom that noisy and also the sound system quality is low. So considering the score improvement from the pre-test through post-test 1 low the researcher concluded that the students' listening comprehension need to be improve by watching English movie. Hence, the writer continued the action research to the next cycle.

In the second cycle, the researcher planned the lesson plan that would covered the problem in the first cycle. The next step was implementing the lesson plan. In the first meeting, the theme of the lesson was "Job and Profession". The students were given cartoon movie called "Zootopia" from the middle movie to the end and asked them to identified Job and Profession sentences. After identifying the sentences, the writer then explained the material interactively and the writer asked the students to do a group work to make a dialogue based on some conditions that provided by the researcher. In the next meeting the students were asked to perform their dialogue in front of class. The next activity was watching a movie themed job and profession called "Zootopia" and the students were given the post-test 2 later. From the post-test 2, the researcher found the Average score is 88,87 it Averages that the students achievement in listening reach the minimum criterion which is 70.00. in second cycle the class percentage that passed minimum criterion was 93,7%, it Averages

there were massive improvement since the pre-test. From the result of the cycle 2, the writer stopped the research and would not continue to the next cycle. Based on the findings of the cycle 2, the students' listening were improved significantly, it showed by the students score of post-test 2 was higher than pre-test and post-test 1 also it supported by the evidence that there was no other factor that affect the process of the cycle 2.

In conclusion, by watching English movie gave major improvement to students' listening comprehension. The students are get used to and understand English spoken language, they can answer the listening question easily and they get much exposure to the target language which is English. Besides, the students also felt that there are some improvement in their speaking skill it showed by the post interview result. As a result, watching English movie facilitated them for having opportunities to practice and to encourage their motivation in learning English listening. Also, for the students watching English movie were considered as fun, enjoyable, and yet helpful especially for the students of eight grade of SMP Batik Surakarta.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of chapter IV, it showed that the students' listening skill at the eighth grade of SMP Batik Surakarta can be improved through watching English Movies. It could be seen by the students' Average score was increased. The Average score of pre-test was 50,31, while the Average score of post-test 1 in cycle 1 was 68,71. This mean that the improvement was still needed so the researcher conducted the cycle 2 that was ended by post-test 2. The Average score of post-test 2 was 88,87. It can be seen there was a significant improvement in Average score from pre-test through post-test 2. It can be stated that watching English movie can be improved the students listening comprehension. It was also supported by the result of the post interview and there are no negative factor that emerge in the cycle 2. It can be, concluded watching cartoon movie activity can significantly improve the students' listening comprehension.

Furthermore, there was a significant improvement in the Average score of each test. It was also indicated by teaching listening comprehension through watching cartoon movies could be improved because the students learn English in enjoyable and fun way. Based on the explanation above, it can be concluded that watching cartoon movies activity can significantly improve the students; listening comprehension at the eighth grade of SMP Batik Surakarta.

B. Suggestion

Based on the findings and discussions stated, some suggestions are given to the participants who are closely related to this study. They are presented as follows.

1. For the English Teacher

The English teacher should consider the students' needs and interest before designing listening materials. It is important for the teacher to use various activities that is appropriate to the students' needs because it can reduce the students' boredom and monotonous during teaching and learning process. Also, through watching cartoon movies the class would be fun and increased students' motivation in order to learn listening in English.

2. For the Students

By using movies in the class, the students have opportunities to get exposure to English as the authentic material. It also improves students' listening by watching English movies

3. For Other Researchers

The weakness of this study is its limited time in doing the action. Other researcher who are interested in the same field are recommended to implement the action in a longer period of time to get more maximum results so that the improvement will be more significantly seen.

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APPENDICES

Validation Sheet

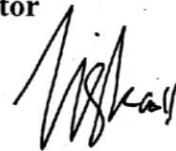
The thesis data titled “Using Cartoon Movies as Media to Improve Listening Comprehension of The Eighth-Grade Students of Smp Batik Surakarta in The Academic Of 2022/2023” had been checked and validated by Riska Dwi Cahyani, M.Pd., in:

Day : Wednesday

Date : August 10th, 2022

Surakarta, 10th August 2022

Validator



Riska Dwi Cahyani, M.Pd.

MODUL AJAR
Pre-Cycle Test

Nama	Syaoqie Shidqu H	Jenjang/ Kelas	SMP/8
Asal Sekolah	SMP Batik Surakarta	Mata Pelajaran	Bahasa Inggris
Alokasi Waktu	30 menit	Jumlah Peserta Didik	32
Profil Pelajar Pancasila	Gotong-royong Mandiri	Model Pembelajaran	Luring
Fase	D	Elemen	(Menyimak-Berbicara) (Membaca-memirsa) Menulis-mempresentasikan)
Kompetensi Awal	Job and Profession	Sarana dan Prasarana	1. Laptop/ HP 2. Cartoon Movie 3. Jaringan Internet
Tujuan Pembelajaran	<ol style="list-style-type: none"> 1. Dengan mendengarkan kosa kata tentang <i>Job and Profession</i> siswa dapat melafalkan dengan benar 2. Dengan mendengarkan dialog sederhana tentang deskripsi <i>Job and Profession</i> seseorang siswa dapat menerapkan <i>have to/don't have</i> dalam sebuah kalimat dan tata bahasa yang tepat 3. Dengan mendenarkan dialog siswa dapat mempraktikannya dengan baik 4. Dengan bantuan media film diharapkan siswa lebih mudah memahami dialog dan mengetahui <i>profession and job</i> yang di maksud dalam film 		
Pemahaman Bermakna	<ol style="list-style-type: none"> 1. Peserta didik dapat memahami dan menyampaikan informasi tentang <i>job and Profession</i> yang ada dalam film kartun 		
Pertanyaan Pematik	<p>Apa perbedaan job dan profesi Apa pekerjaan yang ada di sekitar kita</p>		

Appendices 2

	Apa pekerjaan impian kalian
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Kegiatan Pembelajaran:

Pertemuan	No	Kegiatan	Konten Pembelajaran
1	1	Pembuka	<ul style="list-style-type: none"> – Melakakukan pembukaan dengan salam dan dialnjutkan dengan doa – Mengaitkan materi denga pengalaman siswa – Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan diajarkan dalam kehidupan sehari-hari.
	2	Inti	<ul style="list-style-type: none"> – Siswa diberikan intruksi cara mengerjakan soal. – Mengenalkan vocabulary yang berkaitan dengan materi – Siswa mengerjakan soal
	3	Penutupan	<ul style="list-style-type: none"> – Memberikan motivasi dan feedback atas hasil kerja siswa – Siswa memberikan kesimpulan mengenai materi yang baru saja dipelajari bersama guru – Siswa dapat membedakan antara profesi dan pekerjaan <p>Pelajaran ditutup dengan doa dan salam</p>

Asesmen:

- Assesmen Individu
- Asesmen Formatif
- Assessment Kelompok
- Asesmen Sumatif

a. Penilaian Sikap

No	Nama	Pertemuan dan Nilai			
		Bertaqwa kepada Tuhan Yang Maha Esa dan Berkebhinekaan Global			
		1	2	3	4

Notes:

Indicators of the students' activities that observed are:

1. Giving attention to the teacher's instruction
2. Giving the respond to the teacher explanation and question
3. Asking and answering the question from teacher's to other students
4. Doing the assignment

107

Direction:

1. Giving a tick (√) for the active students
2. Let it empty for un-active students

***Peserta didik dinyatakan Tuntas apabila rata-rata nilainya minimal 70**

b. Penilaian Pengetahuan

Guru memberi skor pada setiap tugas dan keaktifan peserta didik dalam menjawab dan berpartisipasi dalam kegiatann pembelajarann. Penilaian dilakukan secara kuantitaif dengan rentang 0-100

Pengayaan:

- a. Peserta didik membantu peserta didik lain yang belum tuntas dengan pembelajaran tutor sebaya
- b. Guru memberikan tugas untuk mempelajari lebih lanjut tentang materi pokok dari berbagai sumber dan mencatat hal-hal penting

Remidial:

Guru bertanya kepada peserta didik:

- a. Apa yang kalian suka dari pembelajaran ini
- b. Kesulitan apa yang kalian hadapi dalam pembelajaran ini?
- c. Apakah pembelajaran ini dapat membantu kalian memahami topic yang sedang dipelajari?

LAMPIRAN:

A. Asesmen Diagnostik

1. Apakah kalian sudah siap belajar?
2. Apa yang kalian pelajari di bab sebelumnya?
3. Sebutkan berbagai profesi yang kalian ketahui yang berada disekitar kita

Appendices 2

4. Apa profesi impian kalian?
5. Apa perbedaan *Job and Profession*

B. Asesmen Formatif terlampir

C. Asesmen sumatif

1. INSTRUMEN PENILAIAN PEGETAHUAN

- c) Bentuk Tes : Tertulis

Butir Soal: Pilihan ganda (5 soal) True or False (5 soal) Error recognize (5 soal)

Kisi-kisi

No	Tujuan Pembelajaran	Materi	Indikator Soal
1	Menyebutkan dan mengidentifikasi profesi	<i>Job and Profession</i>	1. Disajikan pertanyaan tentang fungsi sosial teks interaksi transaksional lisan yang melibatkan tindakan member dan meminta informasi terkait dengan maca profesi dan job disekitar mereke yang berhubungan dengan profesi yang ada dalam film serta deskripsi pekerjaan.
2.	Peserta didik mampu menanya dan meberikan informasi terkait profesi, pekerjaan yang dilakukan oleh profesi tertentu dan dapat mendeskripsikan profesi tersebut.		

Appendices 2

d) Rubrik Penilaian Pengetahuan Tertulis

Rubrik Penilaian Pengetahuan Tulis		
No	Deskripsi	Skor
1.	Jawaban benar: Pilihan Ganda	10
2.	Jawaban salah/ tidak menjawab	0

D. Bahan Bacaan Guru

- a. English in Mind Section Edition-Teacher handbook

E. Bahan Bacaan Peserta Didik

- English in Mind Section Edition-Student's book 1 For Junior High School Grade 8

LAMPIRAN MATERI

Job and Profession

1. Perbedaan antara Job and Profesi

Siapa saja bisa melakukan pekerjaan, sementara profesi hanya dilakoni oleh mereka yang ahli dibidangnya

- **Profesi** adalah bidang pekerjaan yang membutuhkan keahlian tersendiri. (Guru, polisi, dll)
- **Pekerjaan (Job)** adalah pekerjaan yang tidak memerlukan keterampilan khusus untuk dapat memulainya

2. Macam-macam pekerjaan

- | | | |
|-----------------------------|-------------|-------------------|
| – Police officer (cops) | – Chief | – Meter maid |
| – Mayor and assistant mayor | – Astronaut | – Yoga instructor |
| | – Actuary | |
| | – Seller | |
| | – Farmer | |
| | – Florist | |

3. Teknis mengerjakan soal

- **PART I:** Terdapat percakapan antara dua orang yang berkaitan dengan profesi. Siswa dapat mengidentifikasi suatu profesi dari kata kunci yang disebutkan speakers
- **PART II:** Speaker mendeskripsikan pekerjaannya, siswa mendengarkan dan memahami kelebihan dan kekurangan dari profesi yang disebutkan oleh speaker

4. Kosa kata

- Tax
- Force

LAMPIRAN SOAL

Pre- Test

Name : _____
Class : _____
Date : _____

Direction:

1. Write your name, class and date in the column provided
2. Do it within 60 minutes
3. Do this exercise while you listen

PART I

Check your understanding: multiple choice. Circle the correct answer

1-5 listening to five people talking about their job, each speaker to a job which keywords tell you the job.

