

The Use of Cartoon Film to Teach Listening Narrative Texts to The Eighth Graders of SMPN 1 Menganti

Ryan Mega Wira Prasetya

English Department, Faculty of language and Art, Surabaya State University.

Email: ryanp@mhs.unesa.ac.id

Abstract

As one of the language skills, listening is the basic skill in learning English a foreign language (EFL). Listening is a very important skill and the fundamental of language as stated by Brown (1980:43) that a small child listens and speaks and no one would dream of making him read or write. In other words, the natural order for the first and second language learning is listening, speaking, reading, and writing.

Animation clips could make moving pictures and sound as well that chosen. They also would be more interesting than just listen an audio which only provides sound. Same as the report, teacher can use media like cassettes, tape recorder or MP3 player. Clark (2000; Rule & Ague, 2005) stated that focus of language materials is limited by number of circumstantial studies it is Difference with news, the pedagogical value of cartoons as reliable. In a circumstantial study conducted by Clark (2000), cartoons can involve the attention of the learners and present information in a pleasant atmosphere. Besides, encourage thinking processes and discussion skills is potential that cartoons have (Clark, 2000). Besides, encourage thinking processes and discussion skills is potential that cartoons have (Clark, 2000).

The researcher chooses short cartoon films as a media to teach listening narrative because he believes that cartoon could increase student's motivation and attention to the material that will be given by the teacher. In his experience when he was doing practice teaching, he found that listening which audio sometimes could make them bored. The nice cartoons and films could engage student attention and seem to motivate the learners and good story lines makes them easy to learn the language input better and have a good significant effect to the language development.

Kata Kunci : Listening, Short cartoon film, Narrative text.

Abstrak

Sebagai salah satu skill di dalam bahasa, listening adalah skli dasar dalam mempelajari Inggris sebagai bahasa asing (EFL). Listening adalah skill yang sangat penting dan menjadi dasar dari bahasa seperti yang di ungkapkan oleh Brown (1980:43) seorang anak kecil mendengar dan berbicara tidak ada seorang pun yang berfikir menyuruhnya membaca dan menulis. Dengan kata lain, Tatanan alami untuk pembelajaran bahasa pertama dan kedua adalah mendengarkan, berbicara, membaca, dan menulis

Klip animasi dipilih karena mereka memberikan gambar dan bisa bergerak. Itu juga lebih menarik daripada hanya mendengar suara saja. Sejalan dengan pernyataan, guru dapat menggunakan media seperti kaset CD, tape recorder, MP3, dll. Tidak seperti berita, nilai pedagogis kartun sebagai bahan bahasa asli telah menjadi fokus sejumlah kecil studi anekdot (Clark, 2000; Doring, 2002; Rule & Ague, 2005). Dalam sebuah studi anekdot yang dilakukan oleh Clark (2000), disoroti bahwa kartun dapat menarik perhatian pelajar dan menyajikan informasi dalam suasana yang tidak mengancam. Selain itu, kartun memiliki potensi untuk mendorong proses berpikir dan keterampilan diskusi (Clark, 2000). Studi lain dilakukan oleh Doring (2002) yang memusatkan perhatian pada efek paparan kartun pada pembelajaran bahasa.

Peneliti menggunakan film kartun pendek sebagai media mengajar listening pada naratif teks karena dia percaya film kartun dapat meningkatkan motivasi dan perhatian pada pembelajaran yang dilakukan oleh guru. Pada pengalamnya menggunakan rekorder, dia menyadari bahawa listening yang hanya menggunakan audio, membuat siswa cepat bosan . film kartun dengan alur cerita yang bagus membuat siswa tertarik untuk mendengarkan, dan pembelajar menyerap bahasa lebih baik dan lebih memberi efek signifikan pada perkembangan bahasa.

Keywords : Mendengarkan, film kartun pendek, teks narasi..

INTRODUCTION

In this chapter researcher describes the important points namely about the background of the study, the statement of problem, objectives, significance scope and limitation, and definition of key terms. As one of the language skills, listening is the basic skill in learning English as a foreign language (EFL). Listening is a very important skill and the fundamental of language as stated by Brown (1980:43) that a small child listens and speaks and no one would dream of making him read or write. In other words, the natural order for the first and second language learning is listening, speaking, reading, and writing. Nord (in Newton 2009: 38) explains clearly that many people believe that educate a language is not just learning to talk, but rather that learning language is construct a map of definition in mind. In this view of language learning, listening is the way of learning the language. It gives the learner information from which to build up the necessary understanding in using the language. Learner can start to speak when knowledge is made up. The listening-only period is a time of observation and learning which provides the basis for the other language skills. Listening is the important part of understanding about language, because the first thing that human do before communicating with each other, they need to listen and listening itself is a media to absorb the information that used to communicate. In addition, in the education, listening is the bridge that connects the teacher to the students to deliver the material and information to make the students able to understand about the materials. Even though many students felt that listening was kind of hard to study because they do not use English as their daily communication and usually they are difficult to find the meaning of the dialog.

Student's opinion about the using of short cartoon film to teaching listening. The Difference news with cartoon in pedagogical value reliable language as cartoons materials has been the focus of limited number of circumstantial thesis by (Clark, 2000; Doring, 2002; Rule & Ague, 2005). In opinion of Clark (2000), it was underlined that cartoons can involve the attention of the student and present information in an enjoyable environment. Besides, encourage thinking processes and discussion skills is potential that cartoons have (Clark, 2000). Another state that Doring (2002) said that aiming on the result of coverage to cartoons on language material learning. The results of the study were indicated the fact that the language learners who had exposure to cartoons could make verbal answers that were very active and motivating in the classes. Moreover, the dialogue very rich and the learners had very enjoyable.

Low affective filter atmosphere for learning seems that the high confidence that the language learners acquired was due to the exposure that creating of the cartoons, (Clark, 2000:34). Nowadays, the technology become more advance and useful in education especially at second language learning. It is in line with Chapelle (in Priajana, 2011) reviews some theories and studies about the use of technology on instructed second language learning. He states that technology has implications and might most effectively be used in language teaching. Generally, the use of the technology as a teaching aid is mainly aimed at increasing the teaching process to be more motivating and appealing for students. This study focusses on the teaching listening narrative text by using a short cartoon films and student responses about it. The subject of this study was the eighth grader students of SMP 1 MENGANTI. In this research, the researcher used short cartoon films which has duration about 8 minutes for each films. Then the researcher asked the students to watch and listen to the films. After that, the researcher asked the student's understanding after watching the films and answering the task.

The researcher chooses short cartoon films as a media to teach listening narrative because he believes that cartoon could increase student's motivation and attention to the material that will be given by the teacher. In his experience when he was doing teaching practice, he found that listening with audio sometimes could make them bored. In another hand, student could easy to absorb the language input better and have a significant effect on the language improvement using cartoons films with fine story lines seem to motivate. Moreover for learning and developing English indeed listening is very important to study. In line with Nunan and Miller (1995), in foreign language classroom, listening is the significance subject. It is very vital because we cannot imitate native English without listening first. In the form of conversation listening occurs mostly in creating a connection between speaker and the listener (underwood, 1989). