

**THE USE OF CARTOON MOVIES TO IMPROVE STUDENTS
LISTENING ABILITY**

THESIS

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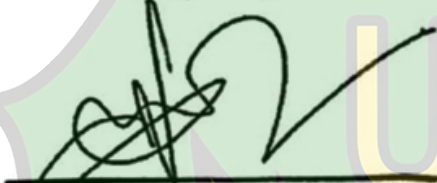
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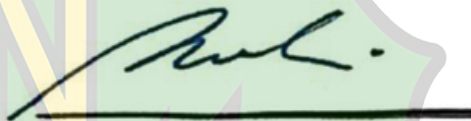
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Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Abdullah Hafidza Farhan

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ABSTRACT

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Thesis's Title : **THE USE OF CARTOON MOVIES TO IMPROVE STUDENTS LISTENING ABILITY**
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Listening is an important English skill in studying English as a foreign language because it can help students to understand the material presented by the teacher. Teachers use cartoon movies as media to help students develop their listening skills. The main objective of this research was to determine whether there is a substantial improvement in students' listening ability before and after being taught using Cartoon Movies at SMP 1 Darul Imarah. This study employs a pre-experimental research. The research focused on the ninth-grade students of SMPN 1 Darul Imarah, specifically the sample of 26 students in class IX 1. The researcher applied purposive sampling as the chosen sampling technique. The research data was acquired using two types of tests, called pre-test and post-test. A pretest was administered to assess the students' listening proficiency before receiving the treatment, while a post-test was conducted to evaluate their listening proficiency after receiving the treatment. The researcher utilized the paired sample T-test formula in the analysis of the data, employing SPSS version 22. According to the analysis of the t-test formula, the significance value was ($0.00 < 0.05$). It can be concluded that the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a). The researcher's conclusion suggests that the utilization of Cartoon Movies has a substantial impact.

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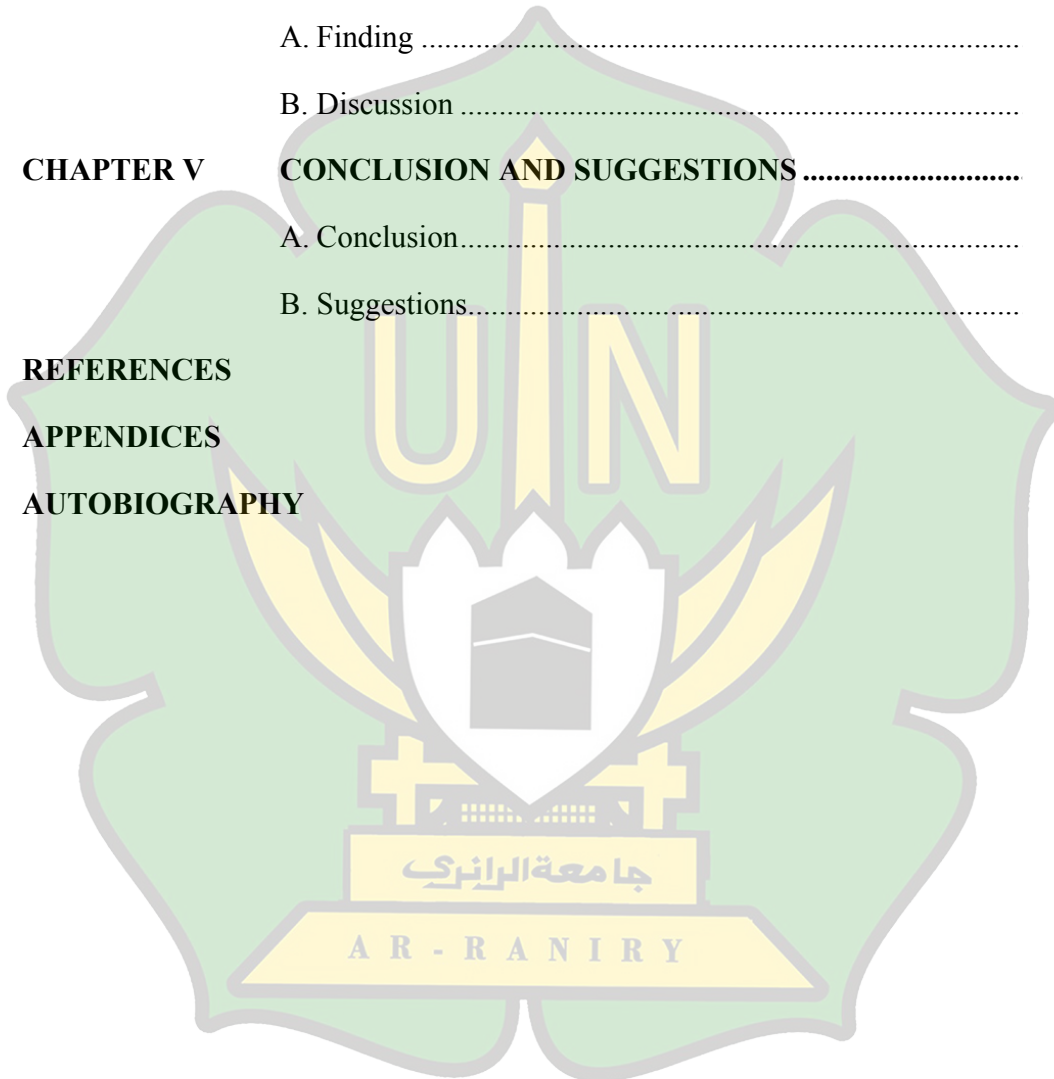
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CHAPTER I

INTRODUCTION

This chapter describes the study's background, research topics, scope and significance, and definitions of important words. This section summarizes the research that will be done later.

A. Background of Study

Listening is an important English skill in studying English as a foreign language in Indonesia because it can help students to understand the material presented by the teacher. Listening is also a responsive ability that allows students to take input from others. People need to listen to different types of English more often if they want to understand correctly, meaningfully, and naturally.

Vandergrift (2002) says listening is a complex and active process of interpretation which listeners matched what they hear with what they already know. According to Helgesen in Nunan (2003), listening is an active process of not only what people hear but also how people connect it to other information they have already known. Listening is one of the abilities that we should have when learning English. Whether it is directly or indirectly through media such as music or movies. English is an international language taught in schools all over the world. Students who want to enhance their listening abilities in a foreign language should practice more not only in the classroom but also in other contexts, such as viewing a movie.

In listening lessons, teachers use movies as media to help students develop their listening skills. A film or movie is a collection of images projected onto a screen to create the appearance of motion. Furthermore, motion pictures, often known as movies, films, or cinema, are one of the most popular types of entertainment that allow people to immerse themselves in an imaginary world for a brief period. However, movies and films may teach people about history, science, human behavior, and a variety of other topics.

In the present era, where the internet is accessible, locating materials such as movies or videos for teaching purposes is simple. Because movies provide contextually rich source material for developing listening skills.

As a result, many listening assignments may be completed only via the use of movies, and additional repetition is required to familiarize students with the words they heard. Students are exposed to the real context of language and a diverse vocabulary that they would not receive in the classroom by viewing movies.

In Adnan, Aryuliva (2013) stated that watching movies can improve students' listening skills, as a foreign language or as an improvement, by concentrating and comprehending their ability in listening. Iwankovitsch (2001) states that for students being a good listener are not only giving them benefits in learning language, but also in other subject as well, the basic purpose of listening is to gain information. So being a good listener means that students can obtain many information by only listening.

In this study, the researcher identified many challenges that students had when listening to characters speaking. The students lack the difficulty of following every word, sound problem, and can't understand speech quickly. However, this research solely concentrated on enhancing the skill of listening.

B. Research Questions

This research is intended to conduct this research to find out the answer to the following questions:

1. How is student listening ability before and after taught by using cartoon movies?
2. Is there significant effect of using cartoon movies to improve students listening ability?

C. Research Aims

The study aims to investigate the impact of using cartoon movies on students' listening ability. Specifically, it seeks to determine whether there is a significant difference in students' listening ability before and after being taught using cartoon movies.

D. Significance of Study

This study mainly focuses on using cartoon movies as a media for students to enhance their listening abilities. Moreover, this research might serve as a valuable resource for other researchers interested in investigating the impact of cartoon movies as an educational medium for enhancing students' listening abilities.

1. Teachers

The research findings are going to serve as a valuable tool for teachers in effectively instructing English listening skills. Additionally, the researcher anticipates that this can make a valuable contribution to enhancing the efficiency of teaching English listening skills.

2. Students

This research may provide valuable insights for students on the advantages of including cartoon movies into the process of developing listening skills. Furthermore, individuals have the option to explore different methods for enhancing their listening proficiency.

E. Terminology

The terminology belongs to the explanation of the important phrase in the title, intending to prevent any ambiguity, enhance the comprehensibility of the study, and mitigate the risk of misinterpretation. The terminology utilized in this study will be explicitly specified as follows:

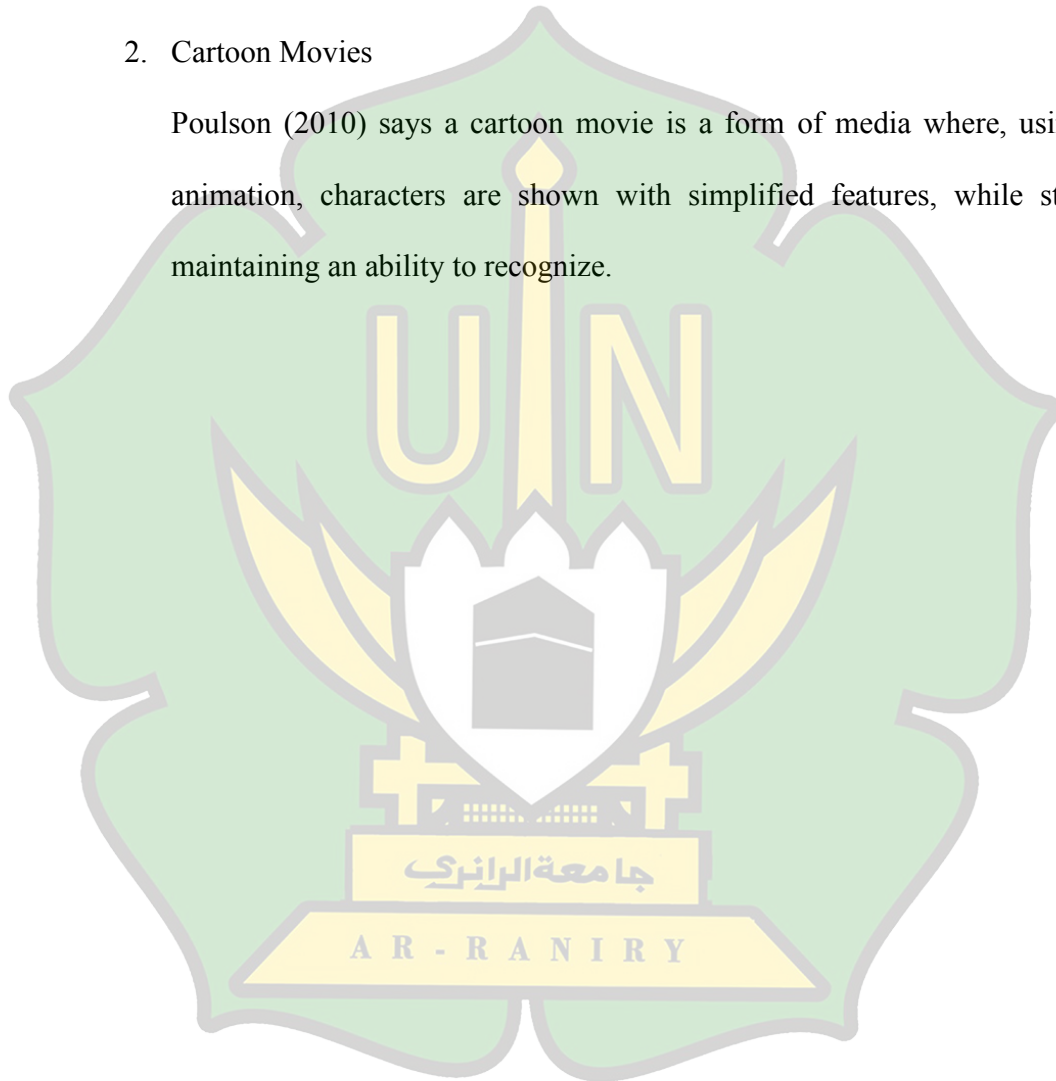
1. Listening Ability

According to Steinberg (2003) states listening is the process of understanding what we hear from the speaker, which is a process that involves receiving, interpreting, and understanding a message to be responded to, so planning the next conversation is an active listening activity. The skills examined in this research pertain to the aptitude of

students to engage in active listening and comprehend the information they have received.

2. Cartoon Movies

Poulson (2010) says a cartoon movie is a form of media where, using animation, characters are shown with simplified features, while still maintaining an ability to recognize.



CHAPTER II

LITERATURE REVIEW

This section provides an examination of the theoretical foundations of listening capacity and cartoon movies, as discussed by several specialists. It begins with an overview of the relationship between listening and cartoon movies.

A. What is listening skill

1. Definition of Listening

Listening is a vital aspect of communication that individuals engage in regularly. Listening is the primary communication skill given by human beings. Communication relies significantly on this essential element. The research has shown evidence that listening plays an important part in human existence, particularly in the field of communication. It is inconceivable for an individual to abstain from this activity.

Several definitions of listening have been proposed by several experts. Based on Underwood (1989) listening is the activity of paying attention to and trying to get meaning from something we hear. Yagang (1993) says it is the ability to identify and understand what people are saying. This include understanding a speakers' accent, his grammar, his vocabulary and the main part is to taking his meaning. According to Vandergrift (2002) says listening is complex and active process of interpretation which listeners match what they

hear with what they already know. Thus, listening is part of communication need listeners to participate the process.

Based on theory of communication, Rost (2014) views listening as a part of transactional process in which all participants are simultaneously 'sending' and 'receiving' messages. Listening may be categorized into four parts based on different perspectives or orientations. From a receptive standpoint, listening is defined as the act of hearing and comprehending the speaker's message. From a constructive standpoint, listening may be characterized as the process of building and expressing meaning. From a collaborative standpoint, listening may be defined as the process of actively engaging with speakers to negotiate the meaning of their message and provide a response. From a significant standpoint, it involves developing significance via engagement, creativity, and compassion. Based on this previous perspective, listening was divided according to the definitions.

Wilson in Adnan (2013) defines the process of listening comprehension into two part; bottom-up processing and top-down processing. Bottom-up processing means the listeners' decoding of the incoming message by analyzing it at the level of sounds, words and sentences. Top-down processing refers to the listeners' use of background knowledge such as previous knowledge of the topic, situational or contextual clues stored our long memory. However, learning can only take place when the listener can situate what is heard within the appropriate context.

In terms of employing film as a medium for enhancing listening skills, students are instructed to view movies either inside or outside the classroom. Afterward, students will make an effort to listen attentively to gain more benefits. Increasing the amount of practice is more effective in enhancing students' listening comprehension. Therefore, students will become familiar with hearing content.

2. Type of Listening

According to Brown (2004) some types of listening as follow :

a. Intensive

Listening for perception of the components (Phonemes, words, intonation, discourse markers, etc) of a larger stretch of language

b. Responsive

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc) in order to make an equally short response.

c. Selective

Processing stretches of discourse such as short monologues for several minutes in order to “scan” for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher,

Tv or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, number, a grammatical categories, directions (in a map exercise), or certain facts and events.

d. Extensive

Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

According to I.S.P. Nation and J. Newton (2020) some types of listening as follow:

- a. One-way listening typically associated with the transfer of information (transactional listening).
- b. Two-way listening typically associated with maintaining social relations (interactional listening).

3. Listening Process

Listening is a fundamental cognitive function. Listening is the process by which the listener comprehends the information delivered by the speaker. Some specialists elucidate the phenomenon that occurs when we engage in the act of listening. Wilson (2008) distinguishes the listening process into two

categories, namely bottom-up and top-down. The bottom-up is more on the analysis of words, sounds, and grammar that can create meaning. In detail, the bottom-up process includes more specific details, such as recognizing groups and sequences in word patterns by understanding messages using prior knowledge and linguistic knowledge. Top-down is more on the process of interpreting the message conveyed by the speaker by using the listener's knowledge related to the topic, situation, contextual, schema or script, type of text, and language to help listeners interpret spoken language and anticipate what will happen next. The top-down process focuses more on the main idea, describes, summarizes, and summarizes the results of what the speaker conveys.

According to Collins (2009), there are 5 categories of listening processes, namely:

a. Listening (Receiving)

This auditory process is also referred to as a neurological process, in which sound waves are used to activate the sensory and physical reactions of the ear.

b. Understanding (Learning)

This sequential procedure aids individuals in comprehending symbols. It involves analyzing the significance of auditory and visual stimuli, followed by developing cognitive awareness to establish a direct connection to

comprehend and be understood.

c. Remember (Remember)

During the act of listening, the listener not only comprehends and analyzes the message's content but also retains the transmitted information, albeit the stored memory may not perfectly match what was seen through sight and hearing during the speaker's delivery.

d. Remembering (Judging)

During this process, the listener will actively evaluate the evidence, analyze the facts, and make sense of the information. Thoughts are used to assess the information in a message and determine if it will be retained in long-term memory or forgotten.

e. Respond (Answer)

In the process of this responding, the listener's attentiveness and focus play a crucial role, since the listener must reply to indicate to the speaker that their message has been comprehended and acknowledged.

From that statement, it is evident that listening involves more than just the act of hearing. There are several cognitive processes involved in listening, which ultimately lead to comprehension and the ability to respond to the information being transmitted.

4. The Difficulties of Listening

Listening as an important part in foreign language skills that difficult for some students to master it. According to Ranukadevi (2014), in English listening has an important role, because listening is one of four skills in language development. Students typically find listening to be a significant problem as they frequently struggle to comprehend the speaker's intended meaning and purpose.

According to Indahsari (2020), there are several difficulties in the listening aspect, namely the use of different accents, idioms, and uncommon vocabulary. This occurs because students are used to listening to non-native speakers even when studying in class, and because English is used so little daily, it is challenging for them to comprehend and learn from what native speakers say during a lesson or exam. Some other difficulties in listening according to Yilmaz and Yavuz (2015), are difficulties in remembering what has been heard, accent, and limited vocabulary mastery.

According to Ur (2000), there are 6 difficulties faced by students in the process of learning to listen to a foreign language, namely:

a. Sound problem

Many do not realize that inaccurate sound can make listeners not understand the content of the message.

b. Have to understand every word spoken

This is a very common problem where the listener does not realize that he has

been fertilized with important information without having to understand all the words spoken.

c. Can't understand speech quickly

Often learners need a natural speech from native speakers to be spoken slowly, and this is not a good thing to make learners understand speech quickly but instead make learners learn slowly. Sometimes even though the speaker speaks quite fast and makes it difficult for students to understand quickly but it will help students to get used to it and start persevering and studying extra to hone their listening skills.

d. Need to repeat more than once heard

Students frequently find themselves in need of repeated hearings since they are still developing their listening skills and find it difficult to understand the speaker's content due to unfamiliar vocabulary or even fast speaking.

e. The difficulty of following every word

Many students find it challenging to follow and feel overwhelmed with knowledge every time it is presented. As a result, they give up trying to comprehend each aspect of information and instead learn to prioritize what is crucial and disregard irrelevant information.

f. Feeling tired

A few factors that contribute to hearing fatigue include lengthy content, the speaker's rapid-fire delivery of the information, and other factors.

the researcher's above-mentioned list of challenges of which that statement is just one it is evident that students encounter several obstacles in their quest to enhance their listening comprehension, including challenges with accent recognition and word comprehension.

B. Type of Media

Every learning media has its own characteristics. These characteristics can be identified through the ability of media in generating the sensory stimulation of sight, hearing, touch, taste, and smell. There are three types of media, e.g. visual media, audio media, and audiovisual media. These types can be used in teaching and learning as the instructional aid to bring all students into comprehending the subject clearly.

1. Visual Media

Visual media is a type of media that expresses messages through verbal communication symbol. These symbols mean that they need to be understood completely, so that the process of delivering message can be effective and efficient. Besides, this media has function to attract the students' attention, clarify the presentation of learning subject, illustrate or decorate facts which might be forgotten when it is not visualized.

2. Audio Media

Sadiman, (2002). Visual Audio media is related to the sense of hearing. The message conveyed through audio media is in the form of auditive symbols, both verbal and non-verbal. Riyana, (2012). Audio media in the world of learning is interpreted as learning material that can be presented in an auditive form that can stimulate students' thoughts, feelings, attention, and abilities so that the learning process occurs Based on the development of learning, audio media is considered as an economical teaching material, fun, and easily prepared and used by teachers and students. Learning material can be sorted presentation, and is fixed, definite, and can also be used for instructional media to learn independently.

3. Audiovisual Media

Anderson (1994) stated that audio visual media is a series of electronic images accompanied by audio sound elements put into the video tape. The series of electronic images is then rotated with a device that is a video cassette recorder or video player. Audio-visual media is a combination of audio and visual media, or commonly called hearing media. With more complete characteristics, audio-visual media has the ability to overcome the shortcomings of audio media or from visual media. The functions and capabilities of audio-visual media will increase when equipped with motion characteristics. It is able to deliver more complex and more realistic messages. Cartoon movies belongs to audiovisual

C. What is Cartoon Movies

Cartoon movies is defined as films. Horby (1995) states that movies are forms of entertainment that enact stories by sound and sequences of images giving the illusion of continues movement. Most people only associate cartoon movies with entertainment that can be viewed on a computer, portable computer, DVD/VCD, television, and other media. In this instance, a cartoon movie is a type of media that combines two body parts, such as the eyes and ears, to display motion pictures on a screen. Additionally, cartoon movies serve as educational aids because they are regarded as audio-visual media that integrate sound and image in one piece. According to Poulson (2010), cartoon movie is a form of media where, using animation, characters are shown with simplified features, while still maintaining an ability to recognize.

The act of looking at and paying attention to a movie is referred to as a "movie-watching activity" in this study. You can use any type of media for this watching activity, and you can use subtitles or not. In this context, "movie" refers to any kind of film where the story is told in English. Nevertheless, this study does not cover films that have been dubbed into languages other than English. Cartoon movies are a type of media in which characters are rendered with simplified features using animation, although they are still recognizable. According to Hu (2006), movies provide both audio and visual material that help students understand the language more easily. When watching a film, students not only listen to characters, but also watch their movements. In addition, the scenes, the props and other aspect make the

communication so real that, by watching the cartoon movie, students seem to almost interact with the activities in the cartoon movie. Furthermore, in a film class they tend to learn in a natural way so they pick up the language spontaneously.

Fata et al. (2016) says For many students, cartoon movies are much more attractive, interesting, and impressive than common material printed in books or audible material in tape, because of the visual nature and immediacy of the medium.

According to Rizqon (2011) cartoon is sets of moving pictures made by photographing a series of Cartoon drawing or sketches, which carry messages or information, emphasize humorous elements and are design to reach certain objectives. Wyk (2011) cartoon have supposed a potentially valuable contribution in teaching and they have visually impacted all students immediate or sketches, which carry messages or information, emphasize humorous elements and are design to reach certain objectives. The use of cartoon movies in the classroom helps children improve their pronunciation and vocabulary. The lessons could encourage students' interest in the process of teaching and learning.

1. The Structure of Movies - R A N I R Y

Barsam and Monahan (2016) state that the way the story in a movie is told is called its narrative. The narrative structure of a movie has several elements, which are:

- 1) Story and plot. Story refers to the whole universe where the events of the movie take a place, while plot is the parts of that universe that is presented

on the screen.

- 2) Order is the way the events in the movie are sequenced.
- 3) Events are what happen in the movie.
- 4) Duration can refer to story duration, which is the implicit amount/length of time the whole events happen; plot duration, which is the amount of time the plot happens; and screen duration, which is the length of the movie itself.
- 5) Suspense and surprise. Suspense is what audience expect to happen but does not happen, while surprise is what audience do not expect to happen , but happens.
- 6) Repetition is the number of times an element recurs in the plot.
- 7) Characters are the individuals who are involved in the movie story
- 8) Setting is the time and place in which the story occurs.
- 9) Scope is the range of time and place from which to which the plot occurs.
- 10) Narration and narrator. Narration is the story telling of the movie.

2. The Use of Cartoon Movies in Teaching Listening

Cartoon movies are a form of media that can be utilized to enhance the teaching and development of listening skills. One of the crucial aspects that can influence the efficacy of listening teaching and learning activities is its impact. Technology has

implication and might most effectively be used in language teaching. It is relevant to Bhavard (2009) says that technology might offer a lot of options which can be used not only to make teaching interesting but also to might teaching more effective and productive in media such as cassettes, tape recorder, MP3 player, etc. These can be classified as forms of audiovisual material used for teaching listening activities, including television programs, animated clips, videos, films, and cartoon movies. We can be classified as audiovisual media.