1.
 - a. Teacher
 - b. Farmer
 - c. Nurse
2.
 - a. Lawyer
 - b. TV Presenter
 - c. Actress
3.
 - a. Firefighter
 - b. Mechanic
 - c. Actor
4.
 - a. Engineer
 - b. Shop assistant
 - c. Tour guide
5.
 - a. Journalist
 - b. Pharmacy
 - c. Scientist

Listen again, what aspects of their jobs does each person say they like/dislike?

6-10 listen again, what aspect job does each person say they like or dislike

6. What does the man like about his job as a nurse
 - a. Helping people
 - b. Working shifts
 - c. Long hours
7. What does the women dislike about her job as a lawyer
 - a. Meeting client
 - b. A lots of meeting
 - c. Travel
8. What does the speaker like about his job as actor
 - a. Always work
 - b. Waiting around
 - c. The pay
9. What does the man dislike about his job as cashier

Appendices 3

- a. Boss is lovely person
- b. Dealing with people
- c. Changing window display
not interesting

10. What does the speaker dislike and dislike about his job as journalist
- a. Tight deadline
 - b. Very flexible
 - c. Work from home sometimes

MODUL AJAR
Cycle 1- Post Test 1

Nama	Syaoqie Shidqu H	Jenjang/ Kelas	SMP/8
Asal Sekolah	SMP Batik Surakarta	Mata Pelajaran	Bahasa Inggris
Alokasi Waktu	60 menit	Jumlah Peserta Didik	32
Profil Pelajar Pancasila	Gotong-royong Mandiri	Model Pembelajaran	Luring
Fase	D	Elemen	(Menyimak-Berbicara) (Membaca-memirsa) Menulis-mempresentasikan)
Kompetensi Awal	Job and Profession	Sarana dan Prasarana	1. Laptop/ HP 2. Cartoon Movie 3. Jaringan Internet
Tujuan Pembelajaran	<ol style="list-style-type: none"> 1. Dengan mendengarkan kosa kata tentang <i>Job and Profession</i> siswa dapat melafalkan dengan benar 2. Dengan mendengarkan dialog sederhana tentang deskripsi <i>Job and Profession</i> seseorang siswa dapat menerapkan <i>have to/don't have</i> dalam sebuah kalimat dan tata bahasa yang tepat 3. Dengan mendenarkan dialog siswa dapat mempraktikannya dengan baik 4. Dengan bantuan media film diharapkan siswa lebih mudah memahami dialog dan mengetahui <i>profession and job</i> yang di maksud dalam film 		
Pemahaman Bermakna	Peserta didik dapat memahami dan menyampaikan informasi tentang <i>job and Profession</i> yang ada dalam film kartun		
Pertanyaan Pematik	<p>Apa perbedaan job dan profesi</p> <p>Apa pekerjaan yang ada di sekitar kita</p>		

	Apa pekerjaan impian kalian
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Kegiatan Pembelajaran:

Pertemuan	No	Kegiatan	Konten Pembelajaran
1	1	Pembuka	<ul style="list-style-type: none"> – Melakakukan pembukaan dengan salam dan dialnjutkan dengan doa – Mengaitkan materi denga pengalaman siswa – Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan diajarkan dalam kehidupan sehari-hari.
	2	Inti	<ul style="list-style-type: none"> – Siswa mendengarkan kosa kata <i>Job and Profession</i> yang akan muncul di film Zootopia – Siswa mendengarkan dialog yang mendeskripsikan sebuah profesi – Siswa mengamati penggunaan <i>have to/don't have</i> – Siswa mengerjakan soal Post-Test 1
	3	Penutupan	<ul style="list-style-type: none"> – Memberikan motivasi dan feedback atas hasil kerja siswa – Siswa memberikan kesimpulan mengenai materi yang baru saja dipelajari bersama guru – Siswa dapat membedakan antara profesi dan pekerjaan – Pelajaran ditutup dengan doa dan salam

Appendices 4

Asesmen:

- Asesmen Individu
- Assessment Kelompok
- Asesmen Formatif
- Asesmen Sumatif

c. Penilaian Sikap

No	Nama	Pertemuan dan Nilai			
		Bertaqwa kepada Tuhan Yang Maha Esa dan Berkebhinekaan Global			
		1	2	3	4

Notes:

Indicators of the students' activities that observed are:

1. Giving attention to the teacher's instruction
2. Giving the respond to the teacher explanation and question
3. Asking and answering the question from teacher's to other students
4. Doing the assignment

107

Direction:

1. Giving a tick (√) for the active students
2. Let it empty for un-active students

d. Penilaian Pengetahuan

Guru member skor pada setiap tugas dan keaktifan peserta didik dalam menjawab dan berpartisipasi dalam kegiatann pembelajarann. Penilaian dilakukan secara kuantitaif dengan rentang 0-100

Pengayaan:

- a. Peserta didik membantu peserta didik lain yang belum tuntas dengan pembelajaran tutor sebaya
- b. Guru memberikan tugas untuk mempelajari lebih lanjut tentang materi pokok dari berbagai sumber dan mencatat hal-hal penting

Remidial:

Guru bertanya kepada peserta didik:

- a. Apa yang kalian suka dari pembelajaran ini
- b. Kesulitan apa yang kalian hadapi dalam pembelajaran ini?
- c. Apakah pembelajaran ini dapat membantu kalian memahami topic yang sedang dipelajari?

LAMPIRAN:

F. Asesmen Diagnostik

1. Apakah kalian sudah siap belajar?
2. Apa yang kalian pelajari di bab sebelumnya?
3. Sebutkan berbagai profesi yang kalian ketahui yang berada disekitar kita

Appendices 4

4. Apa profesi impian kalian?
5. Apa perbedaan *Job and Profession*

G. Asesmen Formatif: Terlampir

H. Asesmen Sumatif: Terlampir

1. INSTRUMEN PENILAIAN PEGETAHUAN

- a) Bentuk Tes: Tertulis

Butir Soal: Pilihan ganda (5 soal) True or False (5soal) Error recognize (5soal)

Kisi-kisi

No	Tujuan Pembelajaran	Materi	Indikator Soal
1	Menyebutkan nama profesi di dalam movie atau profesi di sekitar	<i>Job and Profession</i>	1. Disajikan pertanyaan tentang fungsi sosial teks interaksi transaksional lisan yang melibatkan tindakan member dan meminta informasi terkait dengan maca profesi dan job disekitar mereke yang berhubungan dengan profesi yang ada dalam film serta deskripsi pekerjaan.
2.	Peserta didik mampu menanya dan meberikan informasi terkait profesi, pekerjaan yang dilakukan oleh profesi tertentu dan dapat mendeskripsikan profesi tersebut.		

Appendices 4

b) Rubrik Penilaian Pengetahuan Tertulis

Rubrik Penilaian Pengetahuan Tulis		
No	Deskripsi	Skor
1.	Jawaban benar: Error Recognize Pilihan Ganda True or False	Jawaban Benar $\times 20 \div 3$
2.	Jawaban salah/ tidak menjawab	0

I. Bahan Bacaan Guru

- English in Mind Section Edition-Teacher handbook

J. Bahan Bacaan Peserta Didik

- English in Mind Section Edition-Student's book 1 For Junior High School
Grade 8

LAMPIRAN MATERI

Job and Profession

1. Perbedaan antara Job and Profesi

Siapa saja bisa melakukan pekerjaan, sementara profesi hanya dilakoni oleh mereka yang ahli dibidangnya

- **Profesi** adalah bidang pekerjaan yang membutuhkan keahlian tersendiri. (Guru, polisi, dll)
- **Pekerjaan (Job)** adalah pekerjaan yang tidak memerlukan keterampilan khusus untuk dapat memulainya

2. Macam-macam pekerjaan

- | | | |
|-----------------------------|-------------|-------------------|
| – Police officer (cops) | – Chief | – Meter maid |
| – Mayor and assistant mayor | – Astronaut | – Yoga instructor |
| | – Actuary | |
| | – Seller | |
| | – Farmer | |
| | – Florist | |

3. Teknis mengerjakan soal

- **PART I:** Terdapat dialog atau teks yang tidak lengkap. Siswa mengerjakan soal ini sembari mendengarkan media (movie) yang sedang diputar
- **PART II:** Terdapat pilihan ganda, siswa dapat mengerjakannya setelah menonton film
- **PART III:** Untuk menguji pemahaman siswa dalam penggunaan media film pada materi ini. Terdapat box berisi pernyataan berdasarkan film yang telah ditonton siswa. Siswa memilih true apabila pernyataan yang ada adalah benar, dan false apabila pernyataan di dalam table salah

4. Kosa kata

- Tax
- Force

LAMPIRAN SOAL

Post- Test I

Name : _____
Class : _____
Date : _____

Direction:

1. Write your name, class and date in the column provided
2. Do it within 60 minutes
3. Do this exercise while you listen

PART I

Check your understanding: gap fill. Complete the gaps with a word from the box 1-5

ACTUARY	PREY	ASTRONAUT
POLICE OFFICER	PREDATOR	CHIEF
		MAYOR

Back then, the world was divided in two vicious predators and meek _____(1). But overtime we evolved and looked beyond our primitive savage ways. Now _____(2) and prey live in harmony and every young mammal has multitudinous opportunities. Yeah, I don't have to cower in a herd anymore. Instead I can be an _____(3)! I don't have to be a lonely hunter anymore. Today, I can hunt for tax exemptions; I'm gonna be an _____(4)! And I can make the world better place, I am going to be... a _____(5)!

PART II

Check your understanding: multiple choice. Circle the correct answer 6-10

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. What is the job of the lion who giving speech at the police graduation ceremony? <ol style="list-style-type: none"> a. Mayor in Zootopia b. Chief in Zootopia c. Police officer d. Meter maid 2. Who is the sheep next to Lionheart when he is giving speech? <ol style="list-style-type: none"> a. Mayor's wife b. Assistant mayor c. Police chief in Zootopia | <ol style="list-style-type: none"> d. Librarian 3. Judy Hopps study very hard to be a? <ol style="list-style-type: none"> a. Security b. Carrot farmer c. Police officer in Zootopia d. Student in college 4. "I mean Zootopia is far away. A big citty" what the antonym of "far" <ol style="list-style-type: none"> a. Near b. Long c. Short d. Tall |
|--|--|

Appendices 5

5. “I mean Zootopia is far away. A **big** citty” what the **synonym** of “big”
- a. Tall
 - b. Large
 - c. Far
 - d. Long

PART III

Check your understanding: write *TRUE* if the statement is true and *FALSE* if the statement is false 11-15

No	Statement	TRUE/FALSE
11.	Judy Hopps was the first rabbit to become a cop	
12.	Judy’s parents are worried about her job	
13.	Predators and prey attacking each other in Zootopia	
14.	Anyone can be anything in Zootopia	
15.	There is no peace in Zootopia	

**MODUL AJAR
Cycle II- Post-Test 2**

Nama	Syaoqie Shidqu H	Jenjang/ Kelas	SMP/8
Asal Sekolah	SMP Batik Surakarta	Mata Pelajaran	Bahasa Inggris
Alokasi Waktu	60 menit	Jumlah Peserta Didik	32
Profil Pelajar Pancasila	Gotong-royong Mandiri	Model Pembelajaran	Luring
Fase	D	Elemen	(Menyimak-Berbicara) (Membaca-memirsa) Menulis-mempresentasikan)
Kompetensi Awal	Job and Profession	Sarana dan Prasarana	1. Laptop/ HP 2. Cartoon Movie 3. Jaringan Internet
Tujuan Pembelajaran	<p>5. Dengan mendengarkan kosa kata tentang <i>Job and Profession</i> siswa dapat melafalkan dengan benar</p> <p>6. Dengan mendengarkan dialog sederhana tentang deskripsi <i>Job and Profession</i> seseorang siswa dapat menerapkan <i>have to/don't have</i> dalam sebuah kalimat dan tata bahasa yang tepat</p> <p>7. Dengan mendenarkan dialog siswa dapat mempraktikannya dengan baik</p> <p>8. Dengan bantuan media film diharapkan siswa lebih mudah memahami dialog dan mengetahui <i>profession and job</i> yang di maksud dalam film</p>		
Pemahaman Bermakna	2. Peserta didik dapat memahami dan menyampaikan informasi tentang <i>job and Profession</i> yang ada dalam film kartun		
Pertanyaan Pematik	<p>Apa perbedaan job dan profesi</p> <p>Apa pekerjaan yang ada di sekitar kita</p>		

