

AN UNDERGRADUATE THESIS

**INCREASING STUDENTS' VOCABULARY IN READING USING
CARTOON VIDEO THE EIGHT GRADE
OF SMPN 1 METRO KIBANG**



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English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2023 M**

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USING CARTOON VIDEO AT THE EIGHT GRADE OF
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.
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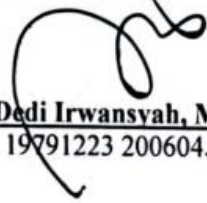
Sudah kami setuju dan dapat di munaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

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RATIFICATION PAGE

No. *B-3198/In-28.1/D/PP-009/06/2023*

An Undergraduate thesis entitled: INCREASING STUDENTS' VOCABULARY IN READING USING CARTOON VIDEO AT THE EIGHT GRADE OF SMPN 1 METRO KIBANG. Written by Dwi Yunia Astuti, Student Number 1701070084, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, June 8th, 2023 at 10:00 – 12:00 p.m

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**INCREASING STUDENTS' VOCABULARY IN READING USING
CARTOON VIDEO THE EIGHT GRADE
OF SMPN 1 METRO KIBANG**

**ABSTRACT
BY: DWI YUNIA ASTUTI**

The objectives the study was to increase student's vocabulary mastery and to increase in teaching learning activity by using cartoon video at the Eight Graders of SMPN 1 Metro Kibang in this research, the students got difficulties in learning vocabulary. Vocabulary is a collection of words that are part of a particular language used to compose sentences.

In this research, the researcher used classroom action research (CAR) which was done in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The subjects of this research were 26 students in Eight Graders of SMPN 1 Metro Kibang. The researcher used test (pre-test, post test I and post test II), observation and documentation to collect the data. The research was conducted collaboratively with the English teacher of SMPN 1 Metro Kibang.

The result of this research showed that cartoon video has positive role in increasing student's vocabulary mastery at the Eight Graders of SMPN 1 Metro Kibang. It can be proved by the students' average score from pre test to post test. The average score in pre test 58 and in post test 64 becomes 73. It means that the use of cartoon video can increase the student's vocabulary mastery.

Keywords: Cartoon Video, Classroom action research, Students' vocabulary mastery

INCREASING THE STUDENTS' VOCABULARY BY USING CARTOON VIDEO AT THE EIGHT GRADE OF SMPN 1 METRO KIBANG

ABSTRACT

By: Dwi Yunia Astuti

Tujuan dari penelitian ini adalah untuk meningkatkan penguasaan kosakata siswa dan untuk meningkatkan motivasi siswa dalam kegiatan belajar mengajar dengan menggunakan video kartun pada siswa kelas delapan SMPN 1 Metro Kibang dalam penelitian ini, siswa mengalami kesulitan dalam mempelajari kosakata. Kosakata adalah kumpulan kata yang merupakan bagian dari bahasa tertentu dan digunakan untuk menyusun kalimat.

Dalam penelitian ini, peneliti menggunakan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Subjek penelitian ini adalah siswa kelas VIII SMPN 1 Metro Kibang sebanyak 26 siswa. Peneliti menggunakan tes (pre-test, post test I dan post test II), observasi dan dokumentasi untuk mengumpulkan data. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris SMPN 1 Metro Kibang.

Hasil penelitian ini menunjukkan bahwa video kartun memiliki peran positif dalam meningkatkan penguasaan kosa kata siswa di kelas VIII SMP Negeri 2 Metro. Hal ini dapat dibuktikan dengan nilai rata-rata siswa dari pre test hingga post test. Nilai rata-rata pada pre test 58 dan pada post test 64 menjadi 73. Artinya penggunaan video kartun dapat meningkatkan penguasaan kosa kata siswa.

Katakunci: Video Kartun, Penelitian tindak kelas, Penguasaan Kosa Kata Siswa.

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : Dwi Yunia Astuti
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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, June, 5th, 2023
The Researcher,



Dwi Yunia Astuti
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ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Dwi Yunia Astuti
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Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya
Kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam
daftar pustaka.

Metro, 5 Juni 2022
Penulis,



Dwi Yunia Astuti
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝

Indeed, with difficulty there is surely ease”
(Q.S. Al-Insyirah: 5)

DEDICATION PAGE

This piece of work is dedicated to:

My Beloved Parents (Mr. Arif Rusman and Mrs. Sri Widarsih)

My Beloved Sister (Dewi Puji Ruswidiyanti)

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First of all, thanks to Allah SWT the Most Gracious and the Most Merciful because of His wonderful blessings, the researcher could finish this Proposal. Those blessings and gifts were the only reason the researcher not giving up today. Then, peace and salutation always be upon to our beloved Prophet Muhammad SAW, the one who has taught us how to life in a harmony, peace may always be upon Him "Increasing The Students' Vocabulary By Using Cartoon Video At The Eight Grade Of Smp N Metro Kibang". "is the title of this undergraduate thesis. This research would not be accomplished without any motivation, help and support from a lot of people. Secondly, on this joyful occasion, the researcher would like to express her deep gratitude to:

1. Prof Dr. Siti Nurjanah. M.Ag. PIA, as Rector of IAIN Metro.
2. Dr. Zuhairi, M.Pd., as Dean of the Faculty of Tarbiyah and Teacher Training at the Metro State Islamic Institute.
3. Andianto, M.Pd., as the Head of the English Education Department.
4. Dr. Dedi Irwansyah, M.Hum., as Supervisor who motivated to finish this research as soon as possible, and took the available time to guide and provide good suggestions .

Finally, in this research, the researcher realized that this undergraduate thesis was not perfect. The researcher would like to apologize from the deep of her

heart if there were so many mistakes. Then, the researcher expected the readers to give some suggestion and also criticisms for the perfect research.

Metro, June, 5th, 2023
The researcher

A handwritten signature in black ink, appearing to be 'Dy' with a horizontal line extending to the right.

Dwi Yunia Astuti
St. Number/ 17010700084

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CHAPTER 1

INTRODUCTION

A. Background of the study

Vocabulary is the main key to communicating and making sentences. If students' do not know the vocabulary, of course, that also cannot translate the meaning of words or readings. Vocabulary can be defined in various ways. Experts have proposed some terms about vocabulary. Teaching vocabulary is an important component in language learning because language is based on vocabulary making it impossible to learn languages without vocabulary.

To communicate well, students must have a large vocabulary. That without grammar, little meaning can be conveyed, without vocabulary nothing can be conveyed. Because vocabulary is an important aspect of language and is always present in every skill of language.

One of the reasons why students have limited vocabulary is because they have no interest in learning English. According to English is very boring, so they cannot improve their language skills.

A teacher should be creative in selecting methods and media that can increase students' motivation to learn vocabulary. The methods and media chose must be able to engage the students' not only to memorize new vocabularies, but also to practice using them. It is a good idea to utilize technological tools to help teachers prepare the lessons. finds it difficult to chooses between audio or video. In this case, the research will be using with video.

Using video in language class English has grown rapidly as a result of developments in communication techniques and tools. Video is a rich and variable resource, and videos are also loved by students and teachers. Videos can be interpreted as a sequence of messages in the form of audio-visual context. Cartoon videos are identified as effective media to use in the classroom, especially to teach English to young students, because the scene in the cartoon is a good way to improve students' vocabulary.

In connection with the problem above, the researcher conducted a pre-survey research about the vocabulary problems faced by the eighth grades of SMPN 1 Metro Kibang on July 14, 2022, by conducting pre-tests with students and an interview with the English teacher. Based on the pre-survey results of the pre-test with students and the interview, it was investigated that the eighth grades' vocabulary is weak and their interest in vocabulary is still low. In addition, the students have difficulty understanding the text. The students need a lot of time to understand the text. Furthermore, the students had difficulties in doing an exercise. All these factors made their achievement low and caused failure in teaching and learning processes. This is the result data of the pre-survey of students' vocabulary test with the standard of minimum mastery criteria (MMC) for English is 70, the result data of the pre-survey is as follows:

Furthermore, the date of the pre-survey at SMPN 1 Metro Kibang, especially in the eighth grade, the class consists of 26 students.

Table 1.
Table of pre-survey data
The vocabulary score of the eight grades at SMPN 1 Metro Kibang

No	MMC	Number	Percentage	Criteria
1	> 70	9	35%	Complete
2	< 70	17	65%	Incomplete
	Total		100%	

Based on the data above, it can be inferred that the students vocabulary low because of the standard of minimum mastery criteria (MMC) in Eight Grades of SMPN 1 Metro Kibang. It can be seen that just 9 students (35%) who can complete the standard of minimum mastery criteria and 17 students (65%) failed because they have not reach the standard of minimum mastery criteria learning yet or get score under 70.

Therefore, based on the data of the pre-survey at the eight grade of SMP N 1 Metro Kibang, the research found that the many problem in vocabulary, students still take to much time to compose utterances.

Video is a way that uses media as a way to deliver language learning material to students. This method is uses the media as an intermediary to increasing vocabulary.

B. Problem Identification

Based on the background of the study, the researcher identified several research problems including the following:

1. The students are difficulties in memorizing vocabulary.
2. The students have poor vocabulary in English learning.
3. The students have low ability in comprehending the meaning of the sentences because lack of vocabulary.

C. Problem limitation

To avoid misunderstanding and make clarify of this research, the researcher limits the problem only to know whether the using video cartoon students in increasing the students' vocabulary at eight grade at SMP N 1 Metro Kibang .

D. Problem Formulation

Based on the limitation above, the problem of the study is formulated as follows: "How the using cartoon video increase the students' vocabulary at the eight grade of SMP N 1 Metro Kibang "

E. The objective and Benefit of study

1. The objective of research

Generally, the objective of this research is to increase students' vocabulary by using Cartoon video at the eighth grade in SMPN 1 Metro Kibang, it is to find out whether the cartoon video made the student increasing there vocabulary.

2. Benefit of study

It is expected to be able to provide benefits not only for research but also for teacher, student and other researchers:

a. For the teachers

The research is expected to inspire English teachers in an effort to improve students' listening skill. By the implementation of the cartoon video, the teacher will find it easier to condition students to be more focused in the process of learning to listen.

b. For the students

Through this research the listening ability of the students can be better. In addition, implementation of the video cartoon students can activate students knowledge, can determine the main ideas in a listening, can increase vocabulary, and can help students interact with the text so they can clarify their thoughts.

c. For the Other Researchers

It is hoped that this research will be the real provement that cartoon video as the media is able to be used to improve students vocabulary. Therefore, the other researchers can use the cartoon video as the media to the next researchers. Also it is hoped that the result of this research can be used as a reference for the next researchers.

F. Prior Research

This research was done by considering some pray researches that where done by same previous researcher. The first pray research done by Prima Ardya Mukti who conductive the same research in the topic of English cartoon video on students vocabulary mastery. The tittle of research is “ Improving Students’ Vocabulary Mastery Using Cartoon Films”. The research was carried out at SMP Negeri 1 Grogol. The subject of the research was carried out at Seventh Grade of SMP Negeri 1 Grogol. The object of this research was the Improving Students’ Vocabulary Mastery Using Cartoon Films. The design of Prima Ardya Mukti was Classroom action Research. The total population was 40 students. The sample of was the research was the seventh grade. To analyze the data, the researcher used pretest and post-test. The computation finding of data analysis

showed that the mean score of post-test was 5.04, increased to 7.85 in the first post-test, and increased to 8.53 in the final post-test.¹ There is significant Improving Students' Vocabulary Mastering comprehension achievement between the students who are taught by using cartoon video and these who are not.