Nowadays, individuals watch movies not solely for amusement, but also for educational objectives. Movies are commonly utilized in English classrooms, but they can also find application in other disciplines such as Biology, Chemistry, and History. In the fields of ESL and EFL, the utilization of movies has received favorable responses from educators. A study titled The Efficacy of Utilizing Films in English as a Foreign Language (EFL) Classroom demonstrates that movies can enhance students' listening and communication abilities. Yaseen and Shakir (2015) state that watching movies in the classroom is not only enjoyable activity but give benefits in language skills for the students, it also get the students to be acquainted with diverse cultures and learning about diverse perceptions to certain phenomena..

According to Rice (1993) there are some advantages of using cartoon movie in the classroom, they are :

- 1) Cartoon movie brings native speakers as a model for students to get appropriate pronunciation, intonation and register

- 2) Cartoon movie can raise an interest in learning English and make the students excited in understanding people interaction
- 3) Cartoon movie can increase the students' understanding much better than just listening to the audio
- 4) Through cartoon movie, students will be more active in classroom activities because cartoon movie is related to their life interaction (that can be discussed with their friends the related real life situation and situation from cartoon movie)
- 5) Cartoon movie drives the cross-cultural awareness by watching the characters of people on the screen and compare them with real characters such friends and family
- 6) Cartoon movie is very good in describing a process, if necessary by using a slow motion, and finally
- 7) Each students can learn something from the cartoon movie, from the clever one or less Intelligent.

Based on the given description, listening refers to the act of not actively participating in a discussion, but rather observing the speaker's facial expressions, gestures, and hand motions.

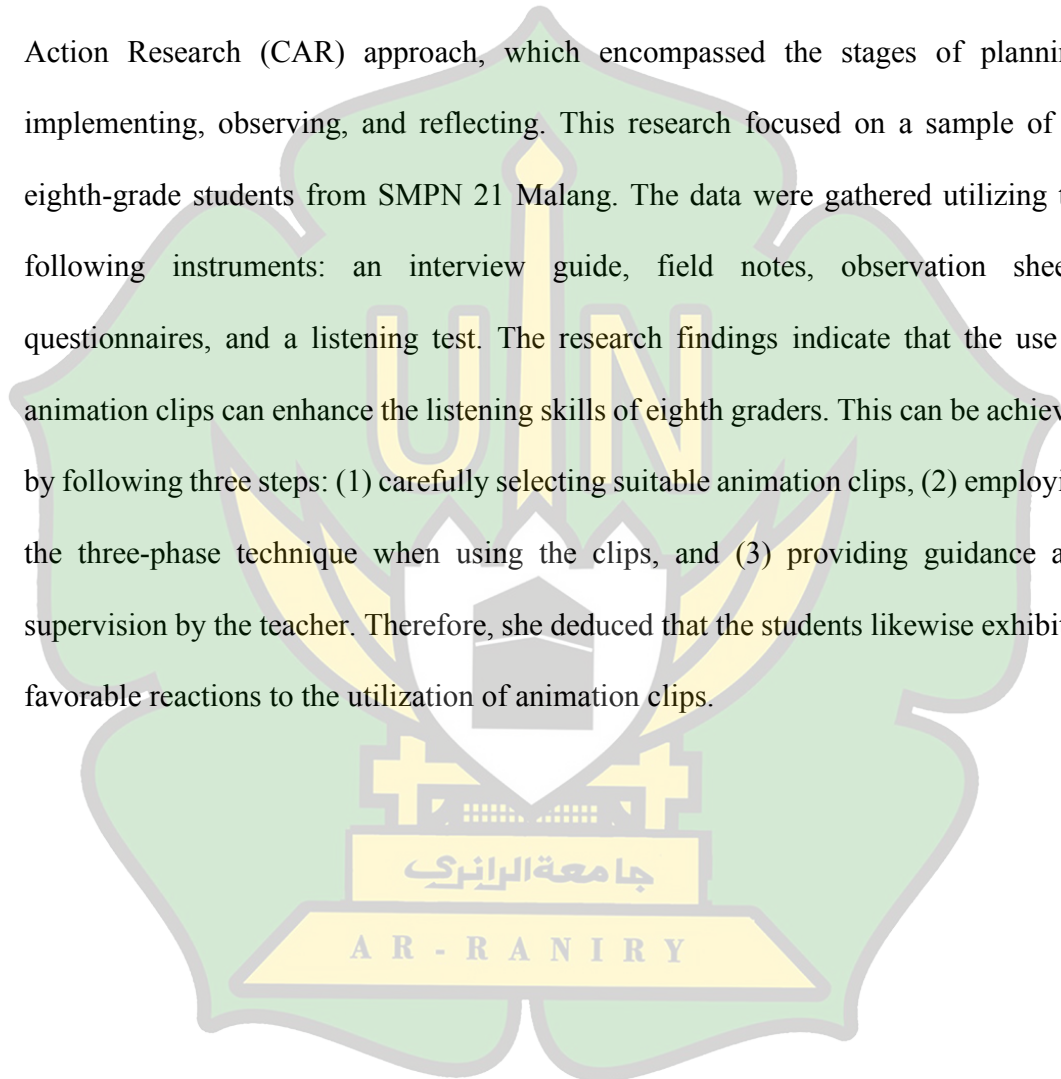
D. Relevant Studies

This research includes numerous studies that are pertinent to the subject of investigation, as stated below:

Atina (2015) entitled “The Listening Ability Of The Seventh Grade Students Of MTs N Gembong Pati In The Academic Year 2014/2015 Taught By Using Upin Ipin Cartoon Movie Media”. The research design employed a quasi-experimental approach, utilizing a single group with both pre-test and post-test measurements. The research population consisted of seventh-grade students at MTs N Gembong during the academic year 2014/2015.

The researcher employed cluster random sampling techniques to choose the research sample. Using this methodology, the researcher selected a sample of 7D from a population of 29 students. The researcher utilized a multiple-choice instrument. The analysis reveals that the post-test yielded a mean score of 79.46 with a standard deviation of 8.22, indicating a "good" performance. The test score, which has a mean of 61.71 and a standard deviation of 9.84, can be categorized as "sufficient" as it is greater than the pre-test score. The hypothesis of this study posits that there are substantial disparities in the listening proficiency of seventh-grade pupils at MTs N Gembong Pati during the 2014/2015 academic year, both before and after being instructed using the Upin Ipin cartoon movie medium. The t-test computation yielded a t-value of 10.26, while the critical t-value was ± 2.048 . The significance level (α) was 0.05, and the degrees of freedom were 28. The calculated t-value is greater than the crucial t-value. Therefore, she determined that the null hypothesis (H_0) should be rejected and the alternative hypothesis (H_1) should be accepted because the obtained t-value falls within the critical area.

Stivani (2012) entitled “Using animation clips to improve the listening ability entitled “Using Animation Clips To Improve The Listening Ability Of The Eight Grades of SMP NEGERI 21 MALANG”. This research employed the Classroom Action Research (CAR) approach, which encompassed the stages of planning, implementing, observing, and reflecting. This research focused on a sample of 46 eighth-grade students from SMPN 21 Malang. The data were gathered utilizing the following instruments: an interview guide, field notes, observation sheets, questionnaires, and a listening test. The research findings indicate that the use of animation clips can enhance the listening skills of eighth graders. This can be achieved by following three steps: (1) carefully selecting suitable animation clips, (2) employing the three-phase technique when using the clips, and (3) providing guidance and supervision by the teacher. Therefore, she deduced that the students likewise exhibited favorable reactions to the utilization of animation clips.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses research methodology in general, including further details on the study design, population, and sample, as well as a brief overview of the research location, instrument, data collecting process, and data analysis approach. To show how the writer approaches this research, each of them must be clarified in great detail.

A. Research Design

The researcher used quantitative research method to carry out the study. Creswell (2015) says quantitative is a correlation statistic that researchers use to measure the degree of relationship between two variables. This research design helps the researcher to achieve research objectives.

In this study, the researcher used Pre-experimental research. According to Sugiyono (2014) says Pre-experimental design is the design that includes only one group or class that given pre-test and post-test. The one group pre-test and post-test design was carried out on one group without any control or comparison groups. Pre-experimental method with quantitative approach has purpose to solve the problem and to prove whether the method is effective or not.

The design of this Pre-experimental research is pre-test and post-test design. This research design uses only one group, so it does not require a control group.

Table 3.1

Research Design

Pre-test	Treatment	Post-test
01	X	02

B. Research Participants

1. Population

According to Sugiyono (2013) population is the object or subject of a generalization that has certain qualities or characteristics determined by the researcher to be investigated in his research. The population of this research are the students at SMPN 1 Darul Imarah class 9, which amount to around 206 students.

2. Sample

The sampling technique in this research is purposive sampling. Palinkas et al, (2015) explain that purposive sampling is widely used in quantitative analysis to identify and select cases that are rich in information related to the development of interest. Purposive sampling is a non-random sampling technique determined by the special characteristics of the researcher in selecting the sample. The sample was selected based on criteria determined by the researcher, such as students in the 9 class that has chosen by the teacher of SMPN 1 Darul Imarah. which around 26 students.

Table 3.2

Student Participants

No	Classes	Type	Total
1.	IX - I	One Group Sample	26 Students
Total Sample			26 Students

C. Data Collection

According to Arikunto (2000), instruments in data collection are tools used to assist researchers in collecting data to make it easier and systematic. A good instrument helps the researcher to get an accurate data and take the conclusion based on the reality.

In this study, the instruments that the researcher used were a pre-test and a post-test. This technique is use to find out the students' listening ability of cartoon movie. The type of the test is multiple choice, the number of each pre-test and post-test consisted of 20 items. The researcher apply several techniques of data collection, they are as follows:

1. Pre-test

The pre-test was carried out to determine the ability of students' listening ability. Item used for pre-test consist of 20 items which appropriate with curriculum. The result of listening test try-out was present by administer in order to determine the quality of the test as an instrument of the research.

Multiple choice was given in which students were required to choose one correct answer from the option a, b, c, d, or, e.

2. Treatment

The treatment conducted for experimental group only. The treatment used cartoon movies to teach listening ability. The length of time to apply the strategy were about three meetings.

a. First Meeting

- Pre-activity

The researcher greets the student using English in order to create English environment, and student pray together, the researcher checks the student's attendance and motivating the student then describing the material which are going to be discussed generally.

- Main- Activity

The researcher invites them to watch Moana movie because it is easy to understand, then this cartoon is very suitable for junior high school.

- Post-Activity

Student conclude the learning then gives an pre-test on their understanding about the movies.

b. Second Meeting

- Pre-activity

The researcher greets the student using English in order to create English environment, and student pray together, the researcher knew some students in the class still failed or fell short of the researcher's expectations based on the pre-test from the first meeting, and thus required additional help in the second meeting.

- Main-activity

The students identify specific topics in Moana movie and went over the material they missed on the pre-test. It is followed by responding to practice questions based on the material they have studied. Students work in groups to answer questions related to the cartoon movie. (Instrument 3) All group members record the results of the discussion. then the researcher asks students to work in groups and discuss to better understand the events in the cartoon movie.

- Post-activity

The researcher and students conclude the learning The teacher assesses students' understanding Students reflect on the activities that have been carried out. because some students still received a sufficient score on the exercise, the students nevertheless fell short of the researchers' expectations. The lesson is finished and closed by praying together and the teacher says greetings to all students.

c. Third Meeting

- Pre-activity

The researcher greets the student using English in order to create English environment, and student pray together, The students learned about narrative texts in this phase, which was related to the material they had covered in the first and second meetings.

- Main-activity

The students work in groups to answer questions related to the cartoon movie. All group members record the results of the discussion The teacher asks students to work in groups and discuss to better understand narrative text.

- Post-activity

In this stage, the researcher and students conclude the lesson. The researcher gives a post-test to determine students' understanding. Students reflect on the activities that have been done. The lesson is finished and closed by praying together and the teacher says goodbye to all students. Subsequently the students completed the researcher-created post-test, and as the post-test table indicates, they performed well enough to meet the researcher's expectations.

3. Post-test

Post-test was given after teaching several times. Post-test is use to collect the final data about students' listening ability after giving treatment to the experimental class.

D. Data Analysis

Data analysis is a technique in the processing and decomposition of the analytical method.

1. Based on Brown and Abeywickrama (2004) the formula used in scoring the students' correct answers

$$Total\ Grade = \frac{Total\ Corrects}{Total\ Items} \times 100$$

2. The Scale for Classifying the Students' Scores

After administering the test, the researcher took the total score from the result of the listening ability test. Based on Brown and Abeywickrama (2004) the students' score can be seen in the table below:

Table 3.3

The Classification of Students' Score

Score	Category
90-100	Excellent
80-89	Good
70-79	Adequate
60-69	Inadequate
0-59	Failing

3. Normality Test

The objectives of the normality test are to determine the normality of the data so that it can be determined whether the class has a normal distribution of data or not. The Shapiro-Wilk test on SPSS 22 has been used to analyze the normality test.