	Apa pekerjaan impian kalian
--	-----------------------------

Kegiatan Pembelajaran:

Pertemuan	No	Kegiatan	Konten Pembelajaran
1	1	Pembuka	<ul style="list-style-type: none"> – Melakakukan pembukaan dengan salam dan dialnjutkan dengan doa – Mengaitkan materi denga pengalaman siswa <p>Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan diajarkan dalam kehidupan sehari-hari.</p>
	2	Inti	<ul style="list-style-type: none"> – Siswa mendengarkan kosa kata <i>Job and Profession</i> yang akan muncul di film Zootopia – Siswa mendengarkan dialog yang mendeskripsikan sebuah profesi – Siswa mengamati penggunaan <i>have to/don't have</i> <p>Siswa mengerjakan soal latihan.</p>
	3	Penutupan	<ul style="list-style-type: none"> – Memberikan motivasi dan feedback atas hasil kerja siswa – Siswa memberikan kesimpulan mengenai materi yang baru saja dipelajari bersama guru – Siswa dapat membedakan antara profesi dan pekerjaan <p>Pelajaran ditutup dengan doa dan salam</p>

Asesmen:

- Asessmen Individu
- Asesmen Formatif
- Assessment Kelompok
- Asesmen Sumatif

a. Penilaian Sikap

No	Nama	Pertemuan dan Nilai			
		Bertaqwa kepada Tuhan Yang Maha Esa dan Berkebhinekaan Global			
		1	2	3	4

Notes:

Indicators of the students' activities that observed are:

1. Giving attention to the teacher's instruction
2. Giving the respond to the teacher explanation and question
3. Asking and answering the question from teacher's to other students
4. Doing the assignment

107

Direction:

1. Giving a tick (√) for the active students
2. Let it empty for un-active students

***Peserta didik dinyatakan Tuntas apabila rataj-rata nilainya minimal 70**

b. Penilaian Pengetahuan

Guru memberi skor pada setiap tugas dan keaktifan peserta didik dalam menjawab dan berpartisipasi dalam kegiatann pembelajarann. Penilaian dilakukan secara kuantitaif dengan rentang 0-100

Pengayaan:

- a. Peserta didik membantu peserta didik lain yang belum tuntas dengan pembelajaran tutor sebaya
- b. Guru memberikan tugas untuk mempelajari lebih lanjut tentang materi pokok dari berbagai sumber dan mencatat hal-hal penting

Remidial:

Guru bertanya kepada peserta didik:

- a. Apa yang kalian suka dari pembelajaran ini
- b. Kesulitan apa yang kalian hadapi dalam pembelajaran ini?
- c. Apakah pembelajaran ini dapat membantu kalian memahami topic yang sedang dipelajari?

LAMPIRAN:

A. Asesmen Diagnostik

1. Apakah kalian sudah siap belajar?
2. Apa yang kalian pelajari di bab sebelumnya?
3. Sebutkan berbagai profesi yang kalian ketahui yang berada disekitar kita

Appendices 6

4. Apa profesi impian kalian?
5. Apa perbedaan *Job and Profession*

B. Asesmen Formatif: Terlampir

C. Asesmen Sumatif: Terlampir

1. INSTRUMEN PENILAIAN PEGETAHUAN

- a) Bentuk Tes : Tertulis

Butir Soal: Pilihan ganda (5 soal) True or False (5soal) Error recognize (5soal)

Kisi-kisi

No	Tujuan Pembelajaran	Materi	Indikator Soal
1	Menyebutkan nama profesi di dalam movie atau profesi di sekitar	<i>Job and Profession</i>	1. Disajikan pertanyaan tentang fungsi sosial teks interaksi transaksional lisan yang melibatkan tindakan member dan meminta informasi terkait dengan maca profesi dan job disekitar mereke yang berhubungan dengan profesi yang ada dalam film serta deskripsi pekerjaan.
2.	Peserta didik mampu menanya dan meberikan informasi terkait profesi, pekerjaan yang dilakukan oleh profesi tertentu dan dapat mendeskripsikan profesi tersebut.		

b) Rubrik Penilaian Pengetahuan Tertulis

Rubrik Penilaian Pengetahuan Tulis		
No	Deskripsi	Skor
1.	Jawaban benar: Error Recognize Pilihan Ganda True or False	Benar $\times 20 \div 3$
2.	Jawaban salah/ tidak menjawab	0

D. Bahan Bacaan Guru

- English in Mind Section Edition-Teacher handbook

E. Bahan Bacaan Peserta Didik

- English in Mind Section Edition-Student's book 1 For Junior High School
Grade 8

LAMPIRAN MATERI

Job and Profession

1. Perbedaan antara Job and Profesi

Siapa saja bisa melakukan pekerjaan, sementara profesi hanya dilakoni oleh mereka yang ahli dibidangnya

- **Profesi** adalah bidang pekerjaan yang membutuhkan keahlian tersendiri. (Guru, polisi, dll)
- **Pekerjaan (Job)** adalah pekerjaan yang tidak memerlukan keterampilan khusus untuk dapat memulainya

2. Macam-macam pekerjaan

- | | | |
|-----------------------------|-------------|-------------------|
| – Police officer (cops) | – Chief | – Meter maid |
| – Mayor and assistant mayor | – Astronaut | – Yoga instructor |
| | – Actuary | |
| | – Seller | |
| | – Farmer | |
| | – Florist | |

3. Teknis mengerjakan soal

- **PART I:** Terdapat dialog atau teks yang tidak lengkap. Siswa mengerjakan soal ini sembari mendengarkan media (movie) yang sedang diputar
- **PART II:** Terdapat pilihan ganda, siswa dapat mengerjakannya setelah menonton film
- **PART III:** Untuk menguji pemahaman siswa dalam penggunaan media film pada materi ini. Terdapat box berisi pernyataan berdasarkan film yang telah ditonton siswa. Siswa memilih true apabila pernyataan yang ada adalah benar, dan false apabila pernyataan di dalam table salah

4. Kosa kata

- Tax
- Force

LAMPIRAN SOAL

Post- Test II

Name : _____
Class : _____
Date : _____

Direction:

1. Write your name, class and date in the column provided
2. Do it within 60 minutes
3. Do this exercise while you listen

PART I

Check your understanding: Gap fill. Complete the gaps with a word from the box 1-5

Meter maid	Parents	Force
Safest job	Great	Mad

Judy Hopps: Oh, hey _____(1)!

Stu Hopps: Oh, there she is! Hi sweetheart

Bonnie Hopps: Hey there, Jude the dude! How was your first day on the _____(2)?

Judy Hopps: It's was real _____(3)

Stu Hopps: Yeah? Everything you ever hoped?

Judy Hopps: Mm-mm, absolutely and more! Everyone so nice and I feel like I'm really making difference

Stu Hopps: Wait a second. Holy cripes. Bonnie look at that!

Bonnie Hopps: Oh my sweetheart are you a _____(4)?

Judy Hopps: Oh no, no, this is just a temporary thing

Bonnie Hopps: Oh it's the _____(5) *job* on the force!

PART II

Check your understanding: multiple choice. Circle the correct answer 6-10

- | | |
|---|--|
| <p>1. Emmit oterton is a he arranges flowers beautifully</p> <ol style="list-style-type: none"> a. Garden designer b. Florist c. Plant seller d. Gardener <p>2. Nangi work in The Naturalist Yoga Place in Zootopia. She is a</p> <ol style="list-style-type: none"> a. Painter b. Baker | <ol style="list-style-type: none"> c. Instructor yoga d. Taylor <p>3. Who can track someone's license plate in Zootopia?</p> <ol style="list-style-type: none"> a. Flash as DMV officer b. Police officer c. Mayor d. Pawpsicle seller <p>4. Who is criminal boss in Tundratown?</p> <ol style="list-style-type: none"> a. Nick b. Judy c. Bogo |
|---|--|

Appendices 7

- d. Mr. Big
5. “How about you, **forget** me if you saw me. Huh?” what the antonym of forget
- a. Think
b. Ask
c. Remember
d. Grateful

PART III

Check your understanding: write *TRUE* if the statement is true and *FALSE* if the statement is false 11-15

No	Statement	TRUE/FALSE
11.	Judy becomes the detective for Mr. Otterton’s missing case	
12.	Nick the fox investigates the missing mammal cases with Judy	
13.	Nick the Fox is a police officer	
14.	Judy was fired from her job by Chief Bogo	
15.	Nick the Fox is a popsicle seller	

Movie's Script



Scene 1: The Carrot Days Talent Show

[In a jungle, a little, feral bunny is creeping up to a water hole. During the following line, a tiger is stalking the rabbit.]

Young Judy Hopps: *[initially hushed, her voice gradually increasing in volume]* Fear, treachery, blood lust. Thousands of years ago, these were the forces that ruled our world. A world where prey were scared of predators. And predators had an uncontrollable, biological urge to maim and maul, and-

[The rabbit drinks from the water hole, notices, and turns around just when the tiger pounces towards it. Cut to reality. It is revealed that the "jungle" is really a stage in an auditorium, and as for the hunting, Jaguar, in a tiger costume, is pretending to pounce on a young Judy Hopps, who is wearing gray and white clothes that match her fur.]

Young Judy Hopps: Ahh! *[she draws out long, red ribbons from her costume]* Blood, blood, blood! *[Judy falls on her back, making choking noises. She reaches for a hidden ketchup bottle and, while still laying on her back, places it upright under her arm and squeezes its contents all over her body while pretending to convulse.]* And... death!

[Judy squeezes the bottle one last time, much to the horror and disgust of the audience and her parents, Bonnie and Stu Hopps, the latter of whom is recording the play with a camcorder with his mouth agape, and the former, who is facepalming. Bobby Catmull bangs dramatically on a timpani drum. Judy stands up.]

Young Judy Hopps: Back then, the world was divided in two - vicious predators *[Jaguar hisses]* and meek prey. *[Judy gives an innocent look as her ears droop. Boxes, labeled "Viscous [sic] Predator" and "Meek Prey" lower down and cover them. The "sc" in "Viscous" is crossed out and replaced with "ci," proving it was corrected to being spelled "vicious." Bobby plays bass notes on the hammered dulcimer heavily, then plays a light harp glissando, when Sharla the sheep in white robe-like clothing tosses confetti from a basket over the bags and prances around.]* But over time, we evolved and looked beyond our primitive savage ways. *[The boxes pull up and Judy and Jaguar are in white robes as well. Sharla pops a noisemaker and Judy and Jaguar hold paws]* Now, predator and prey live in harmony and every young mammal has multitudinous opportunities.