In addition, the second prior research was done Nurul Khairat. The title of her research is "The Use Of Animation Video To Improve Students' Vocabulary In Writing Text Tenth Grade At MA Assalam Timbuseng". The research was carried out at MA Assalam Timbuseng. It was experimental design based on the test. The subject of this research was tenth grade of MA Assalam Timbuseng, consisting 25 students.² The simple was taken by using purposive sampling technique. To analyze the data, the researcher used Therefore, it can be concluded that use of writing text.

Furthermore, this research has similarity and differentiation with Prima Ardy Mukti research. The similarity is in form of the same topic of vocabulary by using cartoon video . The similarity is in form of the same topic of cartoon video application media in improving vocabulary and related with same education level. In addition those are some differentiation related the researcher will application in improving students vocabulary. Meanwhile, Prima Ardy Mukti applied vocabulary by using cartoon video.

Moreover, this research has similarity and differentiation with the Nurul Khairat Research that was done . The similarity is in form of the same topic that is

¹ Prima Ardy Mukti, " *Improving Students' Vocabulary Mastery Using Cartoon Films*, "(2010/2011): 2.

² Nurul Khairat, " *The Use Of Animation Video To Improve Students' Vocabulary In Writing Naratif Text*, " (2020/2021): 10.

vocabulary . The similarity is in form of the same topic that is about vocabulary. Meanwhile, there are some differentiation, the writer cartoon film mean while Nurul Khairat use the Writing Text, the other differences is related with the class level. The writer's research will be conducted at the eighth grade of SMPN 1 Metro Kibang, meanwhile Prima Ardyamukti research was conducted at Tenth Grade the Writing At MA Assalam Timbuseng . In addition, the researcher will Improving Students' Vocabulary Mastery Using Cartoon Films . Nurul Khairat applied The Use Of Animation Video To Improve Students' Vocabulary In Writing Text .

Based on the researches above, it can concluded that all of prior researches have the similarity with the research that will conducted by the writer. The similarity is in use vocabulary. However, kind of the text that was taught is different the first prior research used video film as media in improving student vocabulary. Meanwhile, the researcher will cartoon video as media in increasing the students vocabulary. In addition, the differentiation between the second prior research and this research are the class level. The second prior research was conducted at the Seventh Grade by using pretest and post-test. Meanwhile, this research will used story of cartoon video media in increasing the student vocabulary of eight grade SMPN 1 Metro Kibang level by implementing classroom action research.

CHAPTER II

THEORITICAL REVIEW

A. The Concept Of Vocabulary

1. Definition of Vocabulary

Vocabulary is the main key to communicating and making sentences. If students' do not know the vocabulary, of course, that also cannot translate the meaning of words or readings. Al qahtani state believes that the acquisition of vocabulary is very important for success in English. because without extensive vocabulary, students cannot use the structures and functions of existing languages to communicate well. Romatillah define meaning that in learning a new language people have to know its vocabulary.³

Vocabulary can be defined in various ways. Experts have proposed some terms about vocabulary. Teaching vocabulary is an important component in language learning because language is based on vocabulary making it impossible to learn languages without vocabulary.

To communicate well, students must have a large vocabulary. States that without grammar, little meaning can be conveyed, without vocabulary nothing can be conveyed. Because vocabulary is an important aspect of language and is always present in every skill of language.

³ Ulfiah Fajriani, "Enriching Students' English Vocabulary Using "Hello English" Application, "(2020): 1.

2. Types of Vocabulary

According to Harmer, there are two types of vocabulary:

a. Active Vocabulary (Productive Vocabulary)

Productive vocabulary is the vocabulary that a person uses all the time to write or speak. like well-known and frequently used words.

b. Passive Vocabulary (Receptive Vocabulary)

Receptive vocabulary is a collection of vocabulary that students do not have, but its meaning can be understood when they listen or read. These words are often unfamiliar to students and rarely used.

3. Various of Vocabulary

Three parts are included in the vocabulary, namely:

a. Word classification

Say that nouns are words used as names of people, animals, places, or ideas (concepts), nouns can be actions. A noun can function as a subject sentence, direct object, indirect object, complementary subject, or adverb.⁴

- 1) Countable Noun: Have a singular and plural form and can be used with a number or a/an before it. Example: Car, Cup, Bike.
- 2) Uncountable Noun: Cannot be counted. Example: Hair, Milk.
- 3) Compound Noun: Two or more words that create a noun. Example: Credit Card.
- 4) Concrete Noun: Noun that has a physical form.

⁴ *Ibid.*, P.10.

- a) Proper Noun (nouns whose writing begins with capital letters and is the name of a person or place. Example: Anggi, Australia)
- b) Common Noun (common nouns. Example: bag, car, chair)
- c) Material Noun (nouns derived from mining or other raw materials. Example: gold, cotton, oil)
- d) Collective Noun (nouns in the form of a group or group. Example: army, crew, team)

B. Concept Of Media in Teaching and Learning Vocabulary

1. Definition of Media

Learning media are all forms of communication tools that can be used to convey information from sources to students directly planned so as to create a conducive learning environment in which the recipient can carry out the learning process efficiently and effectively.

Learning media is a means of communication in print as well as view and hear, including technology hardware.

Learning media is used as a learning tool in schools aims to improve the quality of education. Media is a tool that can be used as a useful intermediary to improve effectiveness and efficiency in achieving goals.

2. Definition of Video

There are some studies that have been conducted in which prove that the use of video in teaching learning process is good enough. Rubin argues that appropriately selected video can be the most effective “ haven for learning”, that

is the most facilitative environment for listening, especially the elementary language learning stages.

According to Ressel, video is any electronic media format that employs “motion pictures” to present a message. In addition, Munadi defines video is technology of electronic signal processing consist of motion picture and sound. Tools which related to the video are play back, storage media, and monitor.

3. Cartoon Video In The Teaching Of Vocabulary

Videos are applied as media in teaching in the classroom while have been more and more popular in the teachers and students environment. As the example of using media while involves video as the main media are movies, animation, moving pictures, and so on. The role of cartoon in teaching learning activities has been a good way in teaching using media. Cartoon videos are the right choice for teachers who need to attract students attention when teaching and learning activities are running in the classroom.

Participants students do not need to depend on class attendance to study as is usually done in traditional learning using face-to-face.⁵ To day there are many ways in teaching language, one of them is teaching listening by using video. Video has become more and more popular in language teaching for decades.

According to Susan Stempleski, Barry and Tomalin video a Combination of moving pictures and sound that can present language more comprehensively than any other teaching medium, by this statement the choice of video is the main point that can make video useful or useless in some in some lesson plan.

⁵ Fietze, S.” Podcast in higher Education: Students Experience and ASSESSMENT”. IEE Computer Society.p. 20 2010.

However, the availability of the video materials for teaching listening is also high and the teacher just needs to explore more to find the suitable one for the subject.⁶

4. Advantages of Cartoon video

Cartoon as an authentic language input would facilitate language practice in the classroom. Being exposed to genuine language material has a vital role in motivating language learners to correlate the content and subject matters to their life. In other words, it enables them to make the connections and relations between knowledge they get in language classroom and real world outside the classroom setting. Cartoon video have notably improved their listening comprehension skill. In addition, when students are exposed to authentic spoke language in animated cartoon, they would have the capability to gain correct pronunciation of word and the English accent. Because cartoon video symbolizes every day experiences in deferent contexts, students pragmatic acquisition of contextual language would be improved, as well.⁷

C. Action Hypothesis

Based on arranging theories and the researcher formulates the hypothesis as follow: if cartoon is useful on video to students so, it can increas the student vocabulary at the eight grade of SMP N 1 Metro Kibang.

⁶ Nurhaliza Zein." Students Perception Using Interactive Animation Vidio For Teaching Extensive Listening". P. 22. 2019.

⁷ Prislana Devi Krishan& Melor M D Yunus, "animated Cartoon To Develop Listening Skill and Vocabulary, International Journal Of Engineering&technology, 7(4, 21)(2018) 20- 25. P 23

CHAPTER III

RESEARCH METHOD

A. Variable and operation Definition Of Variable

According to Adegun, most educational researches are concerned with establishing interrelationships among variables and every aspect of research needs fundamental characteristics and ingredient, and these are called variables.⁸

These factors that are called variables. Variable is central to main research because the tile of a research is made up of it and it this study.⁹ From statement above variable that can be used in this research divided of two variable, those are dependent variable and independent variable.

1. Dependent Variable

Dependent variable is the outcome variable, which is caused, in total or in part, by to input, antecedent variable. However, there are instances in whice what was perceived as the independent variable eventually turns out to be the dependents variable.¹⁰ From the statement above that the dependent variable of this research in this research is the students vocabulary.

The improvement of students vocabulary can be done by the carton video. The way of measuring in dependent variable is through test, and measuring instrument using written test. The indicator of this variable is students can mastered vocabulary.

⁸ Adegun, J. A."Variables in Educational Research". In Bandedes, S.O., Seweje, , R.O. And Alonge, M.F. (Eds.)Lagos;premier Publishers.2005.

⁹ Abiodun Oyebanji, Olayemi J." Research Variables: Types, Uses And Definition Of Term". Research in education. Page 43.

¹⁰*Ibid.*, P.48.

2. Independent Variable

An independent variable is to input variable, which causes, in part in total a particular outcome. It is a stimulus that influences a response, an antecedent or a factor which may be modified (e.g. under experimental or other conditions) to affect an outcome.¹¹

The way of measuring independent variable is through test and measuring instrument using speaker, laptop and observation sheet. The indicators of measure this variable are:

- a. The students show good respond to learning vocabulary using in cartoon video.
- b. The students can be able to find general ideal of the content and answer the question from the teacher.
- c. This media runs well and the students were enthusiastic to follow teaching learning process.

B. Research location

The researcher will conduct the research among the eighth graders of SMP N 1 Metro Kibang. Furthermore, the study will be conducted at the most productive period for teaching and learning at SMP N 1 Metro Kibang.

C. Subject and Object Of Study

The researcher will apply the Classroom Action Research (CAR) and the subject of this research are the students of the eighth grade of SMP N 1 Metro

¹¹ *Ibid.*, P.49.

Kibang. This class is chosen because it is worse class which has many more problems in listening rather than another class.

The researcher enlists the help of an English teacher. Therefore, the researcher is easy to know the development of the students who are the students' active in learning process.

Table 2.1.
The total Students of Class VIII

No	Class	Sex		Total
		Male	Female	
1	VIII	10	16	26

D. Action plan

The design of this research is classroom action research. It is called CAR because the research is aimed at developing a certain instructional strategy to solve problem in a class.

According to O Leary, action research is research strategy that pursues action and knowledge in an integrated fashion through a cyclical and participatory process. In action research, process, outcome, and application are inextricably linked.

Moreover, Norton said that action research is a broad umbrella term for what is actually a wide range of research paradigms and processes each with its own philosophies and rationales¹².

Furthermore, Yogesh states that action research is a method for improving and modifying the working system of a classroom in school.¹³ Classroom Action

¹² Lin Norton, *Action Research in Teaching & Learning: A Practical Guide to Conducting Pedagogical Research in Universities*, (New York: Routledge, 2009) 51.

Research (CAR) consists of four steps cycle, namely planning, acting, observing and reflecting. The writer describes the cycles through the scheme of action research design by John Collier and Kurt Lewin.¹⁴ As follows:

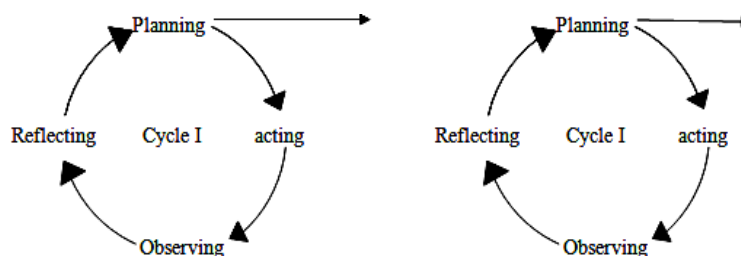


Figure 1.
John Collier and Kurt Lewin's Action Research Design.