4. T-Test

In this research, the researcher statistically analyzed the data by using SPSS (Statistical Product and Service Solution) 22 version for pre-test and post-test scores that were decided have different averages. The mean score of the two scores will be compared using the T-test. Furthermore, this study conducted a correlation analysis and the strength of the relationship among variables.

Table 3.4

The scale of Pearson's Correlation Coefficient

Scale of Correlation Coefficient	Value
$0 < r \leq 0.19$	Very Low Correlation
$0.2 \leq r \leq 0.39$	Low Correlation
$0.4 \leq r \leq 0.59$	Moderate Correlation
$0.6 \leq r \leq 0.79$	High Correlation
$0.8 \leq r \leq 1.0$	Very High Correlation

The paired sample test (Sig. (2-tailed)) was used to draw the hypothesis area. If Sig. (2-tailed) < 0.005 means that H_0 is rejected and H_a is accepted. Then, if Sig. (2-tailed) > 0,005 means that H_0 will accept and H_a will be rejected.

E. Assumption and Hypothesis

1. Assumption

The better the cartoon movie use by students to study, the better students ability in learning English is.

2. Hypothesis

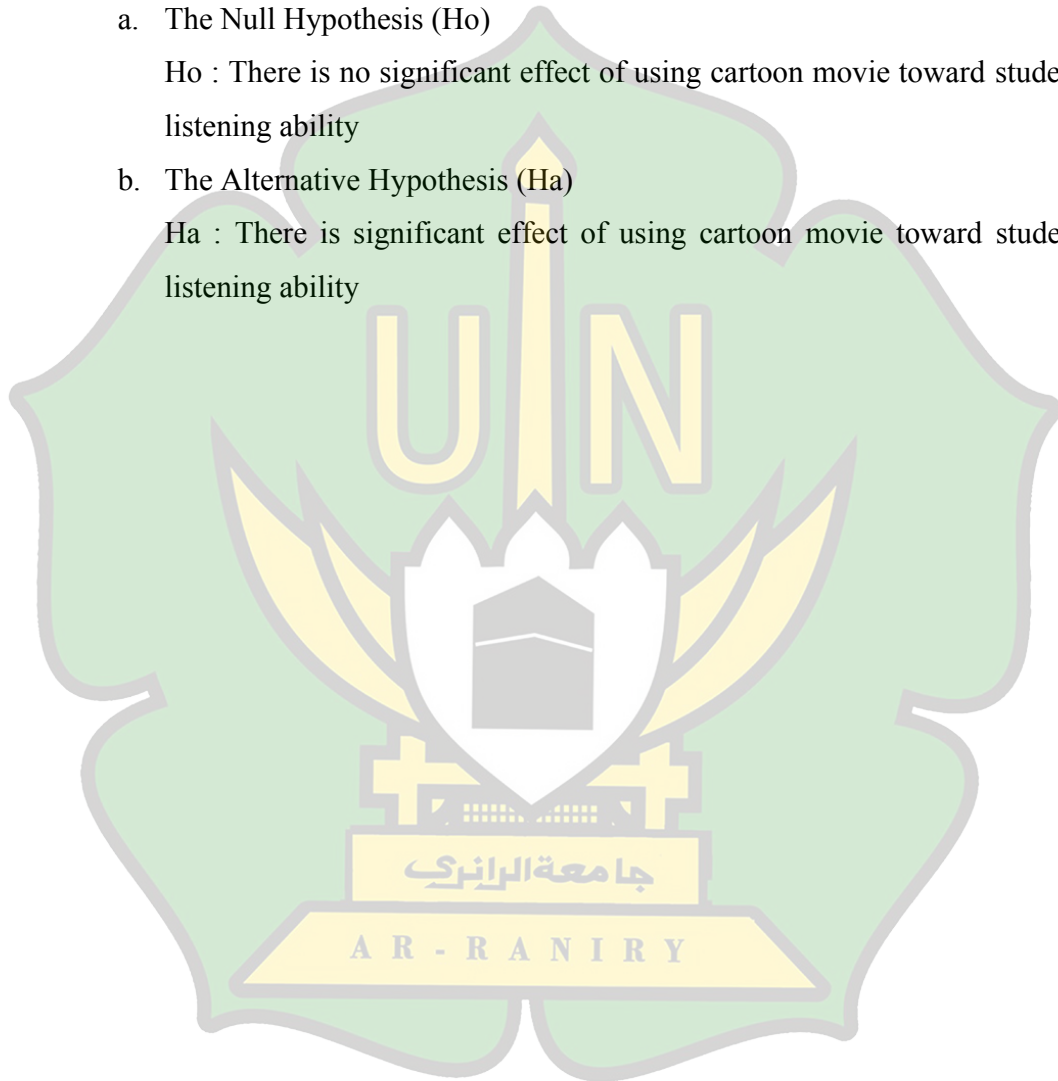
Based on the assumption above, the hypothesis of this research can be formed as follows :

a. The Null Hypothesis (Ho)

Ho : There is no significant effect of using cartoon movie toward students listening ability

b. The Alternative Hypothesis (Ha)

Ha : There is significant effect of using cartoon movie toward students listening ability



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter covers the data collection procedure of this research, the data analysis process, presenting findings, and discussing the theory of the findings. To show how the research was done, the data for the research was analyzed to answer the research questions

A. Findings

The researcher discussed the findings of the data analysis in both the pre-and post-tests in this part. Following a description of the data, the students' scores were separated in a table.

1. Students Listening Ability Before and After Being Taught by Using Cartoon Movies

Pre-Test

a. Students' scores and classification in the pre-test

The multiple-choice method was used to get the data provided in this section. Three steps were included in the analysis of the interpretations: grading the exam, categorizing the results, and computing the mean, standard deviation, frequency, and other supporting sources of statistical elements. The pre-test scores of the students and their classifications are displayed in the table below.

Table 4.1

Students' Pre-test Score

No	Initials	Score	Category
1	ANAM	85	Good
2	AM	45	Failing
3	AA	75	Adequate
4	DN	75	Adequate
5	GGA	85	Good
6	HA	75	Adequate
7	IY	80	Good
8	IH	70	Adequate
9	IK	85	Good
10	KA	80	Good
11	MAA	80	Good
12	MAM	85	Good
13	MFA	75	Adequate
14	MIA	75	Adequate
15	MAL	75	Adequate
16	MI	80	Good
17	MNA	80	Good
18	MR	65	Inadequate
19	MRAH	80	Good
20	NM	35	Failing
21	R	55	Failing
22	RB	75	Adequate
23	SH	80	Good
24	SPK	75	Adequate
25	TRNA	80	Good
26	ZAF	70	Adequate
Total		1920	
Mean		74	Adequate

Based on the pre-test results shown in the table 4.1, there were 26 students in total, and the total score was 1920, with an mean score of 74, placing students in the adequate category. In the student pre-test column, there are various categories; there are 3 student in failing category, 1 students in Inadequate, 11 student in adequate category, 12 students in good category, and 0 students in the excellent category.

As mentioned earlier, after tabulating and analyzing the students' scores, the percentages will be displayed in tabular form. The following is the percentage of students' pre-test scores.

Table 4.2

Students' Pre-test Percentage

Category	Score	Frequency	Percentage
Excellent	90-100	0	0%
Good	80-89	12	46%
Adequate	70-79	11	42%
Inadequate	60-69	1	4%
Failing	0-59	3	12%
Total		26	100%

Based on the data in Table 4.2, the pre-test shows that there are 26 students (100%) which consist of 3 student (12%) Failing, 1 students (4%) Inadequate, 11 student (42%) adequate, 12 students (46%) Good, and 0 students (0%) Excellent.

b. The mean score and standard deviation of students' pre-test

The students were given a pretest to determine their knowledge before the treatment was given. In addition, the purpose of this test was to find out

whether the students were at the same level or not. After the calculation of the pre-test, the mean scores and standard deviations for the students are shown in the following table.

Table 4.3

Mean and Standard Deviation Pre-test

Report		
Pretest		
Mean	N	Std. Deviation
73.85	26	12.026

Based on the data in Table 4.3 with a standard deviation of 12.026, which is below the mean of 73.85, the standard deviation score is smaller and closer to the mean score. This indicates that the pre-test scores of all students are relatively similar and acceptable. Because the smaller the standard deviation, the more similar the values on the item or the more accurate the mean. The pre-test mean score was good based on the categorization, which suggests that the students' categorization score.

c. Normality test of students' pre-test

The normality test is used to determine whether the samples taken come from a normally distributed population or not. The results of the normality test can be seen in the Tests of Normality table after being processed with SPSS 22 for Windows. The normality test used is the normality test with the Shapiro-Wilk method. The results of the normality test data processing can be seen in Table 4.4

Table 4.4

Normality test of students Pre-test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.307	26	.000	.744	26	.000

a. Lilliefors Significance Correction

Based on Table 4.4, it can be seen that the significance value of the pretest learning outcomes of the students pre-test is 0.00, which indicate a significant difference between the initial variabel and the final variabel. This shows that there is a significant effect on the difference in treatment given to each variabel and the pretest is normal.

Post-Test

a. Students' scores and classification in the pre-test

In the same way as the pre-test, multiple-choice questions with four answer choices are used by researchers to gather information about students' abilities. The study of the interpretations involved three steps: calculating the mean, standard deviation, frequency, and other supporting sources of statistical elements, grading the exam; and classifying the outcomes. The table below shows the students' post-test results along with their classifications.

Table 4.5

Students' Post-test Score

No	Initials	Score	Category
1	ANAM	90	Good
2	AM	75	Adequate
3	AA	85	Good
4	DN	90	Good
5	GGA	85	Good
6	HA	90	Good
7	IY	80	Good
8	IH	80	Good
9	IK	90	Good
10	KA	90	Good
11	MAA	90	Good
12	MAM	85	Good
13	MFA	75	Adequate
14	MIA	90	Good
15	MAL	85	Good
16	MI	75	Adequate
17	MNA	75	Adequate
18	MR	80	Good
19	MRAH	85	Good
20	NM	75	Adequate
21	R	80	Good
22	RB	90	Good
23	SH	90	Good
24	SPK	85	Good
25	TRNA	90	Good
26	ZAF	80	Good
Total		2185	
Mean		84	Good

Based to the post-test results displayed in Table 4.5, there were 26 students in total, and the overall score was 2185, with a mean score of 84, placing the students in the Good category. In the column of students' post-test, there are various categories: 5 students in adequate category, and 21 students with Good.

As mentioned earlier, after tabulating and analyzing the students' scores, the percentages will be displayed in tabular form. The following is the percentage of students' post-test scores.

Table 4.6

Students' Post-test Percentage

Category	Score	Frequency	Percentage
Excellent	90-100	0	0%
Good	80-89	21	81%
Adequate	70-79	5	19%
Inadequate	60-69	0	0%
Failing	0-59	0	0%
Total		26	100%

Based on the data in Table 4.6, the post-test shows that there are 26 students (100%) which consist of 5 students (28%) in adequate category, and 21 students (81%) in the Good category.

d. The mean score and standard deviation of students' post-test

The students were given a post-test to determine their knowledge after the treatment was given. In addition, the purpose of this test was to find out whether the students were at the same level or not. After the calculation of the

post-test, the mean scores and standard deviations for the students are shown in the following table.

Table 4.7

Mean and Standard Deviation Post-test

Report		
Posttest		
Mean	N	Std. Deviation
84.04	26	5.834

With a standard deviation of 5.834, which is below the mean of 84.04, the standard deviation score is smaller and closer to the mean score. This indicates that the pre-test scores of all students are relatively similar and acceptable. Because the smaller the standard deviation, the more similar the values on the item or the more accurate the mean. The pre-test mean score was good based on the categorization, which suggests that the students' categorization score.

e. Normality test of students' post-test

The normality test is used to determine whether the samples taken come from a normally distributed population or not. The results of the normality test can be seen in the Tests of Normality table after being processed with SPSS 22 for Windows. The normality test used is the normality test with the Shapiro-Wilk method. The results of the normality test data processing can be seen in Table 4.8

Table 4.8

Normality test of students Post-test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttest	.231	26	.001	.826	26	.001

a. Lilliefors Significance Correction

Based on Table 4.8, it can be seen that the significance value of the posttest learning outcomes of the experimental class is 0.01, which shows a significance value of more than 0.05, which means H_a is accepted. Based on the test results, it can be concluded that the posttest data is normally distributed.