Sharla: Yeah, I don't have to cower in a herd anymore. *[takes off white clothing, revealing an astronaut outfit and puts on a helmet]* Instead, I can be an astronaut! *[The crowd applauds as Bobby plays a slide whistle indicating alien music.]*

Jaguar: *[slightly monotone from nervousness]* I don't have to be a lonely hunter anymore. *[takes off robe-clothing, revealing a nice suit and tie, and takes out a pen, his voice becomes more confident.]* Today, I can hunt for tax exemptions; I'm gonna be an actuary! *[The crowd applauds again as Bobby plays the piano.]*

Young Judy Hopps: And I can make the world a better place, I am going to be... *[Bobby turns on a radio and moves his head side to side with the beat of the police music that is heard, and Judy tears off the clothing revealing a police officer's uniform]* ...a police officer! *[Bonnie and Stu look shocked and glance at each other in worry. Some of the smaller rabbits are clapping.]*

Young Gideon Grey: *[laughs and slaps his knee, nudging Travis, who is eating peanuts]* Bunny cop! That is the most stupidest thing I ever heard.

Young Judy Hopps: *[puts on a police officer's hat]* It may seem impossible to small minds - I'm looking at you, Gideon Grey - *[Gideon glares at her; the jungle backdrop curtain on the stage rises, revealing a colorful painted mural of Zootopia behind it. Sharla and Jaguar hold up a banner reading "where anyone can be anything"; Bobby plays the piano in the background.]* ...but, just two-hundred and eleven miles away stands the great city of [Zootopia](#), where our ancestors first joined together in peace and declared that anyone can be anything! *[Judy bows. Bobby plays the final notes on a keyboard and turns to the audience with a grin. The audience applauds. Stu closes the camcorder and he and Bonnie look at each other in concern]* Thank you and good night!

Scene 11: Muzzletime



[Judy returns to her apartment with small gray-tan clouds of dust erupt on the carpet due to her feet covered in cement powder. She enters her room puts her stuff on her desk and cycles sadly through songs on the radio]

- ["Everybody Hurts"](#) by R.E.M.
- ["All by Myself"](#) by Eric Carmen
- ["Can't Do Nuthin' Right"](#) by Madisen Ward
- ["I, Loser"](#) by Winston Marshall
- ["Not a Real Cop"](#) by [Michael Giacchino](#)

[Throughout the music, a depressed Judy puts a

container of Carrots for One in the microwave and watches it with a lachrymose look on her face. When it's finished, she takes it out, opens it, only to find naught left but one dried up carrot that makes a squeal noise from steam. Judy groans in disgust, holds it arm length out, and lets it fall into the trash. Then her phone rings. Judy picks it up and sees that her parents are calling. Judy groans, puts on a forced smile, and answers her phone]

Judy Hopps: Oh, hey, it's my parents!

Bonnie Hopps: Oh, there she is! Hi, sweetheart!

Stu Hopps: Hey there, Jude the Dude! How was your first day on the force?

Judy Hopps: It was real great.

Bonnie Hopps: Yeah? Everything you ever hoped?

Judy Hopps: Mm-hmm, absolutely and more! Everyone's so nice, and I feel like I'm really making a difference.

Stu Hopps: *[notices Judy's meter maid uniform]* Wait a second... *[gets a bit closer to the screen]* Holy cripes, Bonnie, look at that!

Bonnie Hopps: *[gets a bit closer to the screen as well]* Oh, my sweet heaven! Judy, are you a meter maid?

Judy Hopps: Oh, this - *[tries hurriedly to cover her vest]* No! Oh, no. No, this is just a temporary thing!

Bonnie Hopps: Oh! It's the safest job on the force!

Stu Hopps: She's not a real cop! Our prayers have been answered!

Bonnie Hopps: Glorious day!

Stu Hopps: Ho-ho! Meter maid, meter maid, meter maid, *meter maid!*

Judy Hopps: *[over Stu]* Dad. Dad! Dad! You know what, it's been a really long day, I should really...

Bonnie Hopps: That's right, you get some rest!

Stu Hopps: Those meters aren't gonna maid themselves!

Bonnie Hopps: Bye-bye! *[ends call]*

Judy Hopps: Buh-bye... *[Judy puts down the phone and sits back, still depressed, as the music still plays.]*

Pronk Oryx-Antlerson: *[from the other room]* Hey, bunny, turn down that depressing music! *[Judy turns off the radio quickly]*

Bucky Oryx-Antlerson: *[from the other room]* Leave the meter maid alone! Didn't you hear her conversation? She feels like a failure!

Pronk Oryx-Antlerson: Oh, shut up!

Judy Hopps: *[groans, mutters to herself]* Tomorrow's another day...
[Pause]

Pronk Oryx-Antlerson: Yeah, but it might be worse!

Analyzing Teachers' Interview with Students' Observation

No	Teacher's Interview	Students' Observation
1	<p>I: Menurut Ibu bagaimana kondisi siswa selama proses belajar bahasa Inggris di kelas?</p> <p>T: Kelas ini cukup kondusif dan siswanya aktif</p>	<p>At the first meeting in the cycle one student is made into a group with a deskmate. The teacher gives pictures of the kinds of professions contained in the cartoon movies that have been watched by students. Then students make of dialogues related to the profession. Most of students actively participate in this activity.</p>
2	<p>I: Skill apa yang dianggap siswa paling sulit dalam pembelajaran bahasa Inggris ?</p> <p>T: Rata-rata siswa kesulitan di listening</p>	<p>It can be seen from the results of the students' pre-test and at the first screening of the movie, many students still had their answers blank.</p>
3	<p>I: Bagaimana kemampuan pemahaman mendengar siswa Ibu setelah menerapkan media movie</p> <p>T: Saya melihat ada perbaikan, dari segi nilai dari test yang saudara peneliti telah lakukan</p>	<p>There is an increase in student scores in post-test 1 and post-test 2</p>
4	<p>I: Bagaimana partisipasi siswa ketika pembelajaran listening dengan menggunakan media cartoon movie</p> <p>T: Partisipasi siswa dalam pembelajaran listening baik siswa aktif berpartisipasi dan kooperatif dalam melaksanakan pembelajaran. Dengan penerapan cartoon movie siswa juga menjadi lebih antusias dan menunggu nunggu pertemuan berikutnya untuk menonton film lagi.</p>	<p>The students responded well, students sitting in their own seats and stopped talking to themselves when the researcher played a cartoon movie</p>

5	<p>I: Kendala apa yang terlihat ketika menerapkan media cartoon movie di kelas</p> <p>T: Kendala yang terlihat Ketika melaksanakan pembelajaran ini adalah ke peralatan yang kurang memadai. Seperti kabel hdmi dan kabel sound yang seharusnya dimiliki oleh semua kelas. Sehingga butuh waktu untuk mencari di kelas lain yang bersedia meminjamkan</p>	<p>SMP Batik Surakarta has complete facilities, each class has a projector layer, LCD, and sound which is in good condition. However, in this class, the sound cable and HDMI cable used to connect the device to the laptop were lost, so it took almost 20 minutes to borrow from another class.</p>
6	<p>I: Apa pendapat ibu setelah melihat pembelajaran listening dengan menggunakan media English movie</p> <p>T: Pendapat saya setelah melihat pembelajaran dengan media cartoon movie sangat baik dan siswa dapat lebih fokus menjawab soal karena animasinya yang menarik.</p>	<p>When working on problems using cartoon movies, students do not talk to each other or walk around. Students work on questions carefully and thoroughly.</p>
7	<p>I: Menurut ibu apakah strategi pengajaran dengan media pembelajaran yaitu cartoon movie efektif diterapkan pada pengajaran listening comprehension</p> <p>T: Pembelajaran dengan menggunakan kartun movie saya rasa efektif dalam membantu siswa belajar listening</p>	<p>The cartoon movie used is related to the topic to be taught, the topic is "Job and Profession". In this film, there are many professions that students can identify based on uniforms or dialogue. Making it easier for students to identify the various jobs and professions.</p>
8	<p>I: Menurut ibu, apakah media pembelajaran dengan menggunakan English movie dapat meningkatkan kemampuan mendengar (listening comprehension) siswa dalam Bahasa Inggris?</p> <p>T: Ya tentu, dapat kita lihat sendiri dari penilaian yang telah dilakukan mba sya. Siswa mengalami peningkatan nilai.</p>	<p>There is an increase in student scores in post-test 1 and post-test 2</p>

**Interview Guideline and Result for the English Teacher in Preliminary Study
Before Classroom Action Research (Pre-Interview)**

A. Interview Guideline

No	Research Problem	Aspect	Indicators	Question
1.	How can cartoon movie improve students' listening comprehension at the eighth grade of Junior High School Batik Surakarta?	Media bring instructional purpose of messages or information of learning. Media is Averages of expressing message and information. Arsyad (2009)	Check class conditions before implementing cartoon-movie media in listening lessons	<ol style="list-style-type: none"> 1. In your opinion, what is the condition of the students during the process of learning English in class? 2. What is the standard KKM score that you set for your students? 3. What skills do students consider the most difficult in learning English? 4. How are the students' abilities in English lessons, especially in Listening 5. As an English teacher, what efforts have you made to improve students' listening comprehension? 6. What media do you use in teaching English in class? 7. How do students respond to the media that you use? 8. Have you ever heard the term "watching cartoon movies" in the English teacher's class? 9. In your opinion, does the use of "cartoon movies" media make it easier or develop the students' "listening comprehension"?

B. Interview Result

Interviewer : Syaogiqe Shidqu Hayatie	Day and Date	: July 2022
Narasumber: Rizka Dwi Cahyani, M.Pd.	Time	: 10.00
Profession : English Teacher	Venue	: Teacher Office

I: Interviewer

T: Teacher

1. I: Menurut Ibu bagaimana kondisi siswa selama proses belajar bahasa Inggris di kelas?
T: Kelas ini cukup kondusif dan siswanya aktif
2. I: Berapa standar nilai KKM yang Ibu tentukan untuk siswa Ibu?
T: Untuk KKM di sekolah ini 70 mba
3. I: Skill apa yang dianggap siswa paling sulit dalam pembelajaran bahasa Inggris ?
T: Rata-rata siswa kesulitan di listening
4. I: Bagaimana kemampuan siswa Ibu dalam pelajaran bahasa Inggris terutama di (Listening)
T: Kalau di bagian listening memang kemampuan siswa agak kurang
5. I: Sebagai guru bahasa Inggris usaha apa saja yang telah Ibu lakukan untuk meningkatkan listening comprehension siswa?
T: Untuk meningkatkan listening comprehension saya sebagai guru biasanya memiliki variasi media seperti song, game. Ya harus kreatif agar siswa tidak mudah bosan.
6. I: Media apa saja yang Ibu gunakan dalam mengajar bahasa Inggris di kelas?
T: Song, games.
7. I: Bagaimana tanggapan siswa terhadap media yang Ibu gunakan?
T: Tanggapan siswa baik
8. I: Apakah Ibu pernah mendengar istilah “watching cartoon movies” dalam pengajaran bahasa Inggris di kelas?
T: Iya saya pernah mendengar istilah tersebut dalam pengajaran Bahasa Inggris
9. I: Menurut Ibu apakah penggunaan media “cartoon movies” akan mempermudah atau mengembangkan “listening comprehension” para siswa?
T: Ya saya rasa media tersebut akan menjadi hal baru untuk siswa dan membantu mereka untuk meningkatkan skill listening mereka. Apalagi cartoon movie juga menyajikan animasi yang menarik. Saya kira dengan itu akan membuat siswa lebih fokus dalam mendengarkan dan menjawab soal.