CAR will be applied in this research since it is regarded important to developing vocabulary of the eighth grade SMP N 1 Metro Kibang by use cartoon video, by applying this approach it expected to solve students' problem teaching learning process of vocabulary.

According to the Collier and Kurt Lewin's action research design, the researcher want to describe a plan for Classroom Action Research as follows:

1. Cycle

1. Planning

The teacher and the researcher make instruments, as follows:

- 1) The researcher prepares the lesson plan based o the 2013 curriculum and English syllabus.
- 2) The researcher prepares the observational not and guidelines.
- 3) The researcher prepares the instrument of written tests before and after CAR.

¹³ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International, 2006), 261.

¹⁴ Jean McNiff and Jack Whiteheaf, *action research: Pricimples and Practice*, (New York: Routledge Falmer, 2002). Second Edition, p.15

2. Acting

In this phase, the researcher acts as the teacher and the real teacher becomes the observe. The researcher conducts some activities in the class such as:

- 1) The research gives the students example about the material listening skill to the students during the discussion, the material in cartoon video.
- 2) The researcher gives video with material.
- 3) The researcher reviews vocabularies will be used based on the context.
- 4) The researcher may give a model of what should the students' say during activity.

3. Observing

In this phase, the researcher will conduct some activities such as:

- 1) The real teacher observers teaching learning activity in the classroom, such as class situation, teacher's performance and students' respond.
- 2) Identifies the students' achievement in learning vocabulary by giving the test after CAR in cycle 1.
- 3) The researcher counting students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

4. Reflecting

In this phases, the researcher and teacher have some activities such as:

- 1) The teacher and the researcher discuss not only about the result of the implementation of CAR, but also students achievement and media.

- 2) The teacher and the researcher prepare the lesson plan for the next cycle and the test after CAR in cycle 2 in order to know the improvement of students' score and to solve the problem unfinished yet.

2. Cycle 2

a. Planning

The researcher make instruments, as follows:

- 1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The researcher prepares the observational note and guidelines.
- 3) The researcher prepares the instrument of written tests before and after CAR.

b. Acting

In the first, the researcher acts as the teacher. The researcher conducts some activities in the class as follows:

- 1) Pre-teaching
 - a) The researcher greets the students' and checks the attendance list.
 - b) The researcher gives warn up activities.
 - c) The researcher gives the motivation for the students'.
 - d) The researcher explains general overview related to the topic.
- 2) While teaching
 - a) The researcher explains about carton video.
 - b) The researcher gives the students' explain about the material vocabulary to the students' during the discussion.
 - c) The researcher give the task related by the material.

3) Post-teaching

- a) The researcher plays game to cooling down for students' and give reward.
- b) Rein fore about material have been present to the students'.

E. Data Colleting Technique

In collecting data the researcher will use the following steps:

1. Test

Test of this research consist of pre-test that will be conduct before the treatment and post-test that was done at the end of each cycle. The post-test was done after the treatments. After the treatment, the students conducted a post-test. The form and the procedure of the post-test are the same as pre-test.

2. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.¹⁵ Observations are systematically recorder rather that stored only in personal memory, and are carefully interpret and analyze, again employing systematic and procedures. In this research the researcher will observe the learning process of to eight grade SMP N 1 Metro Kibang in their classroom during the learning process. To research is going to observe the students' activeness in learning to listen the audio.

3. Documentation

Documentation is collection of various documents that are relevant to this research. These documents could be in a form of worksheet and answers to student questions, the school profiles, the students, and so on. During the process

¹⁵ Donald Ary et al, Introduction to Research in Eight Edition (USA Wadsworth Cengage Learning, 2010).32.

of the research, the researcher will collect some documents. In this research, the researcher use data from the documentation of school such as the total students, teacher, school history and the condition of the school at SMP N 1 Metro Kibang academy years 2022/2023.

4. Field Note

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes descriptions of places, people, object, arts, activities, events, purposes, times and feelings. In this research, the research were conduct the field note in order to get complete data from the eight graders of SMP N 1 Metro Kibang about the students activities, events in each learning steps, learning purposes, learning time, and feeling of the students in the learning process.

F. Data Colleting Instrument

Instrument is a mechanism for measuring that was be used to gethered and record information for assignment, decision making, and ultimately understanding. There are 3 kinds of instrument they are observation, test, and documentation. Furthermore, the there kinds of instrument can be explained as a follows:

1. Observation

Order to observe the learning activity in each cycle, the researcher will use an observation sheet as follows:

- a. Pay attention on the teacher explanation.
- b. Asking question summarizing.

- c. Understanding the material.
- d. Ask/answer the question from the teacher.

2. Test

To measure students' vocabulary, the researcher was apply some vocabulary test. In this case, the test consists of pre-test and post-test, of this research was in the form of multiple choice test based on the one of chapter stories on carton video.

3. Documentation

The documentation will be used to get the data as follows:

- a. The condition of teachers and official employees.
- b. The condition of students.
- c. Learning facilities.
- d. Organization structure.
- e. Location sketch at SMP N 1 Metro Kibang.

G. Data Analysis Technique

Data analysis technique will be conducted by talking the average scoured of to pre-test. The writer uses a statistical technique. In scoring the test, the students score is counted with following formula.¹⁶

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

Notes:

\bar{X} = The sample mean .

¹⁶ Timothy C Cidan, Starisrics in Plan English, Third Edition (Hoboken: Taylor&Francis, 2010), 14.

$\sum X$ = The sum of individual score.

n = The number of score in the sample.

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) In each as follows: ¹⁷

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

Notes:

P = Percentage.

F = Frequency

N = Number of observation

Moreover, to know the result the researcher was computer between pre-test and post-test. The results will be matched by minimum standard in this school at least 70. If from cycle I, there are some students not successful, so the researcher will conduct cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students were successful, the cycle able to be stop until cycle II only.

H. Indicator of Success

The indicator of success takes from the process and the result of the action research. This research is called successful if 70% of the students get minimal score 70 % and 70% of the students active in learning activities.

¹⁷ Neil A Weiss, INN odncroty Statistic (Boston, MA: Addison- Wesley, 2012), 41.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Description of Research Location

The history SMPN 1 Metro Kibang is located on Jl. Harapan, Margototo, Kec. Metro Kibang Kab. Lampung Timur, it is exactly 10m behind the Police Office Of Metro Kibang. The activities of teaching process are done in the morning. The classes begin at the 07.15 am in the morning and finish at 14.30 am. The total member of teachers who teaches in there are 53 teachers, and the total member of the students are 898 students.

The identify of SMPN 1 Metro Kibang, Name SMPN 1 Metro Kibang, Address Jl.Margototo Kec. Metro Kibang, East Lampung, Pos code 34135, The building 1988.

The condition of teacher and facilities of SMPN 1 Metro Kibang has owned things as show the teacher at Smpn 1 Metro Kibang male 25% and famele 27%. data of facilities at smpn 1 metro kibang, headmaster room 1 unit, teacher room 2 unit, teaching learning room 28 unit, staff administration 1 unit, library room 1 unit and uks room 1 unit. Vision and mission of SMPN 1 Metro Kibang, vision of school the vision of smpn 1 metro kibang is “bravo”. Mission of school: Carry out (greeting, polite, and smile, implementing school literacy movement, develop the spirit of nationalism, religious, reads al-quran, celebration the religious days, trustworthy, discipline, responsibility, sincere and honest, visionary or forward thinking, studying hard and passionate, optimistic, believe

within implementing the 2013 curriculum, carry out self-development / extracurricular activities.

purpose of school, the objectives of organizing of SMPN 1 Metro Kibang are follows: producing graduates who are skilled, disciplined, knowledgeable and virtuous begin and are able to be independent and develop themselves and are ready to compete, producing graduate who are virtuous, faithful and devoted, absorbing the graduates in extracurricular.

B. Description of the Result

This research was conducted in 2 cycles: cycle 1 and cycle 2. Each cycle consist of two meetings and each meeting takes 2x40 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class the researcher made lesson plan. The action of this research used cartoon video as media to increasing the students' vocabulary.

1. Pre-test Activity

The learning, the researcher conduct on Thursday, July 14th 2022 at 08.00-09.30 am. All students had already prepared when the teaching time came. The researcher greeted the students. The researcher hold the students that the researcher would conduct the research in their class in order to know their ability of vocabulary before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of test was multiple choice of 10 items. Then, the students' pre-test result can be seen on the table below:

Table 3.
Students' Pre-Test Score

No	Students Name	Score	Remake
1	ACT	40	Failed
2	ACP	40	Failed
3	AE	50	Failed
4	ARO	50	Failed
5	BA	70	Passed
6	CTS	70	Passed
7	DA	50	Failed
8	DSS	50	Failed
9	DMP	50	Failed
10	DRS	80	Passed
11	EPS	30	Failed
12	FIU	70	Passed
13	HAK	80	Passed
14	LPP	70	Passed
15	MS	40	Failed
16	NUS	70	Passed
17	OS	80	Passed
18	PD	70	Passed
19	RK	60	Failed
20	RS	60	Failed
21	RAP	50	Failed
22	SR	60	Failed
23	TAF	50	Failed
24	VSR	60	Failed
25	WSN	60	Failed
26	ZNS	50	Failed
Total		1510	
Average		58	

Table 4 is the result score of vocabulary of Pre-Test at VIII 1 Class of SMPN 1 Metro Kibang 9th, December 2022

Table 4.
The Frequency of Students Score in Pre-Test

No	Grade	Frequency	Percentage	Remake
1	>70	9 students	35%	Complete
2	<70	17 students	65%	Incomplete
Total		26 students	100%	

Table 4 is the result score of vocabulary of Pre-Test at VIII 1 Class of SMPN 1 Metro Kibang 9th, December 2022

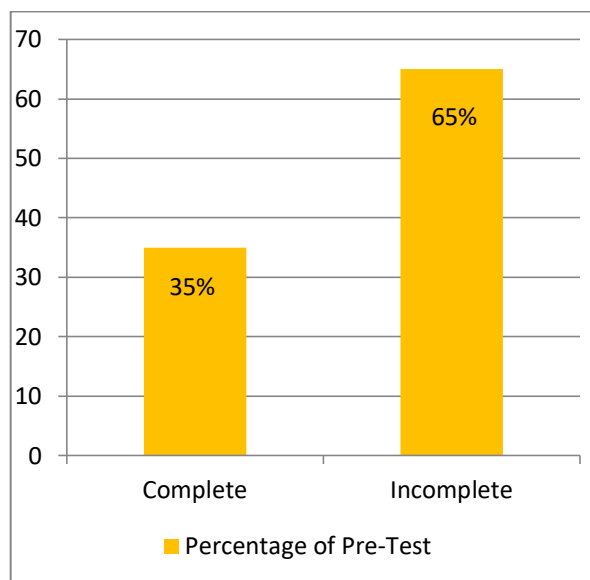


Figure 2.
The Percentage of the Students Completeness Score on Pre-Test

Base on the result above, it can be seen just only 9 students were complete and 17 students were incomplete, while standard minimum for English in SMPN 1 Metro Kibang is least 70. From the pre-test result, the researcher got the average of 58, therefore the researcher used cartoon video as media to increasing the students vocabulary.