2. Significant Effect of Using Cartoon Movies in Students Listening Ability

T-Test

To find out the difference between students' scores before and after learning listening with cartoon movies, the researcher analyzed the data. The researcher used SPSS 22 and Paired Sample T-test to analyze the data. Due to the normal distribution of the data, the researcher used the T-test. The following table displays the results :

a. Statistics of Paired Samples

Table 4.9

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	73.85	26	12.026	2.358
Posttest	84.04	26	5.834	1.144

The results of the paired sample statistics indicate that there is a difference in values between the pre-and post-test means. The pre-test mean is 73.85, and the post-test mean is 84.04. This indicates a higher post-test average than the pre-test average. There are 26 students in total as the study's subjects (N). In the meantime, the pre-test standard deviation is 12.026, and the post-test standard deviation is 5.834. The pre-test standard error mean is 2.358, and the post-test standard error mean is 1.114.

b. Correlations of paired samples

Table 4.10

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	26	.539	.004

From the correlation table above, it shows the relationship between two variables with 26 students as study subjects (N), it displays the correlation of the

relationship between pre-test and post test is 0.539. It means the relationship is Moderate.

c. Paired samples test

Table 4.11

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-10.192	10.147	1.990	-14.291	-6.094	-5.122	25	.000

Based on the statistical calculation using SPSS 22 in Table 4.11, the significant value (sig. 2-tailed) of the scores is 0.000, and it is lower than 0.005 ($0.000 < 0.005$). It means there is a significant difference between the initial variabel and the final variabel. This shows that there is a significant effect on the difference in treatment given to each variabel and the pretest is normal. so that the use of cartoon movie has effective in improving students' listening ability.

B. Discussion

To emphasize the study's value, the following interpretations are provided after the findings. According to the findings of the pre-test given before treatment, students in the experimental class typically had the same degree of listening English cartoon movies. The statistical data showed that most of the students can begin to understand

what is being said in the cartoon movie. Because the standard deviation of 12.026 is smaller than the mean of 73.85, all of the students' pre-test scores are comparable and acceptable.

The statistical findings of data analysis revealed that students classification scores remain in adequate level. This is shown by the 12/26 students who scored 80-89 (46%) were good, 11/26 student were adequate (42%), 1/26 student were Inadequate (4%), and 3/26 students were failing (12%) (see Table 4.2). However, all data acquired from the student pre-test are normally distributed since the student's pretest learning result is 0.001.

In applying the treatment using cartoon movies to improve students' listening ability, the researcher divided it into three meetings. Starting with introducing what is cartoon movies, how often the students watched cartoon movies and what the example message from the cartoon movies that the student already watched before, then they watched moana cartoon movie which was followed to had a pre-test at the first meeting.

Then, at the second meeting, they watched the Moana cartoon movie and reviewed what they had missed from the pre-test, and finally, the student taught them about narrative texts that were related to what they had already seen in the second meeting, and a post-test was administered.

The overall score of the 26 students was 2185, with a mean score of 84, according to the post-test results shown in Table 4.5. This puts the students in the good category, with the majority that already in good category. It is noticeable that the

standard deviation score is lower and significantly away from the average value (given in Table 4.7), with a standard deviation of 5,834, which is below the mean of 84. This suggests that while all students' post-test results are acceptable, they are rather uneven and dispersed across different categories.

In order to prove the acceptability of the students' scores, the normality test of the students' post-test results in Table 4.8 strongly suggests that H_a is accepted. This indicates that the post-test data is normally distributed because the student's post-test learning outcomes have a significance value of 0.00, which indicates a value of lower than 0.05.

In addition, the area under research is used in a comparison analysis of results from tests when the validity of the pre-and post-test data has been verified. The average post-test score of 84.04 is bigger than pre-test score 73.85 indicates that students' scores have improved following treatment, according to statistics from paired samples in Table 4.9.

The hypothesis concerning the existence of a mutually related relationship between the two test scores is thus proven, as indicated by the paired sample correlation's significant value of 306, which It means the relationship is moderate. The alternative hypothesis (H_a) there is significant effect of using cartoon movie toward students listening ability is accepted. Because the significant value in Table 4.11 shows $0.00 < 0.005$.

As stated in the research conducted by Atina's study aimed to investigate the listening ability of seventh-grade students at MTs N Gembong Pati in the academic year 2014/2015 using Upin Ipin Cartoon Movie Media. The research used a quasi-experimental design with a pre-test and post-test, with a total of 29 students. The results showed a "good" post-test with a mean of 79.46 and a standard deviation of 8.22, higher than the pre-test with a mean of 61.71 and a standard deviation of 9.84. The hypothesis was that there were significant differences in listening ability before and after using Upin Ipin Cartoon Movie Media. The t-test yielded a higher t-obtained value than the critical value, indicating that the hypothesis was rejected and the alternative hypothesis accepted.

However, it is important to emphasize that Stivani's (2012) research on using animation clips to improve listening ability in eight graders at SMP Negeri 21 Malang used Classroom Action Research (CAR) methods. The study involved 46 students and collected data through interviews, field notes, observation sheets, questionnaires, and listening tests. The results showed that using appropriate animation clips, using the three-phase technique, and guiding and managing activities by the teacher significantly improved listening ability. Students also showed positive responses towards the implementation of animation clips.

In conclusion, when comparing their post-test results to their pre-test results, the majority of SMP N 1 Darul Imarah. and It means there is a significant effect using cartoon movies to help students to improve their listening ability.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The research was carried out at SMP N 1 Darul Imarah. A class was selected using purposive sampling based on specific criteria. A total of twenty-six kids from class IX 1 were selected as examples. Therefore, the researcher can deduce the findings of this investigation in the following manner:

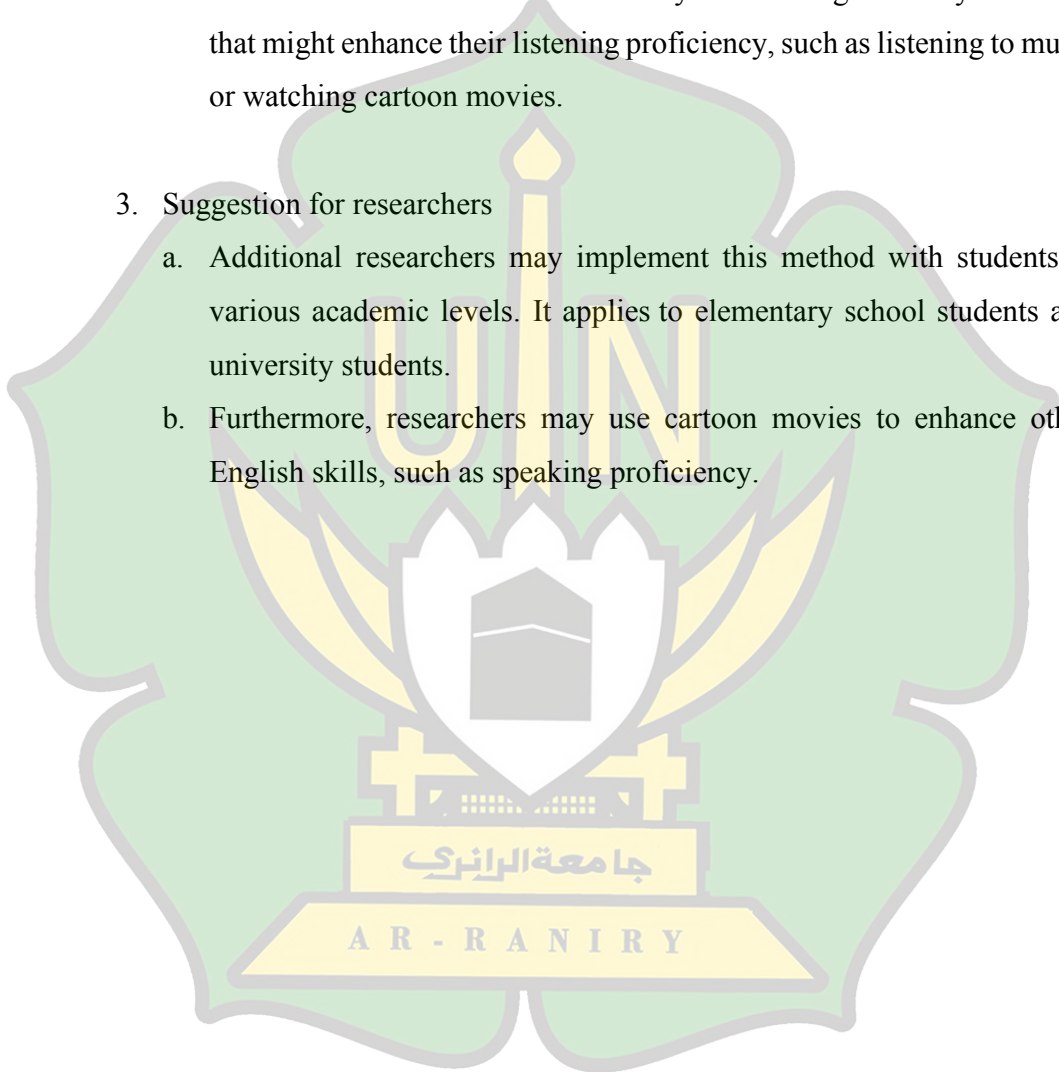
1. The student's listening ability at SMP N 1 Darul Imarah, before being instructed to utilize cartoon movies, was classified as "Adequate" with a score of 74 and after being instructed via cartoon movies, was classified as "Good" with a score of 84 and the student's listening proficiency at SMP N 1 Darul Imarah,
2. Using cartoon movies has a notable impact on the listening skills of students at SMP N 1 Darul Imarah.

B. Suggestions

Concerning the impact of using cartoon movies on students' listening skills, the researcher aims to provide specific recommendations, particularly for teachers and students, as stated below:

1. Suggestion for Teacher
 - a. It is advised that teachers use cartoon movies in the teaching and learning process, particularly when instructing listening skills.
 - b. The teacher should employ innovative methods or use different media to enhance student's listening skills.

2. Suggestion for students
 - a. The students should dedicate more focus to the lesson given by the teacher.
 - b. The students should exhibit creativity in choosing a variety of things that might enhance their listening proficiency, such as listening to music or watching cartoon movies.
3. Suggestion for researchers
 - a. Additional researchers may implement this method with students at various academic levels. It applies to elementary school students and university students.
 - b. Furthermore, researchers may use cartoon movies to enhance other English skills, such as speaking proficiency.



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APPENDICES

Appendix 1 Lesson Plan

Lesson Plan

School : SMPN 1 Darul Imarah
Subject : English
Genre : Cartoon Movie
Skill : Listening
Topic : Cartoon Movies

A. Core Competence (KI)

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B. Basic Competence (KD)

1. Expressing sincere gratitude to the God for the opportunity can learn English as a language of International communication instruction embodied in the spirit of learning.
2. Indicating well-mannered and caring behavior in conducting interpersonal communication between the student and teacher and his/her friends.
3. Indicating honest, discipline, self-confidence and responsible in conducting transactional communication between teacher and his/her friends.
4. Indicating responsibility, care, cooperative and peace love in conducting functional communication.

5. Analyzing social function, text structure, and linguistic element in the phrase of talking about self-according to the context of use.
6. Catching the meaning of talking about self-according to the context of use.
7. Developing oral and written text to explain, ask, and respond talking about self-regarding to the social function, the structure of the text, and linguistic elements that are correct and appropriate.

C. Indicator

1. Students are able to understand what native speakers says.
2. Students are able answer listening ability question correctly.
3. Students are able to identify certain information of the cartoon movie.
4. The students are able to the event in the cartoon movie listened.