**Interview Guideline and Result for the English Teacher in Preliminary Study
After Classroom Action Research (Post-Interview)**

A. Interview guidelines

No	Research Problem	Aspect	Indicators	Question
1.	How can cartoon movie improve students' listening comprehension at the eighth grade of Junior High School Batik Surakarta?	To make a listening lesson effective, teacher should use a well-developed and fascinating technique one of the aids is using cartoon movie as media. That movies can make lessons more fun and less boring. Bray (2019)	Implementing cartoon movie as media to improve listening comprehension students	<ol style="list-style-type: none"> 1. In your opinion, what is the condition of the students after using cartoon movie media in teaching listening 2. How is your students' listening comprehension ability after applying movie media 3. How is student participation when learning listening using cartoon movie media 4. What obstacles are seen when implementing cartoon movie media in class 5. In your opinion, how to overcome these obstacles 6. What do you think after seeing listening learning using cartoon movie media 7. Do you feel motivated after seeing the use of cartoon movies as a medium of learning in the classroom? 8. In your opinion, what are the activities carried out in the listening learning process using cartoon movies?

Appendices 12

				<p>9. In your opinion, is the teaching strategy using learning media, namely cartoon movies, effective in teaching listening? comprehension</p> <p>10. In your opinion, can learning media using cartoon movies improve students' listening comprehension?</p>
--	--	--	--	--

B. Interview Result

Interviewer : Syaoqie Shidqu Hayatie
Narasumber : Rizka Dwi Cahyani, M.Pd.
Profession : English Teacher

Day and Date : Thursday, 9th August 2022
Time : 12.00
Venue : Teacher Office

I: Interviewer

T: Teacher

1. I: Menurut ibu bagaimana kondisi siswa VIII B setelah menggunakan media cartoon movie dalam pembelajaran listening?
T: Kondisi siswa lebih baik, siswa lebih *excited* dalam belajar Bahasa Inggris
2. I: Bagaimana kemampuan pemahaman mendengar siswa ibu setelah menerapkan media movie
T: Saya melihat ada perbaikan, dari segi nilai dari test yang saudara peneliti telah lakukan
3. I: Bagaimana partisipasi siswa ketika pembelajaran listening dengan menggunakan media cartoon movie
T: Partisipasi siswa dalam pembelajaran listening baik siswa aktif berpartisipasi dan kooperatif dalam melaksanakan pembelajaran. Dengan penerapan cartoon movie siswa juga menjadi lebih antusias dan menunggu-nunggu pertemuan berikutnya untuk menonton film lagi.
4. I: Kendala apa yang terlihat ketika menerapkan media cartoon movie di kelas
T: Kendala yang terlihat ketika melaksanakan pembelajaran ini adalah ke peralatan yang kurang memadai. Seperti kabel HDMI dan kabel sound yang seharusnya dimiliki oleh semua kelas. Sehingga butuh waktu untuk mencari di kelas lain yang bersedia meminjamkan.
5. I: Menurut ibu bagaimana cara mengatasi kendala tersebut
T: Cara mengatasi kendala tersebut sudah diterapkan dengan baik oleh peneliti dengan membawa sendiri peralatan yang diperlukan seperti speaker dan kabel HDMI.
6. I: Apa pendapat ibu setelah melihat pembelajaran listening dengan menggunakan media English movie
T: Pendapat saya setelah melihat pembelajaran dengan media cartoon movie sangat baik dan siswa dapat lebih fokus menjawab soal karena animasinya yang menarik.
7. I: Apakah ibu merasa termotivasi setelah melihat penggunaan cartoon movie sebagai media pembelajaran di dalam kelas
T: Penggunaan media cartoon movie ini sangat bagus dan saya pikir saya juga akan mencoba menerapkannya di kelas lain
8. I: Menurut ibu apakah strategi pengajaran dengan media pembelajaran yaitu cartoon movie efektif diterapkan pada pengajaran listening comprehension
T: Pembelajaran dengan menggunakan kartun movie saya rasa efektif dalam membantu siswa belajar listening
9. I: Menurut ibu, apakah media pembelajaran dengan menggunakan English movie dapat meningkatkan kemampuan mendengar (listening comprehension) siswa dalam Bahasa Inggris?
T: Ya tentu, dapat kita lihat sendiri dari penilaian yang telah dilakukan mbu sya. Siswa mengalami peningkatan nilai.

Students' Interview Guideline

No	Research Problem	Aspect	Indicators	Question
1.	How can cartoon movie improve students' listening comprehension at the eighth grade of Junior High School Batik Surakarta?	Cartoon is a form of media where, using animation, characters are shown with simplified features, but still maintaining an ability to recognize. Poulson (2009)	Check students persepsion about implementing cartoon movie as media to improve listening comprehension	<ol style="list-style-type: none"> 1. In your opinion, is it necessary to use media in teaching English? Why? 2. After studying listening material using cartoon movie, is there any effect of using movie on your grades? 3. What do you think when learning English using cartoon movie 4. Do the films used when studying English make it easier or more difficult for you to understand the lesson? Why? 5. Are movie useful in developing critical thinking, independence in learning to interact with other students and improving your listening skills?

B. Interview Result

Interviewer	: Syaoqie Shidqu Hayatie	Day and Date: Wednesday, 10 th August 2022
Narasumber	: K C A	Time : 15.55
Profession	: English Teacher	Venue : Classroom

I: Interviewer

S: Students

- I: Menurut kamu apakah dalam pengajaran Bahasa Inggris perlu menggunakan media? Kenapa?

S: Iya Kak, agar mudah membedakan pengucapan vocabulary. Karena banyak kosa kata Bahasa Inggris yang kedengarannya mirip-mirip
- I: Setelah mempelajari listening dengan menggunakan film kartun apakah ada pengaruh penggunaan film terhadap nilai kamu?

S: Ada kak, selain itu aku jadi punya kosa kata baru beserta artinya
- I: Bagaimana pendapat kamu ketika belajar Bahasa Inggris menggunakan film?

S: Aku sangat suka banget! Karena selain menambah vocab juga melatih listening kita agar lebih terbiasa. Filmnya juga menarik, aku belum pernah nonton.
- I: Apakah film yang digunakan ketika mempelajari Bahasa Inggris mempermudah atau mempersulit kamu dalam memahami pelajaran? Mengapa?

S: Mempermudah, kita jadi lebih mudah memahami apa yang dibicarakan.
- I: Apakah film bermanfaat dalam mengembangkan pemikiran kritis, kemandirian dalam belajar berinteraksi dengan murid-murid lain dan meningkatkan kemampuan listening kamu?

S: Iya kak, karena alur ceritanya seru dan banyak *plot twist* nya jadi ngebuat kita berpikir tentang tokoh, watak dan keseluruhan ceritanya.

B. Interview Result

Interviewer	: Syaoqie Shidqu Hayatie	Day and Date	: Wednesday, 10 th August 2022
Narasumber	: M N H	Time	: 15.55
Profession	: English Teacher	Venue	: Classroom

I: Interviewer

S: Students

- I: Menurut kamu apakah dalam pengajaran Bahasa Inggris perlu menggunakan media? Kenapa?

S: Penting, karena siswa kalau hanya dikasi teori saja akan mudah bosan. Jadi adanya media dalam pembelajaran akan lebih menarik
- I: Setelah mempelajari listening dengan menggunakan film kartun apakah ada pengaruh penggunaan film terhadap nilai kamu?

S: Ada kak, setelah mempelajari listening saya menjadi lebih *aware* terhadap kosakata Bahasa Inggris. Sehingga berdampak pada nilai saya yang membaik
- I: Bagaimana pendapat kamu ketika belajar Bahasa Inggris menggunakan film?

S: Sangat asyik! Selain saya bisa belajar Bahasa Inggris saya juga bisa mengerti alur cerita film karena menggunakan kosakata yang mudah dipahami.
- I: Apakah film yang digunakan ketika mempelajari Bahasa Inggris mempermudah atau mempersulit kamu dalam memahami pelajaran? Mengapa?

S: Mempermudah, karena menggunakan kosa kata Bahasa Inggris yang mudah dimengerti.
- I: Apakah film bermanfaat dalam mengembangkan pemikiran kritis, kemandirian dalam belajar berinteraksi dengan murid-murid lain dan meningkatkan kemampuan listening kamu?

S: Sangat, karena dengan film saya bisa tertarik untuk belajar Bahasa Inggris

Log Book

Judul Penelitian:

Using Cartoon Movie as Media to Improve Listening Comprehension of the at Grade Students of SMP Batik Surakarta in the Academic Year 2022/2023

1	Tanggal/Bulan/Tahun	Senin, 1 Agustus 2022
2	Nama kegiatan	First meeting in cycle I
3	Tujuan Kegiatan	<ul style="list-style-type: none"> - Siswa dapat mengerti kosa kata tentang job and profession - Peserta didik dapat memahami dan menyampaikan informasi tentang job and profession
4	Catatan Kemajuan	<ul style="list-style-type: none"> - Peserta didik aktif berpartisipasi dalam kelas - Peserta didik tertarik dengan media baru yang digunakan
5	Kendala	<ul style="list-style-type: none"> - Kelas tidak memiliki kabel HDMI sehingga memakan waktu untuk meminjam di kelas lain
6	Kesimpulan dan Saran	<ul style="list-style-type: none"> - Perdalam materi yang akan diajarkan - perbanyak kosa kata yang akan diajarkan - Persiapkan peralatan dengan baik
7	Rencana kegiatan selanjutnya	<ul style="list-style-type: none"> - Review materi hari ini - Post - test I

Surakarta, | Agustus 2022

Collaborator (English Teacher)



Riska Dwi Cahyani, M.Pd

Researcher



Syaoqie Shidqu Hayatie

Log Book

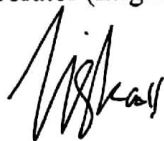
Judul Penelitian:

Using Cartoon Movie as Media to Improve Listening Comprehension of the at Grade Students of SMP Batik Surakarta in the Academic Year 2022/2023

1	Tanggal/Bulan/Tahun	Rabu, 3 Agustus 2022
2	Nama kegiatan	Second meeting in cycle I
3	Tujuan Kegiatan	<ul style="list-style-type: none"> - Siswa dapat memahami dialog yang ada dalam movie - Siswa dapat mengidentifikasi job and profession yang terdapat dalam movie
4	Catatan Kemajuan	<ul style="list-style-type: none"> - Cartoon movies yang digunakan dapat membantu siswa untuk fokus mendengarkan - Media yang digunakan membantu siswa memahami dialog dan memudahkan siswa menjawab soal
5	Kendala	- Kegiatan dilaksanakan pada pukul 13.55 - 15.15 di jam akhir kebanyakan siswa terburu-buru dalam mengerjakan soal
6	Kesimpulan dan Saran	- pelajaran berjalan kondusif dan baik
7	Rencana kegiatan selanjutnya	Next to cycle II

Surakarta, 3 Agustus 2022

Collaborator (English Teacher)



Riska Dwi Cahyani, M.Pd

Researcher



Syaoqie Shidqu Hayatie

Log Book

Judul Penelitian:

Using Cartoon Movie as Media to Improve Listening Comprehension of the at Grade Students of SMP Batik Surakarta in the Academic Year 2022/2023

1	Tanggal/Bulan/Tahun	Senin, 8 Agustus 2022
2	Nama kegiatan	Flora meeting, in cycle I
3	Tujuan Kegiatan	<ul style="list-style-type: none"> - Siswa dapat membuat dialog sederhana terkait job and profession - Siswa percaya diri diri untuk mempresentasikan dialog di depan teman-teman
4	Catatan Kemajuan	<ul style="list-style-type: none"> - Siswa aktif dalam membuat dialog - Siswa bersedia maju dan mempresentasikan dialognya
5	Kendala	- Pelajaran berjalan lancar dan kondusif
6	Kesimpulan dan Saran	<p>Kesimpulan</p> <ul style="list-style-type: none"> - Pelajaran menjadi lebih hidup karena dalam menunjuk siswa maju kedepan guru menggunakan aplikasi "random picker"
7	Rencana kegiatan selanjutnya	<p>Review materi hari ini</p> <p>Implementing post test II</p>