2. Cycle 1

a. Planning

The first meeting was done on Friday, December 9th 2022. In this part the researcher prepared the lesson plan, material, instrument sheet, and the method that would be used in teaching learning process. the material is the cartoon video the title The Lion and The Mouse. Moreover, the researcher also made observation sheet that consist of list of the students during learning process.

b. Acting

The second meeting was conducted on Saturday, December 10th 2022. The researcher and the collaborator to implement the action. In this case the researcher will decide to take action as a teacher who implements the cartoon video as media in teaching learning process. Those activities are:

1) Introduction

The researcher started the lesson plan by greeting, praying, checking the students. After that the researcher explained material about the use of cartoon video with explain what is cartoon video, how to use cartoon video.

2) Directing the Discussion

The researcher give the print out of the fig and friend cartoon video the title The Lion and The Mouse, then ask the students to read the cartoon video. After the students moving the cartoon video, the researcher give them question sheet.

3) Summarizing the Discussion

From the question sheet that have been students answer there were still troubles face to the students. Such as, some of the students were not understand the main idea about the cartoon video the title The lion and The Mouse that have been they movie. The researcher also informed to the students about the activities in the next meeting.

After the end of the meeting the researcher gave the students post-test 1 with similar question on pre-test before. Kinds of the test were multiple choices which consist of 10 items. The result of the students test in post-test 1 was better than in pre-test before.

Table 5.
The Students Post-Test 1 Score

No	Students Name	Score	Remake
1	ACT	60	Failed
2	ACP	60	Failed
3	AE	60	Failed
4	ARO	50	Failed
5	BA	60	Failed
6	CTS	70	Passed
7	DA	70	Passed
8	DSS	60	Failed
9	DMP	60	Failed
10	DRS	70	Passed
11	EPS	60	Failed
12	FIU	70	Passed
13	HAK	70	Passed
14	LPP	70	Passed
15	MS	60	Failed
16	NUS	60	Failed
17	OS	70	Passed
18	PD	70	Passed
19	RK	70	Passed
20	RS	60	Failed
21	RAP	70	Passed
22	SR	60	Failed
23	TAF	70	Passed
24	VSR	60	Failed
25	WSN	70	Passed
26	ZNS	60	Failed
Total		1670	
Average		64	

Table 5 is the result score of vocabulary Post-Test 1 at VIII 1 Class of SMPN 1 Metro Kibang 10th December 2022

Table 6.
The Frequency of Students Score in Post-Test 1

No	Grade	Frequency	Percentage	Remake
1	>70	12 students	46%	Complete
2	<70	14 students	54%	Incomplete
Total		26 students	100%	

Table 6 is the result score of vocabulary Post-Test 1 at VIII 1 Class of SMPN 1 Metro Kibang 10th December 2022.

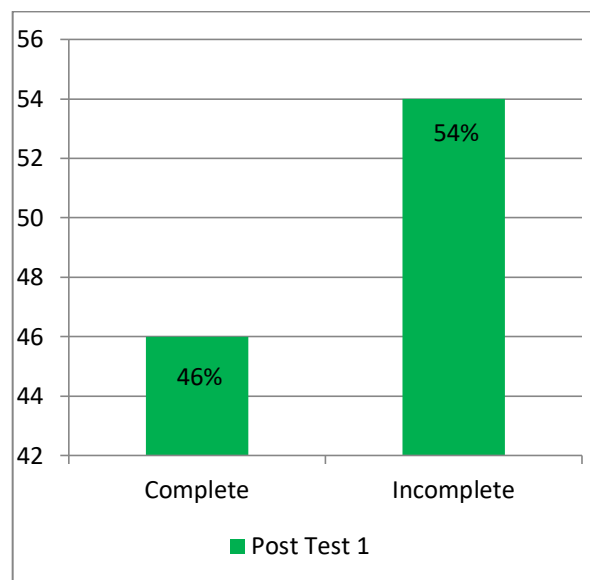


Figure 3.
The Percentage of the Students Completeness Score on Post-Test 1

Based on the result above, it could be seen that 12 students (46%) got score to the standard and 14 students (54%) got score under the standard minimum criteria 70. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get standard minimum mastery, at least 70. Learning process was said successful when 70% students got score 70. The fact showed that the result was unsatisfying.

c. Observing

In observation of the researcher has done, the collaborator observed the students activities. The researcher as a teacher who gave the material about vocabulary by using cartoon video as media.

While the treatment was being executed, the students activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students activities were:

- 1) Some students were not active in the teaching learning process
- 2) Some students were not confidence in sharing ideas.
- 3) Some the students are difficult to watching cartoon video the title The Lion and The Mouse.
- 4) Some of the students still had difficulties in understand the main idea, meaning of word of the cartoon video.

Table 7.
The Frequency Students Activities in Cycle 1

1	Playing attention of the teacher explanation	16	62%
2	Asking/answering the teacher questions	12	46%
3	Being active in the class	10	38%
4	Being able to do the exercise	15	57%
The Average Percentage			51%

Table 7 is the Result Students Activity in **Cycle 1** at VIII 1 Class of SMPN 1 Metro Kibang on December 10th 2022

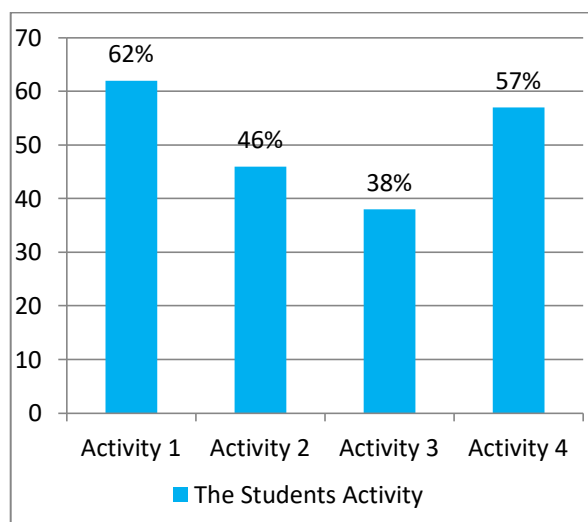


Figure 4.
The Percentage of Students Activities in Cycle 1

The table showed that not all the students active in teaching learning process. There were 16 students (62%) who gave attention to the teacher

explanation. 12 students (46%) who understood the materials. 10 students (38%) were able to do the task and 15 students (57%) who active in the class.

d. Reflecting

From the result observation in learning process in cycle 1, at the end of this cycle, the researcher analyzed and calculated all thee processes like students pre-test score and post-test 1 score. The comparison between pre-test and post-test 1 score was as follow:

Table 8.
The Comparison of Students Pre-Test and Post-Test 1 in Cycle 1

Interval	Pre-Test		Post-Test 1		Criteria
	Frequency (F)	Percentage (P)	Frequency (F)	Percentage (P)	
>70	9 students	35%	12 students	46%	Complete
<70	17 students	65%	14 students	54%	Incomplete
Total	26 students		26 students		

Table 8 is the result of The Comparison of Students Pre-Test and Post-Test 1 in Cycle 1 at VIII 1 Class of SMPN 1 Metro Kibang

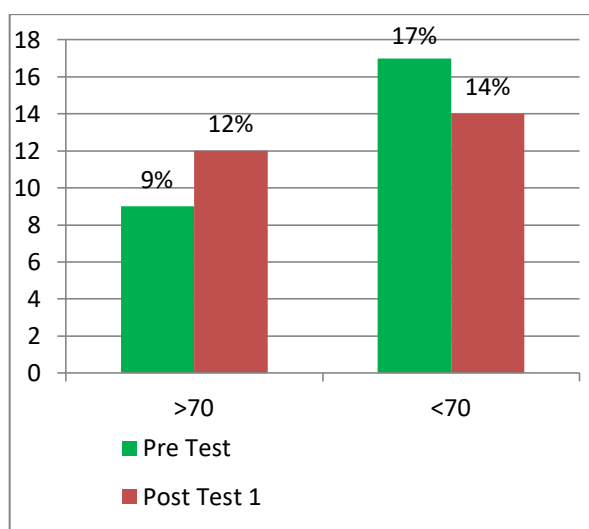


Figure 5.
The Comparison of Students Frequency in Vocabulary Grades Pre-Test and Post-Test 1

Base on the table and graphic above, in pre-survey it could be seen that from 26 students could be conclude that 35% or 9 students get score 70 as

standard minimum mastery. Then the students who were incomplete standard minimum mastery were 65% or 17 students. In post-test 1, it could be concluded that 46% or 12 students get score 70. Then the students who did not achieve standard minimum mastery were 54% or 14 students get score under 70. Average score of pre-test was 59 and average score of post-test 1 was 63. There was improvement between pre-test and post-test but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet was 70% of the total students must be passed the criteria.

3. Cycle 2

The action of cycle 1 was not successful enough, the cycle must be continued to cycle 2. Cycle 2 was used to repair the weakness in cycle 1. The step of the cycle 2 as follow:

a. Planning

Based on the activities in cycle 1, the researcher prepared a lesson plan, also prepared observation sheet of the students.

b. Acting

In the cycle 2, the first was meeting conducted on Monday, December 12th 2022. The description of teaching and learning process of cycle 2 was not different from previous cycle 1. In each treatment, the researcher tried to make the students more active. Those activities are:

- 1) The researcher started the lesson plan by greeting, praying and checking the students attendance list. After that the researcher explained material about the

use of cartoon video with explain what is cartoon video, how to use cartoon video.

2) Directing and discussion

The researcher give the watching cartoon video and Friends we, then ask the students to read the story. After the students read the story, the researcher give them question sheet.

3) Summarizing and discussion

The researcher collected the students answer question sheet then give the students motivation about activities in teaching learning process.

In the second meeting was done on Monday, December 12th 2022. In end of meeting, the researcher closed the meeting by saying thanks and gave the students a little gift because they has been study hard so they got good score especially in English subject. There were only 2 of 26 students who got score under the standard minimum mastery in SMPN 1 Metro Kibang.

The result of post-test 2 could be seen on the table bellow:

Table 9.
The Students Post-Test 2 Score

No	Students Name	Score	Remake
1	ACT	80	Passed
2	ACP	80	Passed
3	AE	70	Passed
4	ARO	70	Passed
5	BA	70	Passed
6	CTS	80	Passed
7	DA	60	Failed
8	DSS	60	Failed
9	DMP	70	Passed
10	DRS	80	Passed
11	EPS	60	Failed
12	FIU	80	Passed

No	Students Name	Score	Remake
13	HAK	80	Passed
14	LPP	80	Passed
15	MS	70	Passed
16	NUS	70	Passed
17	OS	80	Passed
18	PD	80	Passed
19	RK	80	Passed
20	RS	60	Failed
21	RAP	80	Passed
22	SR	60	Failed
23	TAF	80	Passed
24	VSR	70	Passed
25	WSN	80	Passed
26	ZNS	70	Passed
Total		1900	
Average		73	

Table 9 is the result score of vocabulary Post-Test 2 at VIII 1 Class of SMPN 1 Metro Kibang 12th, December 2022

Table 10.

The Frequency of Students Score in Post-Test 2

No	Grade	Frequency	Percentage	Remake
1	>70	21	81%	Complete
2	<70	5	19%	Incomplete
Total		26	100%	

Table 10 is the result score of vocabulary Post-Test 2 at VIII 1 Class of SMPN 1 Metro Kibang 12th, December 2022

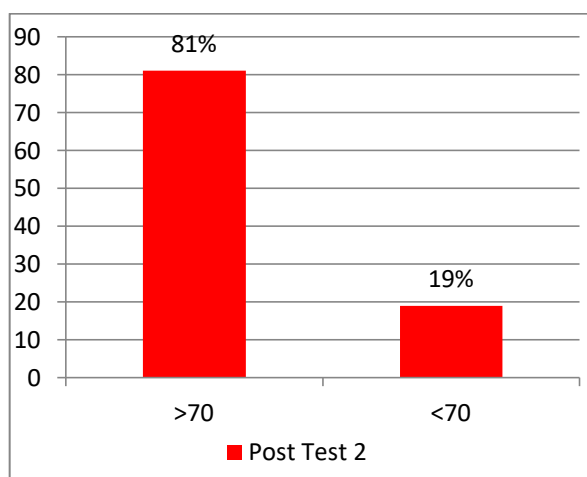


Figure 6.