D. Learning Purposes

After studying this chapter, students are expected to :

1. Understand what native speakers says.
2. Make Inference of Narrative Text
3. Identify certain information of the cartoon
4. The event in the cartoon movies listened

E. Learning Material

1. Material of Cartoon Movies

Purpose : to expressing feeling (Happy, Sad, Angry or Dissapointed)

Story Plot : Refer to the whole universe where the events of the movie take a place, while plot is the parts of that universe that is presented on the screen Order: The way the events in the movie are sequenced

Event : What happen in the Movie

Character : The individuals who are involved in the movie story

Setting : The time and place in which the story occur

2. Example of Narrative Structure of a movie

F. Teaching Method

1. Approach : Approach Scientific Approach
2. Method Cooperative Learning

G. Media and Sources of Material

1. Media : Movie
2. Instrument : White Board, board marker and Video

H. Learning Activities

1. First Meeting

Activity	Description of Activity	Time Allocation
Pre-Activity	<ol style="list-style-type: none"> 1. Teachers greets the student using English in order to create English environment 2. Teacher and student pray together 3. Teacher checks the student's attendance 4. Motivating the student and describing the material which are going to be discussed generally 	10 minutes
Whilst Activity	<ol style="list-style-type: none"> 1. Observing <ol style="list-style-type: none"> a. Teacher explain about definition listening b. Teacher give an example of audio cartoon movie c. Ask student to identifying certain information of the cartoon movie 	10 minutes
	<ol style="list-style-type: none"> 2. Questioning <ol style="list-style-type: none"> d. Teacher asking do you like watching movies? e. Teacher asking what films do you like? a. Teacher asking why do you watch films? 	10 minutes
	<ol style="list-style-type: none"> 3. Exploring <ol style="list-style-type: none"> a. The teacher invites students to watch a Moana film. 	40 minutes

Post Activity	<ol style="list-style-type: none"> 1. Teacher and student conclude the learning 2. Teacher gives an Pre-test on their understanding 3. Student reflect on the activities that has been carried out 4. The lesson is finished and closed by praying together and teacher say goodbye to all student. 	10 minutes
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2. Second Meeting

Activity	Description of Activity	Time Allocation
Pre-Activity	<ol style="list-style-type: none"> 1. Teachers greets the student using English in order to create English environment Teacher and student pray together 2. Teacher checks the student's attendance 3. Motivating the student and describing the material which are going to be discussed generally 	20 minutes
Whilst Activity	<ol style="list-style-type: none"> 1. Observing <ol style="list-style-type: none"> a. The teacher conveys the learning objectives. b. The teacher invites students to recall last meeting's lesson. 	10 minutes
	<ol style="list-style-type: none"> 2. Questioning <ol style="list-style-type: none"> b. Teacher gives chance to student to ask question 	10 minutes

	about the story of cartoon movie	
	3. Exploring b. Students work in group to answer the questions related to the cartoon movie. (Instrument 3) All members are taking a note about the discussion result.	10 minutes
	4. Associating a. Teacher ask student to work in group and discuss for more understanding about events in the cartoon movies.	10 minutes
	5. Communicating a. Invite one of the students as a volunteer to exposure his/her self-identity in front of the class	10 minutes
Post Activity	1. Teacher and student conclude the learning 2. Teacher gives an assessment on their understanding 3. Student reflect on the activities that has been carried out 4. The lesson is finished and closed by praying together and teacher say goodbye to all student	10 minutes

4. Third Meeting

Activity	Description of Activity	Time Allocation
Pre-Activity	<ol style="list-style-type: none"> 1. Teachers greets the student using English in order to create English environment 2. Teacher and student pray together 3. Teacher checks the student's attendance 4. Motivating the student and describing the material which are going to be discussed generally 	20 minutes
Whilst Activity	<ol style="list-style-type: none"> 4. Observing <ol style="list-style-type: none"> a. The teacher conveys the learning objectives. b. The teacher invites students to recall last meeting's lesson. 	10 minutes
	<ol style="list-style-type: none"> 1. Questioning Teacher gives chance to student to ask question about narrative text 	10 minutes
	<ol style="list-style-type: none"> 2. Exploring <ol style="list-style-type: none"> a. Students work in group to answer the questions related to the cartoon movie. All members are taking a note about the discussion result. 	10 minutes

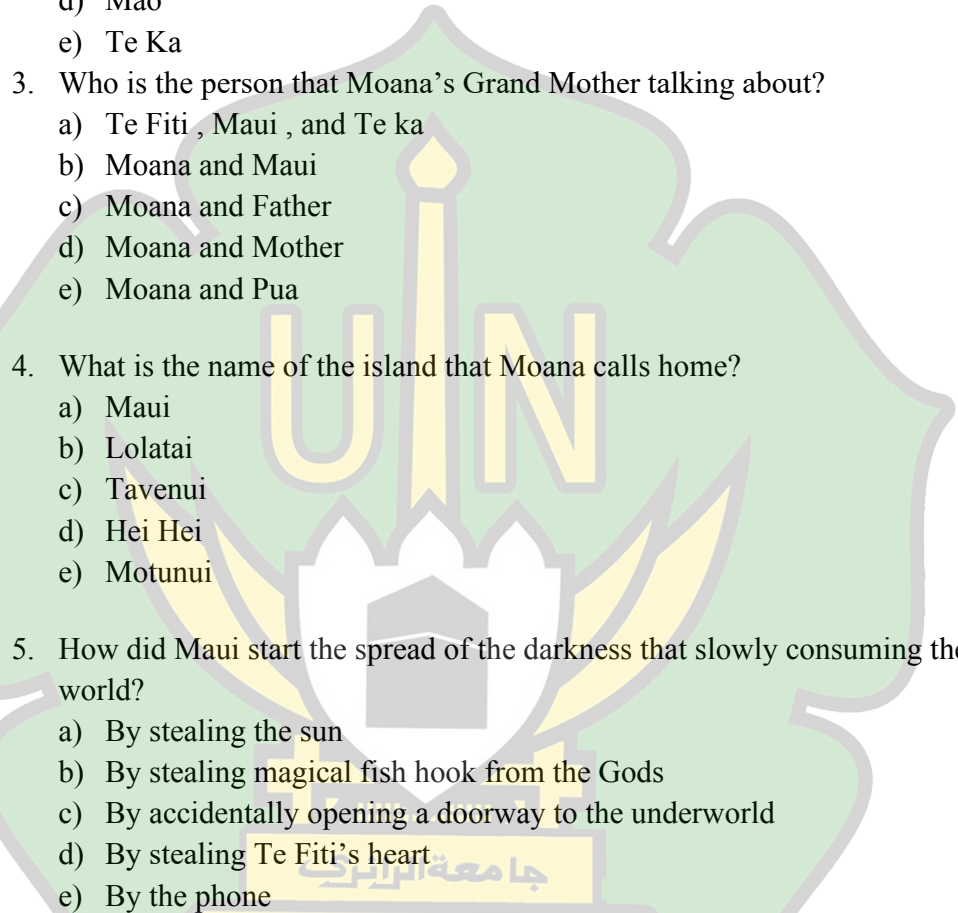
	3. Associating b. Teacher ask student to work in group and discuss for more understanding about narrative text.	10 minutes
	5. Communicating b. Invite one of the students as a volunteer to exposure his/her self-identity in front of the class	10 minutes
Post Activity	1. Teacher and student conclude the learning. 2. Teacher gives an Post-test on their understanding. 3. Student reflect on the activities that has been carried out. 4. The lesson is finished and closed by praying together and teacher say goodbye to all student.	10 minutes

I. Assessment

1. Technique : Written Test
2. Form : Multiple Choice
3. Instrument :

Moana

1. Who stole the heart of Te Fiti?
 - a) Moana's Father
 - b) Moana
 - c) Te Ka
 - d) Moana's Grand Mother
 - e) Maui

- 
2. What is the name of the Moana's pet pig?
 - a) Heihei
 - b) Maui
 - c) Pua
 - d) Mao
 - e) Te Ka
 3. Who is the person that Moana's Grand Mother talking about?
 - a) Te Fiti , Maui , and Te ka
 - b) Moana and Maui
 - c) Moana and Father
 - d) Moana and Mother
 - e) Moana and Pua
 4. What is the name of the island that Moana calls home?
 - a) Maui
 - b) Lolatai
 - c) Tavenui
 - d) Hei Hei
 - e) Motunui
 5. How did Maui start the spread of the darkness that slowly consuming the world?
 - a) By stealing the sun
 - b) By stealing magical fish hook from the Gods
 - c) By accidentally opening a doorway to the underworld
 - d) By stealing Te Fiti's heart
 - e) By the phone

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4. Answer :

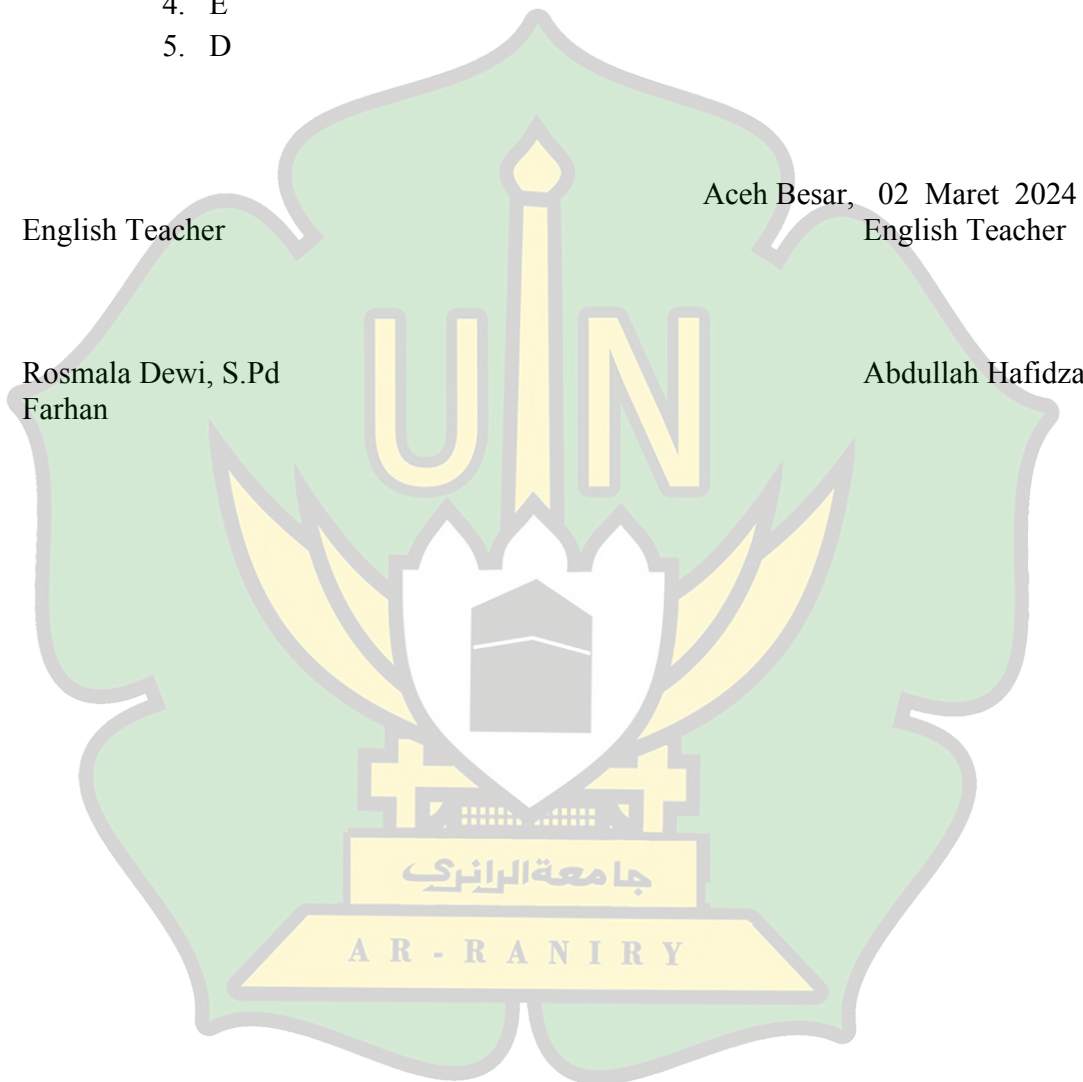
1. A
2. C
3. E
4. E
5. D

English Teacher

Aceh Besar, 02 Maret 2024
English Teacher

Rosmala Dewi, S.Pd
Farhan

Abdullah Hafidza



Appendix 2 Pre-Test Result

RESEARCH INSTRUMENT
LISTENING ABILITY
PRE-TEST

Name : A
Class :

1. Who is the person that Moana's Grand Mother talking about?
 a) Te Fiti , Maui , and Te ka
b) Moana and Maui
c) Moana and Father
d) Moana and Mother
e) Moana and Pua

2. What did Moana find in the ocean at the beginning?
a) A crab
b) An iPhone
 c) A shell
d) Her mother
e) An Apple

3. What is the name of the island that Moana calls home?
a) Maui
b) Lolatai
c) Tavenui
d) Hei Hei
 e) Motunui

4. How did Maui start the spread of the darkness that slowly consuming the world?
a) By stealing the sun
b) By stealing magical fish hook from the Gods
c) By accidentally opening a doorway to the underworld
 d) By stealing Te Fiti's heart
e) By the phone

5. Who stole the heart of Te Fiti?
a) Moana's Father
b) Moana
c) Te Ka
d) Moana's Grand Mother
 e) Maui

6. Why did Moana go to the beyond the reef at the beginning?
a) Because she was a fool
b) Because she was pretty
c) Because she was curious
 d) Because her grandmother told her to do so
e) Because she was bored

7. What is the name of the Moana's pet pig?
a) Heiheii
b) Maui
 c) Pua
d) Mao
e) Te Ka

8. Why is Moana's father so against travelling beyond the reef that surround their island?
a) Because he does not want his people to become separated exploring the sea
 b) Because he tried when he was younger and his best friend died because of it
c) Because he's seen the monsters of the underworld
d) Because his mother warned him of the dangers beyond the reef.