Surakarta, 8 Agustus 2022

Collaborator (English Teacher)



Riska Dwi Cahyani, M.Pd

Researcher



Syaoqie Shidqu Hayatie

Log Book

Judul Penelitian:

Using Cartoon Movie as Media to Improve Listening Comprehension of the at Grade Students of SMP Batik Surakarta in the Academic Year 2022/2023

1	Tanggal/Bulan/Tahun	Rabu , 10 Agustus 2022
2	Nama kegiatan	Second meeting in cycle II
3	Tujuan Kegiatan	- Siswa dapat menjawab pertanyaan pada post test I! - Siswa dapat lebih memahami job and profession dalam movie
4	Catatan Kemajuan	- Siswa mulai terbiasa menggunakan media cartoon movie
5	Kendala	- Kegiatan dalam kelas berjalan sesuai rencana
6	Kesimpulan dan Saran	- Siswa mulai memahami media cartoon movie - Siswa dapat menjawab soal dengan baik
7	Rencana kegiatan selanjutnya	Jika terdapat kenaikan antara post test I dan post test II maka kegiatan selesai. jika tidak terdapat kenaikan maka next to cycle III

Surakarta, 10 Agustus 2022

Collaborator (English Teacher)



Riska Dwi Cahyani, M.Pd

Researcher



Syaqqie Shiddu Havatie

Teacher’s Journal

Cycle/Meeting: Two/ First Meeting

Day/ Date : Monday, August 1st, 2022

Time : 13.55- 15.55

Topic : Job and Profession

Observation and Analysis	<ul style="list-style-type: none"> • What do I present a teaching activity? • How do the students feel after watching movie? • How do the students’ feel when they complete the assignment?
Emotional Response	How do I feel in this situation?
Future action	What do I need to do learn from this situation?

Today, the writer taught the expression of opinions through movie. The writer explained definition and differences between job and Profession. She explained, how to identify a job from the dialogue. She explained the various jobs contained in the movie "Zootopia" from minutes 1.47-1.22 based on dialogue, uniforms and other keywords. She also gave examples of explanations about the differences between jobs and professions based on the characters in the film.

In explaining the material, the author uses textbooks and also PPT to attract students' attention. Students watch cartoon movie twice. When they first finished watching the students were still confused in identifying. Students are not familiar with the new media used in learning. After watching twice, the students got questions from the author related how to identify the jobs and professions of the characters in the movie "Zootopia".

Class VIII B students didn't make noise while doing assignments. There are no students walking around in class, and they do their assignments happily and quietly. The students were so cooperative. During the first meeting, the writer felt a little bit nervous in beginning. But as the activity running, the writer started to feel relax. All the activity finished on time and conducive.

Teacher’s Journal

Cycle/Meeting: One/ Second Meeting

Day/ Date : Wednesday, August 3rd, 2022

Time : 13.55- 15.55

Topic : Job and Profession

Observation And Analysis	<ul style="list-style-type: none"> • What do I present a teaching activity? • How do the students feel after watching movie? • How do the students’ feel when they complete the assignment?
Emotional Response	How do I feel in this situation?
Future action	What do I need to do learn from this situation?

In the second meeting, the writer reviewed the previous material and explained how to do the questions using cartoon movie media. In this meeting the writer wants to implementing post-test 1. The cartoon movie used in this lesson is called Zootopia. In the post test the author uses from the early minutes to the middle of the movie.

The first screening movie, there were many questions that had not been filled in by the students. So, the researcher repeated the film up to two times. In the second playback, students have been able to answer the entire test. The class atmosphere is conducive. No one walking around. Occasionally some of the students ask the meaning of the vocabulary in the questions to the writer.

In this meeting the writer felt that student’s interest toward this activity was really good. They really want to watch movie. The whole meeting for today were running smooth and students were enjoying the movie. Equipment in the classroom such as projector screens and sound are also well maintained. So, that watching movies can run well.

Teacher’s Journal

Day/ Date : Monday, August 8th, 2022

Time : 13.55- 15.55

Topic : Job and Profession

<p>Observation And Analysis</p>	<ul style="list-style-type: none"> • What do I present a teaching activity? • How do the students feel after watching movie? • How do the students’ feel when they complete the assignment?
<p>Emotional Response</p>	<p>How do I feel in this situation?</p>
<p>Future action</p>	<p>What do I need to do learn from this situation?</p>

In the first meeting in second cycle, the writer giving students task to making dialogues related to learning topics, about Jobs and Professions. Students form groups of two to three people, they working with their classmates. In this meeting, students discussed with other friends. They walked over to another bench to check what profession their friend had chosen. Students often ask the teacher about English vocabulary

After finishing the dialog. The writer asked the students to come to the front of the class to present their work. Students pointed at each other and no one was willing to come to the front of the class. Therefore, the writer decided to select the students with the help of the "random picker" application. This application will help the writer to choose a random name that will present his work.

In this meeting the writer felt that everything was synchronized with the plan. And there was no problem whatsoever. Overall, the writer feels so relieved that in this meeting there were no problem.

Teacher’s Journal

Cycle/Meeting: Two/ Second Meeting

Day/ Date : Monday, August 10th, 2022

Time : 13.55- 15.55

Topic : Job and Profession

Observation and Analysis	<ul style="list-style-type: none"> • What do I present a teaching activity? • How do the students feel after watching movie? • How do the students’ feel when they complete the assignment?
Emotional Response	How do I feel in this situation?
Future action	What do I need to do learn from this situation?

The second meeting of cycle II, the writer starts over the movie for the students, since the writer came to the class they were already set up in the focus. The writer reviewed the previous material and explained how to do the questions using cartoon movie media. In this meeting the writer wants to implementing post-test 2. The cartoon movie used in this lesson is called Zootopia. In the post test the author uses from the middle minutes to the last minute of the movie.

The first screening movie, there were many questions that had not been filled in by the students. So, the researcher repeated the film up to two times. In the second playback, students have been able to answer the entire test. The class atmosphere is conducive. No one walking around. Occasionally some of the students ask the meaning of the vocabulary in the questions to the writer.

The test running so well, they were all did the test on time and all of them were feeling confident that they would get better score that the previous test. The writer felt so grateful and relieved because the plan was not interrupted by any problem and also the whole thing just run perfectly well.

Students' Worksheet

Pre- Test

Name : Ranji Prayogo
 Class : B
 Date : _____

Direction:

1. Write your name, class and date in the column provided
2. Do it within 60 minutes
3. Do this exercise while you listen

60

PART I

B=6

Check your understanding: multiple choice. Circle the correct answer

1-5 listening to five people talking about their job, each speaker to a job which keywords tell you the job.

1.
 - a. Teacher
 - b. Farmer
 - Nurse
2.
 - a. Lawyer
 - TV Presenter
 - c. Actress
3.
 - Firefighter
 - b. Mechanic
 - c. Actor
4.
 - a. Engineer
 - Shop assistant
 - c. Tour guide
5.

- Journalist
- b. Pharmacy
- c. Scientist

Listen again, what aspects of their jobs does each person say they like/dislike?

6-10 listen again, what aspect job does each person say they like or dislike

6. What does the man like about his job as a nurse
 - Helping people
 - b. Working shifts
 - c. Long hours
7. What does the women dislike about her job as a lawyer
 - a. Meeting client
 - A lots of meeting
 - c. Travel
8. What does the speaker like about his job as actor

- a. Always work
 - b. Waiting around
 - c. The pay
9. What does the man dislike about his job as cashier
- a. Boss is lovely person
 - b. Dealing with people

- c. Changing window display not interesting
10. What does the speaker dislike and dislike about his job as journalist
- a. Tight deadline
 - b. Very flexible
 - c. Work from home sometimes

Pre-Test

Name : Naufal Ghami R.
 Class : 25 / 8B
 Date : _____

Direction:

1. Write your name, class and date in the column provided
2. Do it within 60 minutes
3. Do this exercise while you listen

40

PART I

Check your understanding: multiple choice. Circle the correct answer

1-5 listening to five people talking about their job, each speaker to a job which keywords tell you the job.

1.
 - a. Teacher
 - b. Farmer
 - c. Nurse
2.
 - a. Lawyer
 - b. TV Presenter
 - c. Actress
3.
 - a. Firefighter
 - b. Mechanic
 - c. Actor
4.
 - a. Engineer
 - b. Shop assistant
 - c. Tour guide
5.

- a. Journalist
- b. Pharmacy
- c. Scientist

Listen again, what aspects of their jobs does each person say they like/dislike?

6-10 listen again, what aspect job does each person say they like or dislike

6. What does the man like about his job as a nurse
 - a. Helping people
 - b. Working shifts
 - c. Long hours
7. What does the women dislike about her job as a lawyer
 - a. Meeting client
 - b. A lots of meeting
 - c. Travel
8. What does the speaker like about his job as actor

B-4

- a. Always work
- b. Waiting around
- c. The pay

9. What does the man dislike about his job as cashier

- a. Boss is lovely person
- b. Dealing with people

- c. Changing window display not interesting

10. What does the speaker dislike and dislike about his job as journalist

- a. Tight deadline
- b. Very flexible
- c. Work from home sometimes

Post-Test I

Name : Danin Filbert amrullah azzakry

Class : 8B

Date : _____

Direction:

1. Write your name, class and date in the column provided
2. Do it within 60 minutes
3. Do this exercise while you listen

8B

PART I

Check your understanding: gap fill. Complete the gaps with a word from the box 1-5

ACTUARY	PREY	ASTRONAUT
POLICE OFFICER	PREDATOR	CHIEF
	MAYOR	

Back then, the world was divided in two vicious predators and meek Prey (1). But overtime we evolved and looked beyond our primitive savage ways. Now predator (2) and prey live in harmony and every young mammal has multitudinous opportunities. Yeah, I don't have to cower in a herd anymore. Instead I can be an Astronaut (3)! I don't have to be a lonely hunter anymore. Today, I can hunt for tax exemptions; I'm gonna be an Actuary (4)! And I can make the world better place, I am going to be... a Police officer (5)!

PART II

Check your understanding: multiple choice. Circle the correct answer 6-10

1. What is the job of the lion who giving speech at the police graduation ceremony?
 - ~~a.~~ Mayor in Zootopia
 - b. Chief in Zootopia
 - c. Police officer
 - d. Meter maid

2. Who is the sheep next to Lionheart when he is giving speech?
 - a. Mayor's wife
 - b. Assistant mayor
 - c. Police chief in Zootopia
 - d. Librarian
3. Judy Hopps study very hard to be a?
 - a. Security
 - b. Carrot farmer

- c. Police officer in Zootopia
 d. Student in college
4. "I mean Zootopia is **far** away. A big city" what the **antonym** of "far"
- a. Near
 b. Long
 c. Short
- d. Tall
5. "I mean Zootopia is far away. A **big** city" what the **synonym** of "big"
- a. Tall
 b. Large
 c. Far
 d. Long

PART III

Check your understanding: write **TRUE** if the statement is true and **FALSE** if the statement is false 11-15

No	Statement	TRUE/FALSE
11.	Judy Hopps was the first rabbit to become a cop	TRUE
12.	Judy's parents are worried about her job	TRUE
13.	Predators and prey attacking each other in Zootopia	False
14.	Anyone can be anything in Zootopia	True
15.	There is no peace in Zootopia	Fals

Post- Test II

Name : Linggar Aswinata Yudhistira
 Class : 8B
 Date : Rabu

Direction:

1. Write your name, class and date in the column provided
2. Do it within 60 minutes
3. Do this exercise while you listen



B-15

PART I

Check your understanding: Gap fill. Complete the gaps with a word from the box 1-5

Meter maid	Parents	Force
Safest job	Great	Mad

Judy Hopps: Oh, hey Parents (1)!