The Percentage of the Students Completeness Score on Post-Test 2

Based on the result above, it could be inferred that 21 students (81%) were successful and 5 students (19%) were not successful. From the post-test 2 results, the researcher got the average 73 it was higher than post-test 1 in cycle 1.

c. Observing

In this part, there were also four indicators used to know the students learning activities like in learning process previously. Based on the result of the observation sheet in cycle 2, the researcher indicated that learning process in cycle 2 was successful. The grade result of students learning activities observation, as follow:

Table 11.
The Frequency of Students Learning Activity in Cycle 2

No	Students Activities	Frequency	Percentage
1	Paying attention of the teacher explanation	22	85%
2	Asking/answering the teacher question	17	65%
3	Being active in the class	17	65%
4	Being able to do exercise	21	81%
The Average Percentage			74%

Table 11 is the result of The Students Activity at VIII 1 Class of SMPN 1 Metro Kibang December 12th 2022

Then the graph of percentage students activities in cycle 2, as follow:

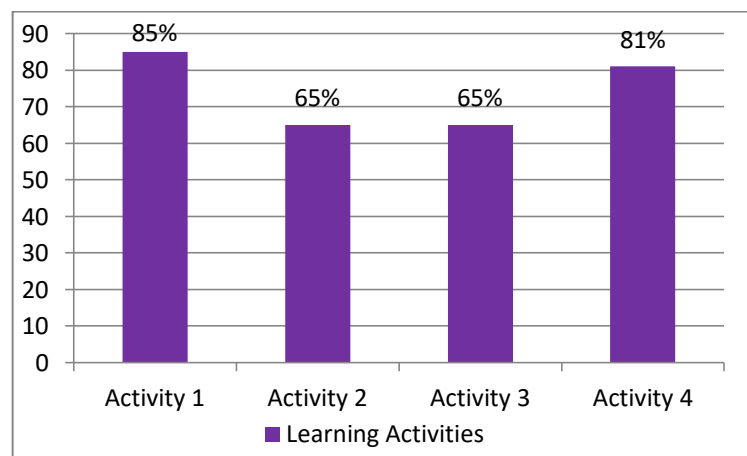


Figure 7.
The Percentage of Students Learning Activities In Cycle 2

The table above showed that the students' activity in cycle 2 was increase. The students activity that had high percentage were students paying attention of the researcher explanation 81%, then the students ask/answer the question from the teacher 65%, being active in the class 65%, and the last being able to do the task 72%. Based on the result above, the researcher indicated that learning process in cycle 2 was successful because the students activity got percentage 70%.

d. Reflecting

From the result of learning process in cycle 2 the researcher analyzed that generally by using cartoon video would increasing the students vocabulary of SMPN 1 Metro Kibang.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the process students post-test 2 score and observation of students learning activities. The comparison between students post-test 1 score and post-test 2 score could be compared on the following table.

Table 12.
The Comparison Between Post-Test 1 Score and Post-Test 2 Score

No	Students Name	Pre-Test Score	Post-Test 1 Score	Post-Test 2 Score	Improving	Remake
1	ACT	40	60	80	20	Improve
2	ACP	40	60	80	20	Improve
3	AE	50	60	70	10	Improve
4	ARO	50	50	70	20	Improve
5	BA	70	60	70	10	Improve
6	CTS	70	70	80	10	Improve
7	DA	50	70	60	-10	Decreased
8	DSS	50	60	60	0	Constant
9	DMP	50	60	70	10	Improve
10	DRS	80	70	80	10	Improve
11	DMP	30	60	60	0	Constant
12	EPS	70	70	80	10	Improve
13	HAK	80	70	80	10	Improve
14	LPP	70	70	80	10	Improve

No	Students Name	Pre-Test Score	Post-Test 1 Score	Post-Test 2 Score	Improving	Remake
15	MS	40	60	70	10	Improve
16	NUS	70	60	70	10	Improve
17	OS	80	70	80	10	Improve
18	PD	70	70	80	10	Improve
19	RK	60	70	80	10	Improve
20	RS	60	60	60	0	Constant
21	RAP	50	70	80	10	Improve
22	SR	60	60	60	0	Constant
23	TAF	50	70	80	10	Improve
24	VSR	60	60	70	10	Improve
25	WSN	60	70	80	10	Improve
26	ZNS	50	60	70	10	Improve
Total		1510	1670	1900		
Average		58	64	73		
Lowest score		30	60	70		
Highest score		80	80	80		

Table 12 is the result of The Comparison Between Post-Test 1 Score and Post-Test 2 Score at VIII 1 Class of SMPN 1 Metro Kibang

Table 13.
The Comparison Grade Percentage Between Post-Test 1 Score and Post-Test 2 Score

Interval	Pre-test		Post-test 1		Post-test 2		Criteria
	(F)	(P)	(F)	(P)	(F)	(P)	
>70	9	35%	12	46%	21	81%	Complete
<70	17	65%	14	54%	5	19%	Incomplete

Table 13 is the result of The Comparison Grade Percentage Between Post-Test 1 Score and Post-Test 2 Score at VIII 1 Class of SMPN 1 Metro Kibang

Based on the table above, it was known that percentage of students who achieve standard minimum mastery criteria (mmc) is 81%. The result achieve indicator of success. Therefore, this research is successful.

Then, the graph of students vocabulary post-test 1 and post-test 2 score in cycle 2 could be seen as follow:

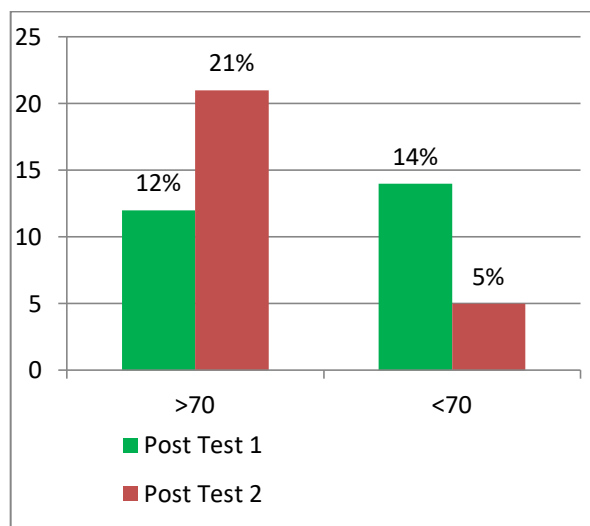


Figure 8.
The Comparison of Students Frequency in Vocabulary Grades Post-Test 1 And Post-Test 2

Based on the table above, it could be seen that the score of the students in post-test 2 was various. The highest score was 80 and the lowest score is 50. The average score of post-test 2 was 74. Besides, the percentages of students success of post-test 2 was 81% or 21 students of the total students that complete Standard Minimum Mastery Criteria (MMC) and 19% or 5 students did not pass the Standard Minimum Mastery Criteria (MMC) at least 70. It means that the indicator of success of this research had been achieved that was >70 students was gotten score 70. It indicated that the students vocabulary was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR), it was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that using cartoon video as media improve the students in vocabulary.

C. The Result of the Students Learning

1. Result of students pre-test score

In this phase, the researcher presented the pre-test to measure the students vocabulary before implementing the treatment. The researcher obtained the data through test in the form of multiple choice which completed for 40 minutes. It was done on December 9th 2022. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 4 the students average were 8, it showed that most of the students have not passed yet in achieving the standard minimum mastery criteria at least 70. In this phase, only 9 students passed the Standard Minimum Mastery Criteria.

2. Result of student post-test 1 score

In this research, to know the students reading skill after implementing the treatment then the researcher conducted the post-test 1. It was done on Tuesday, December 6th 2022. Based on the table 6 the students average was 64. It shows that most of the students have not passed yet in achieved the standard minimum mastery criteria at least 70. In this stage there are 12 students 26 students passed of the standard minimum mastery criteria. It can be concluded that most of the students failed in achieving the material.

3. Result of students post-test 2 score

In this phase, the researcher continued to cycle 2 because the score of post-test 1 in cycle 1 did not fulfill the Standard Minimum Mastery Criteria yet that was only 46% passed the mmc. The researcher presented the post-test 2 to measure the students skill after implementing the treatment. The researcher

obtained the data through test in the form of multiple choices which completed for 40 minutes. It was done on Friday, December 9th 2022. Based on the table 9 students average were 73, it showed that most of the students have achieving The Standard Minimum Mastery Criteria at least 70. In this phase, 21 (81%) students of 26 students passed of the mmc and the research was successful.

D. Comparison of score in pre-test, post-test 1 and post-test 2

English teaching learning process was successful in cycle 1 but the students average score was low. While, the score of the students in post-test 1 was higher than pre-test. Moreover, in cycle 2, the students average score was higher that post-test cycle 1. Following was he table of illustration score in cycle 1 and cycle 2.

Table 14.
The Comparison of Vocabulary in Pre-Test, Post-Test 1 and Post-Test 2

No	Score		
	Pre-Test	Post-Test 1	Post-Test 2
1	40	60	80
2	40	60	80
3	50	60	70
4	50	50	70
5	70	60	70
6	70	70	80
7	50	70	60
8	50	60	60
9	50	60	70
10	80	70	80
11	30	60	60
2	70	70	80
13	80	70	80
14	70	70	80
15	40	60	70
16	70	60	70
17	80	70	80
18	70	70	80

No	Score		
	Pre-Test	Post-Test 1	Post-Test 2
19	60	70	80
20	60	60	60
21	50	70	80
22	60	60	60
23	50	70	80
24	60	60	70
25	60	70	80
26	50	60	70
Total	1510	1670	1900
Average	58	64	73

Table 14 is the result of The Comparison of Vocabulary in Pre-Test, Post-Test 1 and Post-Test 2 VIII 1 Class of SMPN 1 Metro Kibang

Table 15.
The Comparison of Students Grade Percentage in Pre-Test, Post-Test 1 And Post-Test 2

Interval	Pre-Test	Post-Test 1	Post-Test 2	Remake
>70	35%	46%	81%	Complete
<70	65%	54%	19%	Incomplete

Table 15 is the result of The Comparison of Students Grade Percentage in Pre-Test, Post-Test 1 And Post-Test 2 VIII 1 Class of SMPN 1 Metro Kibang

Based on the result of the pre-test, post-test 1 and post-test 2, it was know that there was a positive significant increasing the students score. It could be seen from the students get score 70 from 9 to 12 become 21 frequency. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

Researcher show the graph of the result of pre-test, post-test 1 and post-test 2 as follow:

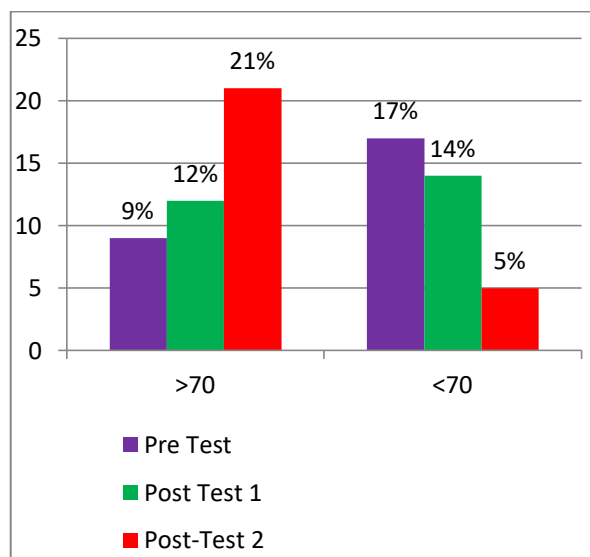


Figure 9.
The Comparison Score of Students Vocabulary in Pre-Test, Post-Test 1 and Post-Test 2