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e) Because his father warned him of the danger beyond the reef.

9. Where the loss of magical fish hook and the heart of Te Fiti?

- a) In the Sea
- b) In the Forest
- c) In the House
- d) In the Garden
- e) In the World

10. When Moana's grandmother died, what did she want to come back as?

- a) Koala
- b) Indonesia
- c) Cave
- d) Manta Ray
- e) Whale

11. When Moana visited an ancient cave, what did she discover about her ancestors?

- a) They were farmers
- b) They were cannibals
- c) They were hunters
- d) They were voyagers
- e) They were seller

12. What is one of the Maui's fish hook power?

- a) It can makes him change shape
- b) It can makes him handsome
- c) It can make him happy
- d) It can makes him rich
- e) It tells him the future

13. What was the purpose of Maui when he stole the heart of Te Fiti?

- a) To give him a great power
- b) To give him a phone
- c) To give him the power of the God
- d) To give him the power to rule human
- e) It was a gift for human

14. What happen to the Maui's fish hook when the first time the lava monster?

- a) It was thrown so far and lost
- b) It was taken by the lava monster
- c) It was cut in half
- d) It was taken by the Maui
- e) It severely damage the fish hook

15. What is the secret of the Te Ka?

- a) Te Ka is actually the Te Fiti's husband
- b) Te Ka lava is running out
- c) Te Ka is actually The Goddess Te Fiti
- d) Te Ka is the God of the sun
- e) Te Ka is the princess

16. What happen to Moana's feet when the first time she go to the beyond the reef?

- a) It was broken
- b) It was bruised
- c) It was cut off by the sharp coral
- d) It was fractured
- e) It was happy

17. What was the name of Moana chicken?

- a) Pua
- b) Tamatoa
- c) Lolatai
- d) Lotunui
- e) Hei Hei

18. What did Maui's sign when the first time he meet Moana?

- a. Moana's Oar
- b) b. Moana's boat
- c) c. Moana's Blouse
- d) d. Moana's Hand
- e) e. Moana's Eyes

19. What is the name of the lava monster that Maui and Moana fight with?

- a) Te Fiti
- b) Te Ka
- c) Pua
- d) Heihei
- e) Maui

20. How did Moana get past the Lava monster when the second time she fight it?

- a) The heart of Te Fiti protects her
- b) By using Maui's fish hook
- c) Pua the pig distracts Te Ka
- d) Fancy sailing skills
- e) Heihei the chicken distracts Te Ka

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RESEARCH INSTRUMENT
LISTENING ABILITY
PRE-TEST

B=16

Name : /
Class :

1. Who is the person that Moana's Grand Mother talking about?
 a) Te Fiti , Maui , and Te ka ✓
b) Moana and Maui
c) Moana and Father
d) Moana and Mother
e) Moana and Pua
2. What did Moana find in the ocean at the beginning?
a) A crab
b) An iPhone
 c) A shell ✓
d) Her mother
e) An Apple
3. What is the name of the island that Moana calls home?
a) Maui
b) Lolatai
c) Tavenui
d) Hei Hei
 e) Motunui ✓
4. How did Maui start the spread of the darkness that slowly consuming the world?
a) By stealing the sun
b) By stealing magical fish hook from the Gods
c) By accidentally opening a doorway to the underworld
 d) By stealing Te Fiti's heart ✓
e) By the phone
5. Who stole the heart of Te Fiti?
a) Moana's Father
b) Moana
c) Te Ka ✓
d) Moana's Grand Mother
 e) Maui ✓
6. Why did Moana go to the beyond the reef at the beginning?
a) Because she was a fool
b) Because she was pretty
c) Because she was curious
 d) Because her grandmother told her to do so X
e) Because she was bored
7. What is the name of the Moana's pet pig?
a) Heihei
b) Maui
 c) Pua ✓
d) Mao
e) Te Ka
8. Why is Moana's father so against travelling beyond the reef that surround their island?
a) Because he does not want his people to become separated exploring the sea
 b) Because he tried when he was younger and his best friend died because of it ✓
c) Because he's seen the monsters of the underworld
d) Because his mother warned him of the dangers beyond the reef.

e) Because his father warned him of the danger beyond the reef

9. Where the loss of magical fish hook and the heart of Te Fiti?

- a) In the Sea
- b) In the Forest
- c) In the House
- d) In the Garden
- e) In the World

10. When Moana's grandmother died, what did she want to come back as?

- a) Koala
- b) Indonesia
- c) Cave
- d) Manta Ray
- e) Whale

11. When Moana visited an ancient cave, what did she discover about her ancestors?

- a) They were farmers
- b) They were cannibals
- c) They were hunters
- d) They were voyagers
- e) They were seller

12. What is one of the Maui's fish hook power?

- a) It can makes him change shape
- b) It can makes him handsome
- c) It can make him happy
- d) It can makes him rich
- e) It tells him the future

13. What was the purpose of Maui when he stole the heart of Te Fiti?

- a) To give him a great power
- b) To give him a phone
- c) To give him the power of the God
- d) To give him the power to rule human
- e) It was a gift for human

14. What happen to the Maui's fish hook when the first time the lava monster?

- a) It was thrown so far and lost
- b) It was taken by the lava monster
- c) It was cut in half
- d) It was taken by the Maui
- e) It severely damage the fish hook

15. What is the secret of the Te Ka?

- a) Te Ka is actually the Te Fiti's husband
- b) Te Ka lava is running out
- c) Te Ka is actually The Goddess Te Fiti
- d) Te Ka is the God of the sun
- e) Te Ka is the princess

16. What happen to Moana's feet when the first time she go to the beyond the reef?

- a) It was broken
- b) It was bruised
- c) It was cut off by the sharp coral
- d) It was fractured
- e) It was happy

17. What was the name of Moana chicken?

- a) Pua
- b) Tamatoa
- c) Lolatai
- d) Lotunui
- e) Hei Hei

18. What did Maui's sign when the first time he meet Moana?

- a. Moana's Oar
- ~~b. Moana's boat~~
- c. Moana's Blouse
- d. Moana's Hand
- e. Moana's Eyes

19. What is the name of the lava monster that Maui and Moana fight with?

- a) Te Fiti
- b) Te Ka
- c) Pua
- d) Heihei
- e) Maui

20. How did Moana get past the Lava monster when the second time she fight it?

- a) The heart of Te Fiti protects her
- b) By using Maui's fish hook
- c) Pua the pig distracts Te Ka
- d) Fancy sailing skills
- e) Heihei the chicken distracts Te Ka

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RESEARCH INSTRUMENT
LISTENING ABILITY
PRE-TEST

B=1/6

Name : \

Class :

1. Who is the person that Moana's Grand Mother talking about?

- a) Te Fiti , Maui , and Te ka
- b) Moana and Maui
- c) Moana and Father
- d) Moana and Mother
- e) Moana and Pua

2. What did Moana find in the ocean at the beginning?

- a) A crab
- b) An iPhone
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- e) An Apple

3. What is the name of the island that Moana calls home?

- a) Maui
- b) Lolatai
- c) Tavenui
- d) Hei Hei
- e) Motunui

4. How did Maui start the spread of the darkness that slowly consuming the world?

- a) By stealing the sun
- b) By stealing magical fish hook from the Gods
- c) By accidentally opening a doorway to the underworld
- d) By stealing Te Fiti's heart
- e) By the phone

5. Who stole the heart of Te Fiti?

- a) Moana's Father
- b) Moana
- c) Te Ka
- d) Moana's Grand Mother
- e) Maui

6. Why did Moana go to the beyond the reef at the beginning?

- a) Because she was a fool
- b) Because she was pretty
- c) Because she was curious
- d) Because her grandmother told her to do so
- e) Because she was bored

7. What is the name of the Moana's pet pig?

- a) Heihei
- b) Maui
- c) Pua
- d) Mao
- e) Te Ka

8. Why is Moana's father so against travelling beyond the reef that surround their island?

- a) Because he does not want his people to become separated exploring the sea
- b) Because he tried when he was younger and his best friend died because of it
- c) Because he's seen the monsters of the underworld
- d) Because his mother warned him of the dangers beyond the reef.

e) Because his father warned him of the danger beyond the reef

9. Where the loss of magical fish hook and the heart of Te Fiti?

- a) In the Sea
- b) In the Forest
- c) In the House
- d) In the Garden
- e) In the World

10. When Moana's grandmother died, what did she want to come back as?

- a) Koala
- b) Indonesia
- c) Cave
- d) Manta Ray
- e) Whale

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- c) They were hunters
- d) They were voyagers
- e) They were seller

12. What is one of the Maui's fish hook power?

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- b) It can makes him handsome
- c) It can make him happy
- d) It can makes him rich
- e) It tells him the future

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- a) To give him a great power
- b) To give him a phone
- c) To give him the power of the God
- d) To give him the power to rule human
- e) It was a gift for human

14. What happen to the Maui's fish hook when the first time the lava monster?

- a) It was thrown so far and lost
- b) It was taken by the lava monster
- c) It was cut in half
- d) It was taken by the Maui
- e) It severely damage the fish hook

15. What is the secret of the Te Ka?

- a) Te Ka is actually the Te Fiti's husband
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- c) Te Ka is actually The Goddess Te Fiti
- d) Te Ka is the God of the sun
- e) Te Ka is the princess

16. What happen to Moana's feet when the first time she go to the beyond the reef?

- a) It was broken
- b) It was bruised
- c) It was cut off by the sharp coral
- d) It was fractured
- e) It was happy

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- a) Pua
- b) Tamatoa
- c) Lolotai
- d) Lotunui
- e) Hei Hei

18. What did Maui's sign when the first time he meet Moana?

- a) a. Moana's Qar
- b) b. Moana's boat
- c) c. Moana's Blouse
- d) d. Moana's Hand
- e) e. Moana's Eyes

19. What is the name of the lava monster that Maui and Moana fight with?

- a) Te Fiti
- b) Te Ka
- c) Pua
- d) Heihei
- e) Maui

20. How did Moana get past the Lava monster when the second time she fight it?

- a) The heart of Te Fiti protects her
- b) By using Maui's fish hook
- c) Pua the pig distracts Te Ka
- d) Fancy sailing skills
- e) Heihei the chicken distracts Te Ka

Appendix 3 Treatments



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Appendix 4 Post-Test Result

B=18

**RESEARCH INSTRUMENT
LISTENING ABILITY
POST-TEST**

Name :

1. Who stole the heart of Te Fiti?

- a) Moana's Father
- b) Moana
- c) Te Ka
- d) Moana's Grand Mother
- e) Maui

2. Why did Moana go to the beyond the reef at the beginning?

- a) Because she was a fool
- b) Because she was pretty
- c) Because she was curious
- d) Because her grandmother told her to do so
- e) Because she was bored

3. What is the name of the Moana's pet pig?

- a) Heihei
- b) Maui
- c) Pua
- d) Mao
- e) Te Ka

4. Why is Moana's father so against travelling beyond the reef that surround their island?

- a) Because he does not want his people to become separated exploring the sea
- b) Because he tried when he was younger and his best friend died because of it

- c) Because he's seen the monsters of the underworld
- d) Because his mother warned him of the dangers beyond the reef.
- e) Because his father warned him of the danger beyond the reef

5. Who is the person that Moana's Grand Mother talking about?

- a) Te Fiti , Maui , and Te ka
- b) Moana and Maui
- c) Moana and Father
- d) Moana and Mother
- e) Moana and Pua

6. What did Moana find in the ocean at the beginning?

- a) A crab
- b) An iPhone
- c) A shell
- d) Her mother
- e) An Apple

7. What is the name of the island that Moana calls home?

- a) Maui
- b) Lolatai
- c) Tavenui
- d) Hei Hei
- e) Motunui

8. How did Maui start the spread of the darkness that slowly consuming the world?

- a) By stealing the sun
- b) By stealing magical fish hook from the Gods

- c) By accidentally opening a doorway to the underworld
- d) By stealing Te Fiti's heart
- e) By the phone

- c) It was cut off by the sharp coral
- d) It was fractured
- e) It was happy

9. What was the purpose of Maui when he stole the heart of Te Fiti?

- a) To give him a great power
- b) To give him a phone
- c) To give him the power of the God
- d) To give him the power to rule human
- e) It was a gift for human