Stu Hopps: Oh, there she is! Hi sweetheart

Bonnie Hopps: Hey there, Jude the dude! How was your first day on the Force (2)?

Judy Hopps: It's was real Great (3)

Stu Hopps: Yeah? Everything you ever hoped?

Judy Hopps: Mm-mm, absolutely and more! Everyone so nice and I feel like I'm really making difference

Stu Hopps: Wait a second. Holy cripes. Bonnie look at that!

Bonnie Hopps: Oh my sweetheart are you a Meter maid (4)?

Judy Hopps: Oh no, no, this is just a temporary thing

Bonnie Hopps: Oh it's the Safest (5) job on the force!

PART II

Check your understanding: multiple choice. Circle the correct answer 6-10

1. Emmet Otterton is a he arranges flowers beautifully
 - a. Garden designer

2. Nangi work in The Naturalist Yoga Place in Zootopia. She is a
 - b. Florist
 - c. Plant seller
 - d. Gardener
 - a. Painter

- b. Baker
 - Instructor yoga
 - d. Taylor
3. Who can track someone's license plate in Zootopia?
- Flash as DMV officer
 - ~~Flash~~ Police officer
 - c. Mayor
 - d. Pawpsicle seller
4. Who is criminal boss in Tundratown?
- a. Nick
 - b. Judy
 - c. Bogo
 - Mr. Big
5. "How about you, **forget** me if you saw me. Huh?" what the antonym of forget
- a. Think
 - b. Ask
 - Remember
 - d. Grateful

PART III

Check your understanding: write *TRUE* if the statement is true and *FALSE* if the statement is false 11-15

No	Statement	TRUE/FALSE
11.	Judy becomes the detective for Mr. Otterton's missing case	TRUE
12.	Nick the fox investigates the missing mammal cases with Judy	TRUE
13.	Nick the Fox is a police officer	FALSE
14.	Judy was fired from her job by Chief Bogo	FALSE
15.	Nick the Fox is a popsicle seller	TRUE

Post- Test II

Name : Queen malika Karenina
 Class : Bb
 Date : _____

Direction:

1. Write your name, class and date in the column provided
2. Do it within 60 minutes
3. Do this exercise while you listen

600

PART I

B=15

Check your understanding: Gap fill. Complete the gaps with a word from the box 1-5

Meter maid	Parents	Force
Safest job	Great	Mad

Judy Hopps: Oh, hey Parents (1)!

Stu Hopps: Oh, there she is! Hi sweetheart

Bonnie Hopps: Hey there, Jude the dude! How was your first day on the Force (2)?

Judy Hopps: It's was real Great (3)

Stu Hopps: Yeah? Everything you ever hoped?

Judy Hopps: Mm-mm, absolutely and more! Everyone so nice and I feel like I'm really making difference

Stu Hopps: Wait a second. Holy cripes. Bonnie look at that!

Bonnie Hopps: Oh my sweetheart are you a Meter (4)?

Judy Hopps: Oh no, no, this is just a temporary ^{maid} thing

Bonnie Hopps: Oh it's the Safest (5) job on the force!

PART II

Check your understanding: multiple choice. Circle the correct answer 6-10

1. Emmit oterton is a he arranges flowers beautifully

- a. Garden designer -

~~b. Florist~~

c. Plant seller

d. Gardener

2. Nangi work in The Naturalist Yoga Place in Zootopia. She is a

- a. Painter

- b. Baker
 - c. Instructor yoga
 - d. Taylor
3. Who can track someone's license plate in Zootopia?
- a. Flash as DMV officer
 - b. Police officer
 - c. Mayor
 - d. Pawpsicle seller
4. Who is criminal boss in Tundratown?
- a. Nick
 - b. Judy
 - c. Bogo
 - d. Mr. Big
5. "How about you, **forget** me if you saw me. Huh?" what the antonym of forget
- a. Think
 - b. Ask
 - c. Remember
 - d. Grateful

PART III

Check your understanding: write **TRUE** if the statement is true and **FALSE** if the statement is false 11-15

No	Statement	TRUE/FALSE
11.	Judy becomes the detective for Mr. Otterton's missing case	True
12.	Nick the fox investigates the missing mammal cases with Judy	True
13.	Nick the Fox is a police officer	False
14.	Judy was fired from her job by Chief Bogo	False
15.	Nick the Fox is a popsicle seller	True

Observation Result of the Pre-Test

Subject : English
Class : VIII B
Material : Job and Occupation

No	Name	Score	Pass/Fail
1	ADINDA ADITYA ERLANGGA MANUNGGAL	40	Fail
2	AFFAN GHAIANANTA RAMADHAN	50	Fail
3	ALVINO CHESTA ARDIONA	60	Fail
4	BAGAS WAHYU WISHNUADI	30	Fail
5	BALQIS ZAHRA HAFIZHAH	40	Fail
6	BIANCA PUTRI TUNGGGA DEWI	30	Fail
7	BIMA ARDEANSYAH RIZQI BAGASKARA	90	Pass
8	BYAKTA DEVDAN GHAIAN AKMAL	60	Fail
9	CLARESTA ANINDYA PUTRI URLIAN	80	Pass
10	DANIAN FILBERT AMRULLAH AZZAKY	40	Fail
11	HAFIS EKA ILLADUNI	60	Fail
12	HANINDYA RHADYA PUTRA IRAWAN	50	Fail
13	IKHSAN NUR RAHMAN	40	Fail
14	JANEETA JACINDA VANIA	40	Fail
15	KEYLA CINTA AURELLINA	60	Fail
16	KHANZA TALITHA FAUZIYYAH	50	Fail
17	KIRANIA CAHAYA PUTRI	40	Fail
18	LINGGAR ASWINATA YUDHISTIRA	40	Fail
19	MIVTA AULIA ANGGITA	30	Fail
20	MUCHLIS NUR HIDAYAT	50	Fail
21	MUHAMMAD ALI RIDHO	80	Pass
22	MUHAMMAD MIRZA RAZIF AZZUHRA	60	Fail
23	NAFINZA BINTANG WIRA YUDHA	90	Pass
24	NASHITA PRAJNA ALIFIA WARDANA	50	Fail
25	NAUFAL GHANI ROMADONA	40	Fail
26	NICHOLAS ALFIANO	50	Fail
27	PANJI PRAYOGO	60	Fail
28	QUEEN MALIKA KARENINA	40	Fail
29	RAYYAN ARKANA FAVIAN	40	Fail
30	REZKY ADITYA REVANO	30	Fail
31	SHELBY ELEANORE WIENDALOVA	50	Fail
32	TABITHA RACHEL AGHNIYA	40	Fail

Surakarta, Agustus 2022

Collaborator (English Teacher)



Riska Dwi Cahyani, M.Pd.

Researcher



Syaoqie Shidqu Hayatie

Observation Result of the Post-Test I

Subject : English
Class : VIII B
Material : Job and Occupation

No	Name	Score	Pass/Fail
1	ADINDA ADITYA ERLANGGA MANUNGGAL	93	Pass
2	AFFAN GHAISANANTA RAMADHAN	86	Pass
3	ALVINO CHESTA ARDIONA	73	Pass
4	BAGAS WAHYU WISHNUADI	40	Fail
5	BALQIS ZAHRA HAFIZHAH	53	Fail
6	BIANCA PUTRI TUNGGU DEWI	86	Pass
7	BIMA ARDEANSYAH RIZQI BAGASKARA	80	Pass
8	BYAKTA DEVDAN GHAISAN AKMAL	33	Fail
9	CLARESTA ANINDYA PUTRI URLIAN	80	Pass
10	DANIAN FILBERT AMRULLAH AZZAKY	93	Pass
11	HAFIS EKA ILLADUNI	73	Pass
12	HANINDYA RHADYA PUTRA IRAWAN	80	Pass
13	IKHSAN NUR RAHMAN	46	Fail
14	JANEETA JACINDA VANIA	80	Pass
15	KEYLA CINTA AURELLINA	73	Pass
16	KHANZA TALITHA FAUZIYYAH	53	Fail
17	KIRANIA CAHA YA PUTRI	86	Pass
18	LINGGAR ASWINATA YUDHISTIRA	73	Pass
19	MIVTA AULIA ANGGITA	73	Pass
20	MUHLIS NUR HIDAYAT	86	Pass
21	MUHAMMAD ALI RIDHO	86	Pass
22	MUHAMMAD MIRZA RAZIF AZZUHRA	46	Fail
23	NAFINZA BINTANG WIRA YUDHA	93	Pass
24	NASHITA PRAJNA ALIFIA WARDANA	60	Fail
25	NAUFAL GHANI ROMADONA	46	Fail
26	NICHOLAS ALFIANO	80	Pass
27	PANJI PRAYOGO	66	Fail
28	QUEEN MALIKA KARENINA	46	Fail
29	RAYYAN ARKANA FAVIAN	73	Pass
30	REZKY ADITYA REVANO	40	Fail
31	SHELBY ELEANORE WIENDALOVA	50	Fail
32	TABITHA RACHEL AGHNIYA	73	Pass

Surakarta, Agustus 2022

Collaborator (English Teacher)

Researcher



Riska Dwi Cahyani, M.Pd.



Syaoqie Shidqu Hayatie

Observation Result of the Post-Test II

Subject : English
Class : VIII B
Material : Job and Occupation

No	Name	Score	Pass/Fail
1	ADINDA ADITYA ERLANGGA MANUNGGAL	86	Pass
2	AFFAN GHAISANANTA RAMADHAN	93	Pass
3	ALVINO CHESTA ARDIONA	86	Pass
4	BAGAS WAHYU WISHNUADI	93	Pass
5	BALQIS ZAHRA HAFIZHAH	86	Pass
6	BIANCA PUTRI TUNGGGA DEWI	80	Pass
7	BIMA ARDEANSYAH RIZQI BAGASKARA	100	Pass
8	BYAKTA DEVDAN GHAISAN AKMAL	93	Pass
9	CLARESTA ANINDYA PUTRI URLIAN	100	Pass
10	DANIAN FILBERT AMRULLAH AZZAKY	80	Pass
11	HAFIS EKA ILLADUNI	86	Pass
12	HANINDYA RHADYA PUTRA IRAWAN	80	Pass
13	IKHSAN NUR RAHMAN	66	Fail
14	JANEETA JACINDA VANIA	80	Pass
15	KEYLA CINTA AURELLINA	93	Pass
16	KHANZA TALITHA FAUZIYYAH	100	Pass
17	KIRANIA CAHAYA PUTRI	93	Pass
18	LINGGAR ASWINATA YUDHISTIRA	100	Pass
19	MIVTA AULIA ANGGITA	80	Pass
20	MUCHLIS NUR HIDAYAT	100	Pass
21	MUHAMMAD ALI RIDHO	93	Pass
22	MUHAMMAD MIRZA RAZIF AZZUHRA	86	Pass
23	NAFINZA BINTANG WIRA YUDHA	93	Pass
24	NASHITA PRAJNA ALIFIA WARDANA	93	Pass
25	NAUFAL GHANI ROMADONA	66	Fail
26	NICHOLAS ALFIANO	86	Pass
27	PANJI PRAYOGO	93	Pass
28	QUEEN MALIKA KARENINA	100	Pass
29	RAYYAN ARKANA FAVIAN	80	Pass
30	REZKY ADITYA REVANO	86	Pass
31	SHELBY ELEANORE WIENDALOVA	93	Pass
32	TABITHA RACHEL AGHNIYA	100	Pass

Surakarta, Agustus 2022

Collaborator (English Teacher)



Riska Dwi Cahyani, M.Pd.