Based on the graph above, it could be inferred that cartoon video as media could improve the students ability in vocabulary. It is supported by increasing score of the students from pre-test to post-test1 and from post-test 2

E. The result students learning activity in cycle 1 and cycle 2

The students learning activities data was gotten from the whole students learning activities on observation sheet. The table improvement is as follow:

Table 16.
The Percentage of Students Activities in Cycle 1 and Cycle 2

No	Students Activities	Cycle 1		Cycle 2		Improving
		F	P	F	P	
1	Pay attention of teacher explanation	16	62%	22	85%	Improved
2	The students ask/answer question	12	46%	17	65%	Improved
3	Being active in the class	10	38%	17	65%	Improved
4	Being able to do the task	15	57%	21	81%	Improved
The Average Percentage		-	51%	-	74%	-

Table 16 is the result of The Percentage of Students Activities in Cycle 1 and Cycle 2 VIII 1 Class of SMPN 1 Metro Kibang

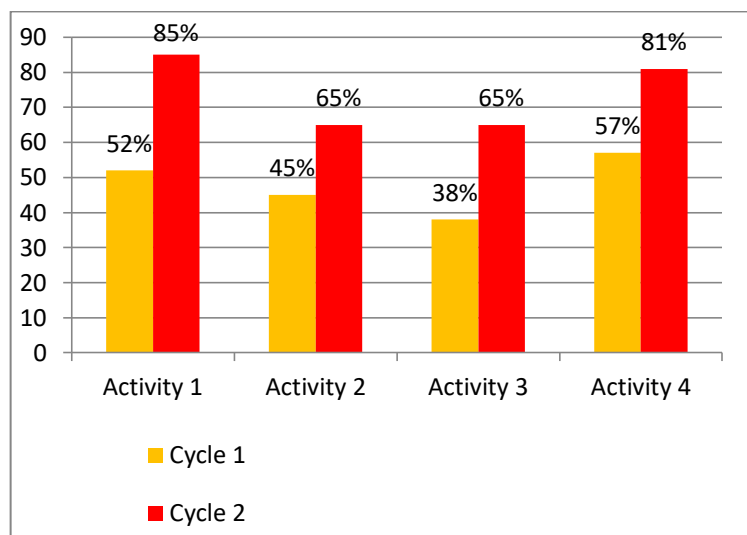


Figure 10.
Figure of Learning Activity in Cycle 1 and Cycle 2

Based on the data had gotten, it can be explained as follow;

- a. The students pay attention to the teacher explanations

The students attention to the teacher explanation from the first meeting to the next meeting was increase. In cycle 1 was only 62% and in cycle 2 was only 85%, it was improved 23%.

- b. The students ask/answer question from the teacher

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not the question could be answered well. From this activity was improve 19%.

- c. Being active in the class

The active students in the class were improved. It could be seen on the cycle 1 (38%) and cycle 2 (65%), it improved 27%. Based on the data above, it

could be concluded that the students felt comfort and active with learning activity when note-talking was applied in learning process from cycle 1 up to the cycle 2.

d. Being able to do task

The students who had done the task were increased. It could be seen on the cycle 1 (57%) and cycle 2 (81%), it increased 24%.

Then, based on the explanation of cycle 1 and cycle 2, it could be inferred that the use of cartoon video as media improve the students vocabulary.

From, the graph 10, it could be seen that there was an increasing on the average score and total of the students who passed the test from pre-test, post-test 1 and post-test 2. In the graphs above, the average score in the pre-test was 9 students or 35% passed the test.

Moreover, in the post-test 1 there was 12 students or 46% passed the test the indicator students get score >70 with average 64. And in the post-test 2 there were 21 students or 81% passed the test the indicator students get score >70 with average 73. From the explanation, the researcher concluded that the indicator of success 70% of students got score 70 was reached.

F. Discussion

In teaching vocabulary at the eighth grade of SMPN 1 Metro Kibang based on the pre-survey there were some problems, such as some of students are difficult in determining the main idea in reading text. The researcher choose cartoon video as media to improve the students vocabulary.

The researcher used cartoon video as media to make students more enthusiastic and active in teaching learning vocabulary. There was appositve

increasing about students learning activities using cartoon video as media, therefore cartoon video as media hopefully is useful in the learning activity.

Based on the explanation of cycle 1 and cycle 2, it can be show that the use of cartoon video as media could improve the students in vocabulary. There is progress from the students gets score >70 from pre-test 35% or 9 students, post-test1 46% or 12 students and post-test 2 become 81% or 21 students. It can be seen that is an increasing on the students complete score and total score of the students who passed the least from pre-test, post-test 1 to post-test 2.

Moreover, the Standard Minimum Mastery Criteria was 70 in this research, in the post-test 1 there is 12 students or 46% passed the test with average 64 and post-test 2 is 21 students or 81% who passed the test with average 73.

The result of the students activities in cycle 1 and cycle 2 are improve. Pay attention of the teacher explanation from 62% become 85%, asking/answering the teacher questions from 46% become 65%, the students activeness in the class from 38% become 65%, and the students able to do task from 57% become 81%. The result of students activities in cycle 1 and cycle 2, there are improving about students learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data of cycle I and cycle II, it could be inferred that the use of cartoon video media could increase the students' vocabulary mastery. There was a progress average score from pre-test was 58 and percentage of the students standard minimum mastery criteria (mmc) 35%, in post- test 1 the average were 64 and percentage of the students standard minimum mastery criteria (mmc) 46%. Then, in the post- test 2 the average 73 and percentage of the students standard minimum mastery criteria (mmc) 81 %. We could be seen that there was an increasing on the average score and total of the students who complete the test from pre-test, post-test I and post-test II. In this case, students of SMPN 1 Metro Kibang lack of vocabulary mastery. So, using media is needed for a teacher in order to be able to convey the material for the students especially in teaching vocabulary. It was the reason why the researcher choose cartoon video as media to increase the students' vocabulary mastery because the media easy for implementing and it was one of interesting media which very closed to the students' learning activities.

Moreover, the researcher used cartoon video Strategy order to increase the students' vocabulary mastery. In each treatment, the researcher tried to make the students more active in teaching and learning process. The researcher asked to 80 the students to mention vocabulary about the topic and determined what the vocabulary would be learned. Then, the researcher requested the participation of

students in making cartoon video. After that, the students added and modified cartoon video based on the topic covered. In the last of learning process, the students asked to make a conclusion based on the topic. This activity was done until the end of the meeting.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be more active in learning English so they can understand the material that teachers given and increase their knowledge especially in vocabulary mastery.
2. It is suggested for the English teachers to use cartoon video as an alternative media to increase the students' vocabulary mastery in the teaching and learning process.
3. It is suggested for the researcher in order to persuade and facilitate the teachers to use this media because it is effective in teaching the material for the teacher.

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APPENDICES

The Blueprint Of Documentation

No.	Aspect
1.	The history of SMPN 1 Metro Kibang.
2.	The structure organization of SMPN 1 Metro Kibang.
3.	The facilities of SMPN 1 Metro Kibang.
4.	The location sketch of SMPN 1 Metro Kibang.
5.	The conditions of teachers and Official Employees in SMPN 1 Metro Kibang.
6.	Regulation of SMPN 1 Metro Kibang.

Documentation Sheet

Table List of Documentation Point at SMPN 1 Metro Kibang.

No.	Aspect	Available	unavailable
1.	The history of SMPN 1 Metro Kibang.		
2.	The structure organization of SMPN 1 Metro Kibang.		
3.	The facilities of SMPN 1 Metro Kibang.		
4.	The location sketch of SMPN 1 Metro Kibang.		
5.	The conditions of teachers and official employees of SMPN 1 Metro Kibang.		
6.	Regulation of SMPN 1 Metro Kibang.		

Instrument Blueprint Pre-Test

No.	Aspect	Subaspect	Indicators	Number	Item	Source
1.	Vocabulary	Meaning Vocabulary	Students Can Interpret English Vocabulary Well.	1, 3, 7	3	Scott Thombury. (2002). How To Teach Vocabulary.
2.	Vocabulary	Reading Vocabulary	Students Can Read English Vocabulary Well	2, 4, 8	3	You Tube, cartoon
3.	Vocabulary	Recite Vocabulary	Students Can	5, 9	2	video the title “

			Pronounce English Vocabulary Fluently			The Lion and The Mouse.
4.	Vocabulary	Writing Vocabulary	Students Can Write English Vocabulary Well And Quickly In Notebooks	6, 10	2	

Instrument Blueprint Post-Test

No.	Aspect	Sub Aspect	Indicators	Number	Item	Source
1.	Vocabulary	Meaning Vocabulary	Students Can Interpret English Vocabulary Well.	1, 3, 7	3	Scott Thornbury. (2002). How
2.	Vocabulary	Reading Vocabulary	Students Can Read English Vocabulary Well	2, 4, 8	3	To Teach Vocabulary.
3.	Vocabulary	Recite Vocabulary	Students Can Pronounce English Vocabulary Fluently	5, 9	2	You Tube, cartoon video the title
4.	Vocabulary	Writing Vocabulary	Students Can Write English Vocabulary Well And Quickly In Notebooks	6, 10	2	“ The Lion and The Mouse.

Assessment/ Penilaian Hasil Belajar

1. Teknik penilaian: mendengarkan dan tertulis
2. Bentuk: Pilihan Ganda
3. Setiap jawaban benar mendapatkan skor 10
4. Jumlah skor maksimal adalah $10 \times 10 = 100$
5. Nilai maksimal = 100
6. Nilai siswa = jumlah jawaban yang benar.

SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP/MTs
Mata Pelajaran : Bahasa Inggris

Kelas : VIII (Delapan)

Kompetensi Inti

KI 3 : Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, menguari, merangkai, memodifikasi dan membuat) dan ranah untuk abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>a. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan memberi instruksi, mengajak, melarang, minta ijin, serta cara responnya, sesuai dengan konteks penggunaannya</p> <p>b. Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan memberi instruksi, mengajak, melarang, dan minta ijin, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Teks lisan dan tulis untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <p>1) <i>Fungsi social</i> Menjaga hubungan interpersonal dengan guru dan teman</p> <p>2) <i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>e) <i>Come in, please! Thankyou. Put the book on the table, please. Yes, sure, dan semacamnya.</i></p> <p>f) <i>Let's go! Okay. Come With me! Sorry, I'm busy, dan semacamnya.</i></p> <p>g) <i>Don't be late again! Sure, I Won't. Don't open it, ok?</i></p>	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <p>4) Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya, dalam bahasa inggris, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal dengan siswa (keteladanan)</p> <p>5) Mencontoh kebiasaan dengan (a) memberi instruksi, (b) mengajak, (c) melarang (d) minta ijin serta meresponnya, dalam bahasa inggris.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya, dalam bahasa inggris</p>	<p>6) Tingkat ketercapaian fungsi social (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya.</p> <p>7) Tingkat kelengkapan dan keruntutan struktur teks (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya.</p> <p>8) Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <p>9) Sikap santun,</p>	2 JP	<ul style="list-style-type: none"> laptop Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat You Tube Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dai.lyenglish.com - http://americ.anenglis.h.state.gov/files/ae/resource_files - http:

	<p><i>Ok, dan semacamnya.</i></p> <p><i>h) May I use your pen, please? Sure, here you are. May I wash my hands? Certainly, dan semacamnya.</i></p> <p>3) Unsur kebahasaan</p> <p>(1) Kosakata: kata sifat sederhana</p> <p>(2) Tata bahasa: Kata rujukan <i>it, they, these, those, that, this</i></p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p><i>Topic</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab</p>	<p>dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan informasi</p> <p>c) Mendengarkan dan menyaksikan banyak contoh interaksi (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb.</p> <p>d) Menirukan contoh-contoh interaksi (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</p> <p>e) Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi social, struktur teks, dan unsur kebahasaan) interaksi (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya.</p> <p>f) Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya</p>	<p>peduli dan percaya diri yang menyertai (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya.</p> <p>Sikap:</p> <p>1) Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</p> <p>2) Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas.</p> <p>3) Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, termasuk</p>	<p>//learnenglish.britisishcouncil.org/en/</p>
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		<p>dalam konteks pembelajaran simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> • Membandingkan ungkapan (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta izin serta responnya yang telah dikumpulkan dari berbagai sumber tersebut diatas. • Membandingkan ungkapan (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta izin serta responnya yang telah dipelajari tersebut diatas dengan yang ada disumber lain, atau dengan yang digunakan dalam bahasa lain. • Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi social dan unsur kebahasaan yang digunakan <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Menggunakan bahasa inggris ysetiap kali muncul kesempatan (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta izin serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. • Berupaya berbicara secara lancer 	<p>kemudahan dan kesulitannya</p> <p>Pengetahuan:</p> <p>4. Tes tertulis Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta izin.</p> <p>Keterampilan:</p> <p>5. Unjuk kerja Simulasi dan /atau bermain peran (<i>role play</i>) dalam melakukan (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta izin serta responnya.</p> <p>6. Observasi:</p> <p>7. (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p>		
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		<p>dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi</p> <ul style="list-style-type: none"> • Membicarakan permasalahan yang dialami dalam menggunakan bahasa inggris untuk (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia 	<p>Observasi terhadap tindakan siswa menggunakan bahasa inggris untuk (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, ketika muncul kesempatan di dalam dan di luar kelas</p>		
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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMPN I Metro Kibang
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / ganjil
Materi : The Lion And The Mouse
Alokasi Waktu : 2 x 40 Menit (3 kali pertemuan)

1) Kompetensi Inti (KI)

- A. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- B. Menghargai dan menghayati perilaku jujur, santun, percaya diri, peduli, dan bertanggung jawab dalam brinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekita, bangsa, negara, dan kawasan regional.
- C. Memahami dan menerapkan pengetahuan faktual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, taknoloi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan keanekaragaman terkait fenomena dan kejadian tampak mata.
- D. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

1. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

NO	Kompetensi dasar	Indikator pencapaian kompetensi
1.	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat	1.1.1. Mengucapkan basmalah sebelum memulai pembelajaran Bahasa Inggris.

	belajar.	1.1.2. Menunjukkan perilaku belajar dengan penuh semangat.
2.	a. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	i. Menunjukkan sikap tanggung jawab dengan tidak mencontek dalam mengerjakan tugas. ii. Menunjukkan perilaku bertanggung jawab dengan sikap melaksanakan tugas dengan baik. iii. Menunjukkan sikap disiplin dengan melaksanakan tugas sesuai waktu yang ditentukan. iv. Menunjukkan perilaku percaya diri dan mampu mengungkapkan pendapat, tanpa rasa ragu.

1) Tujuan Pembelajaran

Peserta didik mampu membedakan fungsisosial, struktur teks dan unsur kebahasaan, serta mampu menangkap makna tentang video cartoon the lion and the mouse.

1) Materi Pembelajaran

1. Fungsi Sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

2. Struktur Teks

- a) Menyebutkan binatang, bagian bagiannya yang dipilih untuk di deskripsikan.
- b) Menyebutkan sifat yang ada dalam video cartoon the lion and the mouse.
- c) Menyebutkan tindakan dari atau terkait dengan video cartoon the lion and the mouse yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

3. Unsur Kebahasaan

1. Penyebutan kata benda singular dengan a dan the, dan plural (-s).
2. Kata ganti it, they, she, we, dst.; our, my, your, their, dst.
3. Kata sifat tentang binatang, yang berada di video cartoon dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan quite, very.
4. Frasa nominal seperti dark brown, cute little cat, beautiful red flower.
5. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: be, have, go, play, get, take, dll.
6. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal.
7. Ucapan, tekanan kata, intonasi.
8. Ejaan dan tanda baca.
9. Tulisan tangan.

2) Metode Pembelajaran

- a) Pendekatan : Scientific.
- b) Model Pembelajaran : Discovery learning.
- c) Metod : Diskusi dan Tanya Jawab.

3) Media/alat/sumber

1. Media/alat : Gambar binatang, spidol, worksheet.
2. Sumber belajar : Internet dan laptop.

4) Kegiatan Pembelajaran

1. Pertemuan Pertama
 - a) Pendahuluan (10 menit)
 1. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.
 2. Guru memotivasi peserta didik untuk menyukai pelajaran Bahasa Inggris.
 3. Guru mengajukan pertanyaan pertanyaan yang terkait dengan materi yang akan dipelajari.
 4. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan.
 - b) Inti (60 menit)
 1. Guru menunjukkan video cartoon kepada siswa.
 2. Siswa menyaksikan video cartoon yang diberikan oleh guru.
 3. Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam video cartoon yang telah disaksikan.
 4. Dengan bimbingan guru, siswa diminta untuk menjelaskan video cartoon yang diberikan oleh guru.
 5. Siswa diminta untuk menyebutkan kata-kata yang berkaitan dengan video cartoon the lion and the mouse.

6. Guru memberikan worksheet kepada siswa kemudian guru menjelaskan bagaimana cara mengisi worksheet yang diberikan oleh guru.
7. Dengan bimbingan guru, siswa diminta untuk mengisi worksheet berdasarkan kosa kata apa saja yang sudah mereka ketahui terkait video carton the lion and the mouse yang sudah dilihat.
8. Dengan bimbingan guru, siswa diminta untuk mencari kosa kata baru yang berkaitan dengan kosa kata yang pertama yang masih berkaitan dengan the lion and mouse dalam video cartoon.
9. Guru meminta beberapa individu mempresentasikan worksheet yang telah diisi.
10. Guru menambah dan merevisi kosa kata yang telah didapat siswa.

c) Penutup (10 menit)

1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
2. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
3. Guru memberikan tugas kepada siswa.
4. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

5) Assessment/ Penilaian hasil belajar

1. Teknik: Tertulis.
2. Bentuk: Arrange word
3. Penilaian
4. Untuk tiap nomor, tiap jawaban benar skor 10
5. Jumlah skor maksimal $10 \times 10 = 100$

6. Nilai maksimal = 100
7. Nilai siswa = jumlah jawaban yang benar.

Metro, 12 Desember 2022

Guru Mata Pelajaran

Peneliti

Kristin Yunia, S.Pd
NIP

Dwi Yunia Astuti
NPM. 1701070084

TEST ITEM OF PRE-TEST

Name :

Date :

Subject: English

Class : VIII

Time : 30 minutes

1. Why did Lion wake up?
 - a. It started to rain
 - b. Mouse played with his mane
 - c. The sun came up
 - d. Lion smelled food
2. When Mouse said he would repay Lion, what did Lion do?
 - a. He shook his head
 - b. He ate him
 - c. He laughed at him
 - d. He went back to sleep
3. What was Lion stuck in?
 - a. Some mud
 - b. a tree
 - c. a hole
 - d. a net
4. How did Mouse repay Lion?
 - a. He chewed the net to free him.
 - b. He laughed and pointed at him.
 - c. He gave him a haircut.
 - d. He threw him a birthday party.
5. What is the BEST moral or lesson you learned from the story?
 - a. Lions are mean
 - b. Mouse are good at chewing
 - c. Kindness is more important than strength.
 - d. Watch out for hunter's traps!
6. How do you think Lion felt when he was inside the net?
 - a. Worried
 - b. Excited
 - c. Sorry
 - d. Angry
7. Who are the main characters?
 - a. Monkey and Tiger
 - b. Lion and Monkey
 - c. Tiger and Parrot
 - d. Lion and Mouse
8. Where was the lion sleeping?
 - a. House
 - b. Forest
 - c. School
 - d. Garden

9. What did the Lion say to the Mouse after he was free?
 - a. I'll Eat You
 - b. Thank You
 - c. Don't Worry
 - d. I'm Sorry
10. Is the Ques Fun?
 - a. Yes
 - b. Not Really

TEST ITEM OF POST-TEST

Name :
Date :
Subject : English
Class : VIII
Time : 30 minutes

1. Who are the main characters?
 - a. Monkey and Tiger
 - b. Lion and Monkey
 - c. Tiger and Parrot
 - d. Lion and Mouse
2. What did the Lion say to the Mouse after he was free?
 - a. I'll Eat You
 - b. Thank You
 - c. Don't Worry
 - d. I'm Sorry
3. Where was the lion sleeping?
 - a. House
 - b. Forest
 - c. School
 - d. Garden
4. Why did Lion wake up?
 - a. It started to rain
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 - c. He gave him a haircut.
 - d. He threw him a birthday party.
9. When Mouse said he would repay Lion, what did Lion do?

- a. He shook his head
 - b. He ate him
 - c. He laughed at him
 - d. He went back to sleep
10. Is the Ques Fun?
- a. Yes
 - b. Not Really

The Students Activities Observation in Cycle 1

No	Name	The Aspect That Observed			
		The Students Pay Attention of Teacher Explanation	The Students Ask/Answering Question	The Students Active in Class	The Students Able Do The Task
1	ACT	√		√	√
2	ACP	√	√		√
3	AE				
4	ARO				
5	BA		√	√	
6	CTS	√	√		√
7	DA	√	√		√
8	DSS	√			
9	DMP				
10	DRS	√		√	√
11	EPS		√	√	
12	FIU	√	√		√
13	HAK			√	
14	LPP	√	√		√
15	MS				
16	NUS	√		√	√
17	OS	√	√	√	√
18	PD	√	√	√	√
19	RK	√	√		√
20	RS				
21	RAP	√			√
22	SR	√	√	√	√
23	TAF	√	√		√
24	VNF				
25	WSN	√		√	√
26	ZNS				

The Students Activities Observation in Cycle 2

No	Name	The Aspect That Observed			
		The Students Pay Attention of Teacher Explanation	The Students Ask/Answering Question	The Students Active in Class	The Students Able Do The Task
1	ACT	√			√
2	ACP	√		√	√
3	AE	√	√	√	√
4	ARO	√	√		√
5	BA	√	√	√	√
6	CTS	√	√	√	√
7	DA	√			
8	DSS		√	√	√
9	DMP	√	√	√	√
10	DRS	√	√	√	√
11	EPS			√	
12	FIU	√	√	√	√
13	HAK	√		√	√
14	LPP	√			√
15	MS	√	√		√
16	NUS	√	√	√	√
17	OS	√	√	√	√
18	PD	√	√	√	√
19	RK	√	√		√
20	RS				
21	RAP	√		√	√
22	SR	√	√	√	
23	TAF	√	√	√	√
24	VNF				
25	WSN	√	√	√	√
26	ZNS	√	√		√

Attendance List Post-Test 1

Class : VIII 3
Date :
Subject : English

No	Name	Signature
1	Afgan Candra Trinata	
2	Alenta Cantika Putri	
3	Arjuna Edi	
4	Arkaan Raffi Oktaviano	
5	Bunga Agustina	
6	Chelsy Triya Sabella	
7	Dafa Afriansah	
8	Dedi Suryadi Saputra	
9	Diana Meilani Putri	
10	Dwi Rahma Saputri	
11	Elvana Puspita Sari	
12	Fadillah Illian Unzila	
13	Habib Akmal Khalil	
14	Lodi Permana Putra	
15	Masi Sitanggung	
16	Naila Ulya Shafa	
17	Okta Silvia	
18	Putria Dewi	
19	Radit Kurniawan	
20	Refan Sofandi	
21	Refano Andika Pratama	
22	Sonic Rahmandy	
23	Tiya Ayu Fadila	
24	Vera Septi Ramadani	
25	Wulan Setiya Ningrum	
26	Zahra Nana Sofiana	

Attendance List Post-Test 2

Class : VIII 3
Date :
Subject : English

No	Name	Signature
1	Afgan Candra Trinata	
2	Alenta Cantika Putri	
3	Arjuna Edi	
4	Arkaan Raffi Oktaviano	
5	Bunga Agustina	
6	Chelsy Triya Sabella	
7	Dafa Afriansah	
8	Dedi Suryadi Saputra	
9	Diana Meilani Putri	
10	Dwi Rahma Saputri	
11	Elvana Puspita Sari	
12	Fadillah Illian Unzila	
13	Habib Akmal Khalil	
14	Lodi Permana Putra	
15	Masi Sitanggung	
16	Naila Ulya Shafa	
17	Okta Silvia	
18	Putria Dewi	
19	Radit Kurniawan	
20	Refan Sofandi	
21	Refano Andika Pratama	
22	Sonic Rahmandy	
23	Tiya Ayu Fadila	
24	Vera Septi Ramadani	
25	Wulan Setiya Ningrum	
26	Zahra Nana Sofiana	

TEACHER OBSERVATION SHEET

Day/date :

Class :

Researcher Activities	Good	Enoug h	Low
1. Pre-teaching a. Preparing the lesson plan b. Preparing the media c. Ability in opening learning activity			
2. While-teaching a. Informing the material b. Explaining the material c. Guiding the students to follow the lesson d. Motivating the students to do the task e. Practicing the students to answer the question about material			
3. Post-teaching a. Concluding the result of learning b. Giving evaluation for the Students c. Class closing			
Tick (√) for each positive effect			

Metro , 12 Desember 2022

The collaborator

Kristin Yunia, M. Pd.

No. _____

Date : _____

<input type="checkbox"/>	Nama = Tiya ayu Fadila
<input type="checkbox"/>	Kelas = VIII C
<input type="checkbox"/>	
✓ 1.	D
✗ 2.	A
✓ 3.	B
✓ 4.	B
✗ 5.	A
✓ 6.	D
✓ 7.	C
✓ 8.	A
✗ 9.	C
✓ 10.	A
<input type="checkbox"/>	
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S = 3



Nama = Chelsy Eriya Sabella
Kelas = 8.3 / VIII.C

No. _____

Date: _____

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<input checked="" type="checkbox"/>	B		S = 3	<input checked="" type="checkbox"/>	C
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12/12
2022 No. _____
Date: _____

NAMA : Wulan Setiya Mingrum

KELAS : VIII.3 / 8.3

1. D

D

6. D

2. B

B

7. C

3. B

B

8. A

4. B

B

X 9. C

5. D

D

10. A

B = 9

S = 1

2022

2022

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MC



12/8/2022

Bimbingan Skripsi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-5348/In.28.1/J/TL.00/12/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Dedi Irwansyah (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **DWI YUNIA ASTUTI**
NPM : 1701070084
Semester : 11 (Sebelas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **INCREASING THE STUDENTS VOCABULARY BY USING
CARTOON VIDEO AT THE EIGHT GRADE OF SMPN 1 METRO
KIBANG**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 Desember 2022

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode.



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Nomor : B-2503/In.28/J/TL.01/06/2022
 Lampiran : -
 Perihal : IZIN PRASURVEY

Kepada Yth.,
 KEPALA SMPN 1 METRO KIBANG
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

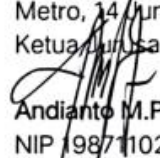
Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : DWI YUNIA ASTUTI
 NPM : 1701070084
 Semester : 10 (Sepuluh)
 Jurusan : Tadris Bahasa Inggris
 IMPROVING STUDENTS LISTENING SKILL USE
 Judul : CARTOON VIDEO AT EIGHT GRADE SMPN 1 METRO
 KIBANG

untuk melakukan prasurvey di SMPN 1 METRO KIBANG, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 Juni 2022
 Ketua Jurusan,

 Andianto M.Pd
 NIP. 19871102 201503 1 004



**PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 1 KIBANG**



NSS: 20.1.1204.01.035 NPSN : 10805971

*Alamat: Jl. HarapanMargototoKec. Metro KibangKab. Lampung TimurProv.Lampung
KodePos 34135 telfon:07257853123 Email.smpn1kibanglampungtimur@gmail.com*

Nomor : 420/019/11/SMP.1/2022

Lamp. : -

Hal : IZIN PRA SURVEY

Kepada

Yth : Ketua Jurusan Tadris Bahasa Inggris

Di

Tempat

Berdasarkan surat yang kami terima bernomor B-2503/In.28/J/TL.01/06/2022 tertanggal 14 Juni 2022 tentang Izin Pelaksanaan Pra Survei Jurusan Tadris Bahasa Inggris, kami pihak SMP Negeri 1 Kibang dan bertindak selaku Kepala Sekolah memberikan Izin kepada :

Nama : **DWI YUNIA ASTUTI**
 NPM : 1701070084
 Fakultas : IAIN FTIK Metro
 Program Study : Tadris Bahasa Inggris
 Judul : **“ IMPROVING STUDENT LISTENING SKILL USE
 CARTOON VIDIO AT EIGHT GRADE SMPN 1
 METRO KIBANG”**

Waktu pelaksanaan :

Demikian surat ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Metro Kibang, 27 September 2022
Kepala Sekolah,

AIDA ANI, S.Pd. M.M.
 196307141984122002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-5385/In.28/D.1/TL.00/12/2022
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMPN 1 METRO KIBANG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5384/In.28/D.1/TL.01/12/2022, tanggal 07 Desember 2022 atas nama saudara:

Nama : DWI YUNIA ASTUTI
NPM : 1701070084
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 1 METRO KIBANG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS VOCABULARY BY USING CARTOON VIDEO AT THE EIGHTH GRADE OF SMP N 1 METRO KIBANG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 Desember 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 KIBANG



Alamat: Jl. Harapan Margotolo Metro Kibang Kab. Lampung Timur Kode pos: 34135 Telpn: 0725 7853123 email : smpn1kibanglantim@gmail.com

Nomor : 420,091 /11/SMP.1/2022

Lamp. : -

Hal : Izin Research

Kepada

Yth : Wakil Dekan Akademik dan Kelembagaan Tarbiyah IAIN Metro

Di

Tempat

Berdasarkan surat yang kami terima bernomor B-5387/In.28/D.1/TL.00/12/2022 tertanggal 07 Desember 2022 tentang Izin RESEARCH Jurusan Tadris Bahasa Inggris, kami selaku pihak SMP Negeri 1 Kibang dan bertindak sebagai Kepala Sekolah memberikan Izin kepada :

Nama	: DWI YUNIA ASTUTI
NPM	: 1701070084
Semester	: 11 (Sebelas)
Jurusan	: Tadris Bahasa Inggris
Judul Skripsi	: 'INCREASING THE STUDENTS VOCABULARY BY USING CARTOON VIDEO AT THE EIHGT GRADE OF SMP N 1 METRO KIBANG '
Waktu Pelaksanaan	:

Demikian surat ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Kibang, 09 Desember 2022
 Kepala Sekolah,

AIDA AINI, S.Pd./M.M.
 NIP 196307141984122002



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INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT TUGAS

Nomor: B-5384/In.28/D.1/TL.01/12/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : DWI YUNIA ASTUTI
NPM : 1701070084
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMPN 1 METRO KIBANG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS VOCABULARY BY USING CARTOON VIDEO AT THE EIHTG GRADE OF SMP N 1 METRO KIBANG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 07 Desember 2022

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1683/In.28/S/U.1/OT.01/12/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Dwi Yunia Astuti
NPM : 1701070084
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1701070084

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 16 Desember 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me. *[Signature]*
NIP.19750505 200112 1 002



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INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Dwi Yunia Astuti
NPM : 1701070084
Jurusan : Tbi

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, Desember 2022
Ketua Jurusan TBI

Andjanto, M.Pd
NIP. 1987 1102 201503 1 004

AN UNDERGRADUATE THESIS

INCREASING THE STUDENTS' VOCABULARY BY USING
CARTOON VIDEO AT THE EIGHT GRADE OF SMPN 1
METRO KIBANG



By:

Dwi Yunia Astuti

Student Number: 1701070084

TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H / 2022 M

A handwritten signature or mark in black ink, located in the bottom right corner of the page. It appears to be a stylized, cursive letter, possibly 'A' or 'B'.

INCREASING THE STUDENTS' VOCABULARY BY USING CARTOON VIDEO AT THE EIGHT GRADE OF SMPN 1 METRO KIBANG

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 Telp (0725) 41057 faksimili (0725) 47296; Website: tarbiyah.iaim@metrouniv.ac.id, E-mail:
 www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dwi Yunia Astuti

Jurusan : TBI

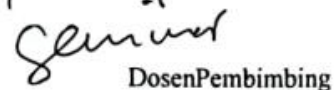
NPM : 1701070084

Semester : X

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	29/09/2022		<ul style="list-style-type: none"> - Chapter II - Mechanical aspect - Please understand every single meaning 	JH.
	05/10/2022		<ul style="list-style-type: none"> Chapter II has been verified accordingly Chapter III 	JH.
	06/10/2022		<ul style="list-style-type: none"> Approved 	JH.

Mengetahui,
Ketua Jurusan TBI


Andianto, M.Pd
 NIP. 19871102 201503 1 004


 Dosen Pembimbing

Dr. Dedi Irwansyah, M.Hum
 NIP. 19791223 200604 1 001



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 Telp (0725) 41057 faksimili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id, E-mail:
 www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dwi Yunia Astuti


Jurusan : TBI

NPM : 1701070084

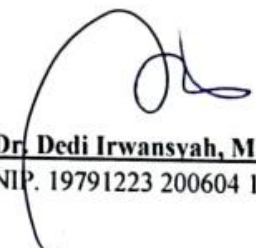
Semester : XI

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	26/12/2022		please layout	JH.
	28/12/2022		Chapter IV & V A@@ I need to see the references and appendices	JH.

Mengetahui,
Ketua Jurusan TBI


Andriati, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing


Dr. Dedi Irwansyah, M.Hum
 NIP. 19791223 200604 1 001



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 Telp (0725) 41057 faksimili (0725) 47296; Website: tarbiyah.iaim@metrouniv.ac.id, E-mail:
 www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dwi Yunia Astuti

Jurusan : TBI

NPM : 1701070084

Semester : XI

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	09/01 2023		- Abstracts - CW - Inside cover	
	10/01 2023		Aw@ for Muningsyah	

Mengetahui,
Ketua Jurusan/TBI

Andiarto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

DOCUMENTATION

Post- test 1.



Post -test 2.



The students activity in watching cartoon video.





The students doing exercise after watching cartoon video.



CURRICULUM VITAE



The name of the researcher is Dwi Yunia Astuti. She was born in Bawang Tijang, on 26 juni 1999. She is two child of Mr. Arif Rusman and Mrs. Sriwidarsih. She enrolled her study at SD N 3 Pematang Tahalo on 2005 until 2011. In line with her focus the study, she continued her study at SMPN 2 Jabung on 2011 and graduated 2014. She decided to continue her study at MAN 1 Metro on 2014 until 2017. Then at the same year was registered as a S1 students of English Education Department of State Institute of Islamic Studies (IAIN) Metro.