13. Where the loss of magical fish hook and the heart of Te Fiti?

- a) In the Sea
- b) In the Forest
- c) In the House
- d) In the Garden
- e) In the World

10. What happen to the Maui's fish hook when the first time the lava monster?

- a) It was thrown so far and lost
- b) It was taken by the lava monster
- c) It was cut in half
- d) It was taken by the Maui
- e) It severely damage the fish hook

14. When Moana's grandmother died, what did she want to come back as?

- a) Koala
- b) Indonesia
- c) Cave
- d) Manta Ray
- e) Whale

11. What is the secret of the Te Ka?

- a) Te Ka is actually the Te Fiti's husband
- b) Te Ka lava is running out
- c) Te Ka is actually The Goddess Te Fiti
- d) Te Ka is the God of the sun
- e) Te Ka is the princess

15. When Moana visited an ancient cave, what did she discover about her ancestors?

- a) They were farmers
- b) They were cannibals
- c) They were hunters
- d) They were voyagers
- e) They were seller

12. What happen to Moana's feet when the first time she go to the beyond the reef?

- a) It was broken
- b) It was bruised

16. What is one of the Maui's fish hook power?

- a) It can makes him change shape
- b) It can makes him handsome
- c) It can make him happy
- d) It can makes him rich
- e) It tells him the future

17. What was the name of Moana's chicken?

- a) Pua
- b) Tamatoa
- ✓ c) Lolatai
- d) Lotunui
- ✗ e) Hei Hei

18. What did Maui sign when the first time he met Moana?

- ✗ a) Moana's Oar
- ✓ b) Moana's boat
- c) Moana's Blouse
- d) Moana's Hand
- e) Moana's Eyes

19. What is the name of the lava monster that Maui and Moana fight with?

- a) Te Fiti
- ✓ b) Te Ka
- c) Pua
- d) Heihei
- e) Maui

20. How did Moana get past the Lava monster when the second time she fight it?

- a) The heart of Te Fiti protects her
- ✓ b) By using Maui's fish hook
- c) Pua the pig distracts Te Ka
- ✗ d) Fancy sailing skills
- e) Heihei the chicken distracts Te Ka

AR - RANIRY

**RESEARCH INSTRUMENT
LISTENING ABILITY
POST-TEST**

Name : ✎

1. Who stole the heart of Te Fiti?
 - a) Moana's Father
 - b) Moana
 - c) Te Ka
 - d) Moana's Grand Mother
 - e) Maui

2. Why did Moana go to the beyond the reef at the beginning?
 - a) Because she was a fool
 - b) Because she was pretty
 - c) Because she was curious
 - d) Because her grandmother told her to do so
 - e) Because she was bored

3. What is the name of the Moana's pet pig?
 - a) Heihei
 - b) Maui
 - c) Pua
 - d) Mao
 - e) Te Ka

4. Why is Moana's father so against travelling beyond the reef that surround their island?
 - a) Because he does not want his people to become separated exploring the sea
 - b) Because he tried when he was younger and his best friend died because of it

5. Who is the person that Moana's Grand Mother talking about?
 - a) Te Fiti , Maui , and Te ka
 - b) Moana and Maui
 - c) Moana and Father
 - d) Moana and Mother
 - e) Moana and Pua

6. What did Moana find in the ocean at the beginning?
 - a) A crab
 - b) An iPhone
 - c) A shell
 - d) Her mother
 - e) An Apple

7. What is the name of the island that Moana calls home?
 - a) Maui
 - b) Lolatai
 - c) Tavenui
 - d) Hei Hei
 - e) Motunui

8. How did Maui start the spread of the darkness that slowly consuming the world?
 - a) By stealing the sun
 - b) By stealing magical fish hook from the Gods
 - c) Because he's seen the monsters of the underworld
 - d) Because his mother warned him of the dangers beyond the reef.
 - e) Because his father warned him of the danger beyond the reef

- c) By accidentally opening a doorway to the underworld
- b) By stealing Te Fiti's heart
- e) By the phone

- a) It was cut off by the sharp coral
- d) It was fractured
- e) It was happy

9. What was the purpose of Maui when he stole the heart of Te Fiti?
- a) To give him a great power
 - b) To give him a phone
 - c) To give him the power of the God
 - d) To give him the power to rule human
 - e) It was a gift for human

13. Where the loss of magical fish hook and the heart of Te Fiti?
- a) In the Sea
 - b) In the Forest
 - c) In the House
 - d) In the Garden
 - e) In the World

10. What happen to the Maui's fish hook when the first time the lava monster?
- a) It was thrown so far and lost
 - b) It was taken by the lava monster
 - c) It was cut in half
 - d) It was taken by the Maui
 - e) It severely damage the fish hook

14. When Moana's grandmother died, what did she want to come back as?
- a) Koala
 - b) Indonesia
 - c) Cave
 - d) Manta Ray
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11. What is the secret of the Te Ka?
- a) Te Ka is actually the Te Fiti's husband
 - b) Te Ka lava is running out
 - c) Te Ka is actually The Goddess Te Fiti
 - d) Te Ka is the God of the sun
 - e) Te Ka is the princess

15. When Moana visited an ancient cave, what did she discover about her ancestors?
- a) They were farmers
 - b) They were cannibals
 - c) They were hunters
 - d) They were voyagers
 - e) They were seller

12. What happen to Moana's feet when the first time she go to the beyond the reef?
- a) It was broken
 - b) It was bruised

16. What is one of the Maui's fish hook power?
- a) It can makes him change shape
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 - d) It can makes him rich
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17. What was the name of Moana chicken?

- a) Pua
- b) Tamatoa
- c) Lolatai
- d) Lotunui
- e) Hei Hei

18. What did Maui's sign when the first time he meet Moana?

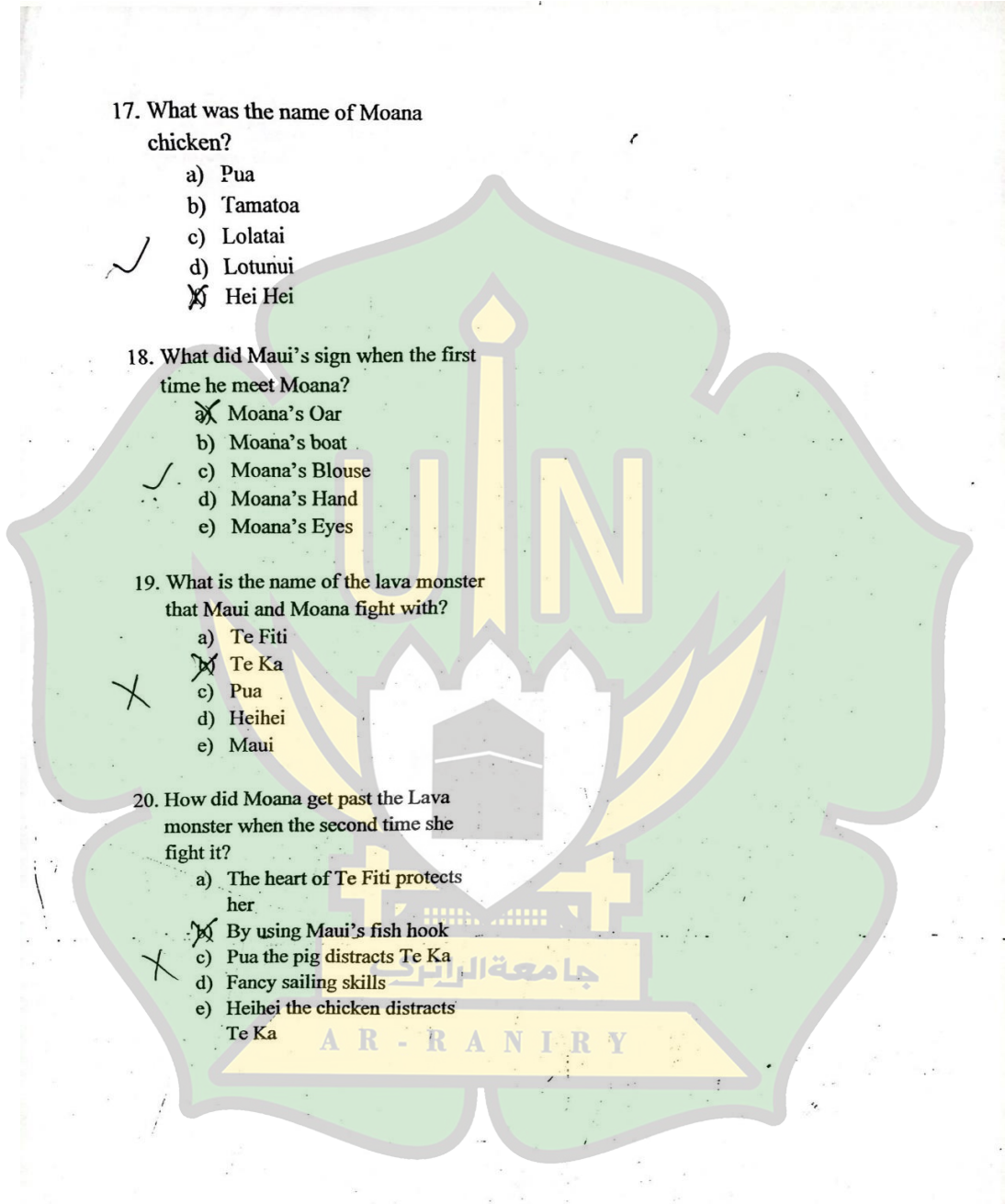
- a) Moana's Oar
- b) Moana's boat
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19. What is the name of the lava monster that Maui and Moana fight with?

- a) Te Fiti
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- c) Pua
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- e) Maui

20. How did Moana get past the Lava monster when the second time she fight it?

- a) The heart of Te Fiti protects her
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- c) Pua the pig distracts Te Ka
- d) Fancy sailing skills
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B = 17

**RESEARCH INSTRUMENT
LISTENING ABILITY
POST-TEST**

Name : M

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a) Because she was a fool
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Appendix 5 Administration



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
Nomor : B-11450/UN.08/FTK/KP.07.6/10/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY BANDA ACEH

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Tanggal 27 September 2023
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
1. Dr. Nashriyah, M.A. Sebagai Pembimbing Pertama
2. Mulia, M.Ed. Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Abdullah Hafidza Farhan**
NIM : **190203124**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Use Of Cartoon Movies to Improve Students Listening Ability**
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.
- KETIGA** : Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

MEMUTUSKAN

AR - RANIRY

Ditetapkan di: Banda Aceh
Pada Tanggal: 20 Oktober 2023
Dekan,

Saiful Muluk

Tembusan

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



**PEMERINTAH KABUPATEN ACEH BESAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 DARUL IMARAH**

Jalan Soekarno – Hatta, Lampeuneut Kec. Darul Imarah, Kabupaten Aceh Besar (23352)
Email : smpn1darulimarah@gmail.com



SURAT KETERANGAN TELAH PENELITIAN

Nomor : 421/267/SMP-DI/2024

Kepala Sekolah Menengah Pertama (SMP) Negeri 1 Darul Imarah Kabupaten Aceh Besar menerangkan bahwa :

Nama : Abdullah Hafidza Farhan
NIM : 190203124
Jenjang : S-1
Prodi/Jurusan : Pendidikan Bahasa Inggris
Semester : Genap 2023/2024

Benar yang namanya tersebut diatas telah melakukan penelitian pada tanggal 02 s.d. 06 Maret 2024, untuk keperluan penyusunan skripsi yang berjudul *“The Use of Cartoon Movies to Improve Student Listening Ability”*

Sesuai dengan Surat Wakil Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry, Nomor : B-2186/Un.08/FTK.1/TL.00/2/2024, Tanggal 25 Februari 2024

Demikianlah surat keterangan ini kami keluarkan, untuk dapat dipergunakan semestinya.

جامعة الرانيري
AR - RANIRY

Lampeuneut, 25 Maret 2024
Kepala SMP N 1 Darul Imarah,



Affilinda, S.Pd., M.Pd.
NIP. 19681123 199703 2 005

AUTOBIOGRAPHY

Personal Information

Name : Abdullah Hafidza Farhan
Place/Date of Birth : Banda Aceh, 28th April 2001
Sex : Male
Nationality : Indonesia
Address : Aceh
Marital Status : Single

Parents

Father : Muhajir
Occupation : PNS
Address : Aceh Besar

Mother : Ailisa Mevta
Occupation : PNS
Address : Aceh Besar.

Background of Education

2007-2013 : SDIQ Nurul Quran
2013-2016 : SMP Islam Cendekia El-Hakim
2016-2019 : SMKN 2 Banda Aceh
2019-2024 : UIN Ar-Raniry Banda Aceh