Researcher



Syaoqie Shidqu Hayatie

Observation Sheet of Students' Activities in Cycle 1

No	Name	Students' Activities				Total
		1	2	3	4	
1	AAEM	✓	✓	✓	✓	
2	AGR	✓	✓	✓	✓	
3	ACA	✓	✓	✓	✓	
4	BWW		✓	✓	✓	
5	BZH		✓		✓	
6	BPTD	✓			✓	
7	BARB	✓	✓	✓	✓	
8	BDGA	✓	✓	✓	✓	
9	CAPU		✓	✓	✓	
10	DFAA	✓	✓	✓	✓	
11	HEI	✓	✓	✓	✓	
12	HRPI	✓		✓	✓	
13	INR		✓	✓	✓	
14	JJV	✓	✓		✓	
15	KCA	✓	✓	✓	✓	
16	KTF	✓		✓	✓	
17	KCP	✓		✓	✓	
18	LAY		✓		✓	
19	MAA	✓	✓	✓	✓	
20	MNH	✓	✓	✓	✓	
21	MAR	✓		✓	✓	
22	MMRA	✓		✓	✓	
23	NBKY	✓	✓		✓	
24	NPAW	✓	✓	✓	✓	
25	NGR	✓	✓	✓	✓	
26	NA		✓		✓	
27	PP	✓	✓		✓	
28	QMK	✓	✓	✓	✓	
29	RAF	✓	✓		✓	
30	RAR	✓	✓	✓	✓	
31	SEW		✓	✓	✓	
32	TRA	✓	✓		✓	
Total		29 25	27	23	32	
Percentage (%)		84.37% 78.12%	84.37	71.87%	100%	

Notes:

Indicators of the students' activities that observed are:

1. Giving attention to the teacher's instruction
2. Giving the respond to the teacher explanation and question

3. Asking and answering the question from teacher's to other students
4. Doing the assignment

Direction:

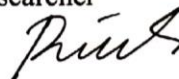
1. Giving a tick (✓) for the active students
2. Let it empty for un-active students

Collaborator (English Teacher)



Riska Dwi Cahyani, M.Pd.

Surakarta, Agustus 2022
Researcher



Syaqqie Shidqu Hayatie

Observation Sheet of Students' Activities in Cycle II

No	Name	Students' Activities				Total
		1	2	3	4	
1	AAEM	✓	✓		✓	
2	AGR	✓	✓	✓	✓	
3	ACA	✓	✓	✓	✓	
4	BWW	✓	✓	✓	✓	
5	BZH		✓	✓	✓	
6	BPTD	✓	✓		✓	
7	BARB	✓	✓	✓	✓	
8	BDGA	✓	✓		✓	
9	CAPU		✓	✓	✓	
10	DFAA	✓	✓	✓	✓	
11	HEI		✓	✓	✓	
12	HRPI	✓		✓	✓	
13	INR	✓	✓	✓	✓	
14	JJV	✓	✓	✓	✓	
15	KCA		✓		✓	
16	KTF	✓	✓	✓	✓	
17	KCP		✓	✓	✓	
18	LAY	✓	✓		✓	
19	MAA	✓	✓	✓	✓	
20	MNH	✓	✓		✓	
21	MAR	✓		✓	✓	
22	MMRA	✓	✓	✓	✓	
23	NBWY	✓	✓	✓	✓	
24	NPAW	✓	✓	✓	✓	
25	NGR	✓	✓	✓	✓	
26	NA	✓	✓	✓	✓	
27	PP	✓	✓	✓	✓	
28	QMK	✓		✓	✓	
29	RAF	✓	✓	✓	✓	
30	RAR	✓		✓	✓	
31	SEW	✓	✓	✓	✓	
32	TRA	✓	✓	✓	✓	
Total		27	28	26	32	
Percentage (%)		84.37%	87.5%	81.25%	100%	

Notes:

Indicators of the students' activities that observed are:

1. Giving attention to the teacher's instruction
2. Giving the respond to the teacher explanation and question

3. Asking and answering the question from teacher's to other students
4. Doing the assignment

Direction:

1. Giving a tick (✓) for the active students
2. Let it empty for un-active students

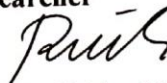
Collaborator (English Teacher)



Riska Dwi Cahyani, M.Pd.

Surakarta, Agustus 2022

Researcher



Syaoqie Shidqu Hayatie

FIELD NOTE

Cycle		Students' Attitude
Cycle I	First Meeting	<ul style="list-style-type: none"> - Most of students were still confused in following the lessons - There are some students who are sleepy - Inadequate equipment in class such as as sound cable - Some students talk with their classmates
	Second Meeting	<ul style="list-style-type: none"> - Most of students were interested in following the lessons - Students enjoyed with the new media - Some students could do task the easily - Some student active in asking and answering the question during teaching learning process
Cycle 2	First Meeting	<ul style="list-style-type: none"> - Most of the students were interested in following the lessons - Most students want to follow the direction of teacher - Most of students want to participate in the quiz given by teacher. - Most of students are active in class discussions.
	Second Meeting	<ul style="list-style-type: none"> - Most of the students were interested the Following media. - Some of the students could do task easily - Most of students active in asking and answering the question during teaching and learning

Surakarta, Agustus 2022

Collaborator (English Teacher)



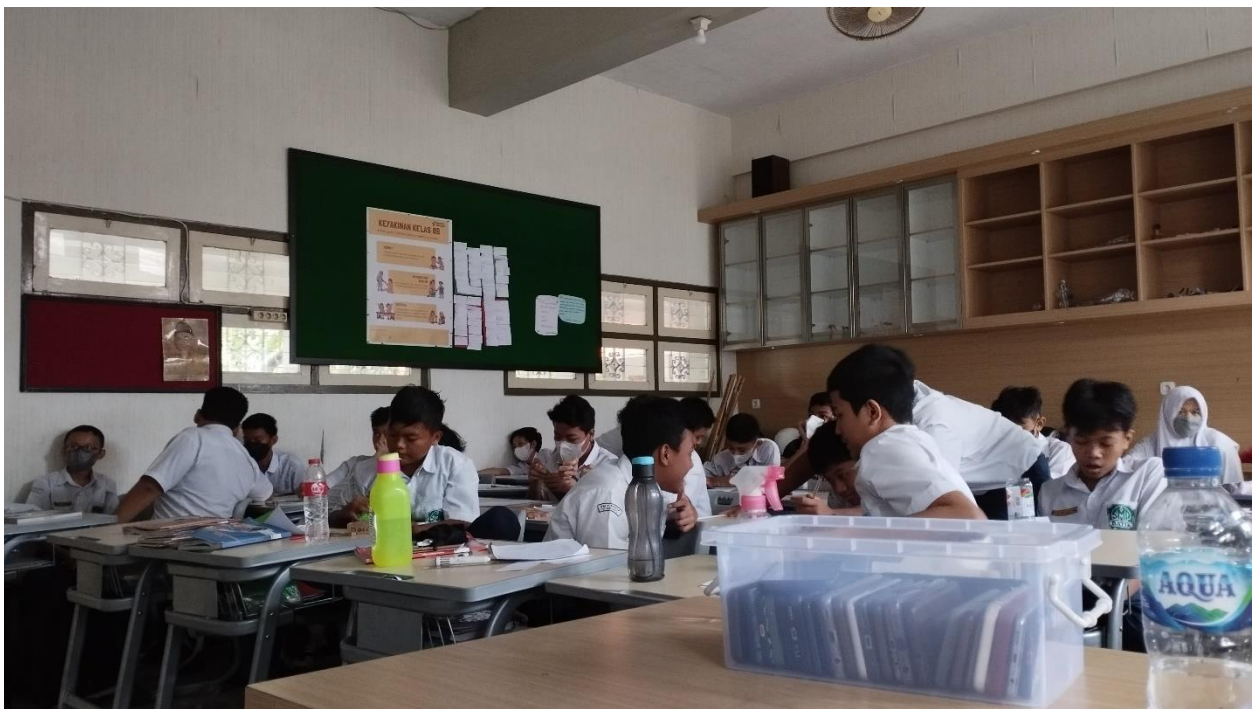
Riska Dwi Cahyani, M.Pd.

Researcher



Syaoqie Shidqu Hayatie

Pre-test of Listening Comprehension Activity



Cycle I of Listening Comprehension Activity

First Meeting



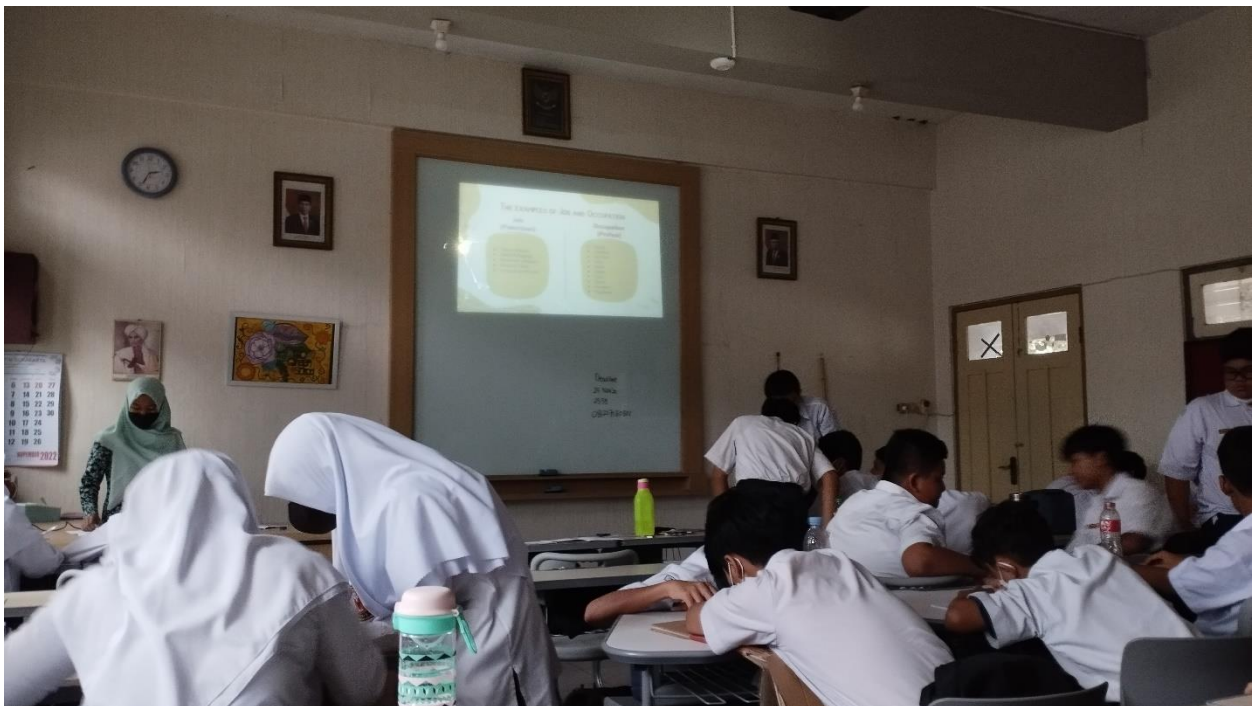
Cycle I of Listening Comprehension Activity

Post Test I in Second Meeting



Cycle II of Listening Comprehension Activity

First Meeting



Post-Test II of Listening Comprehension Activity

Second Meeting

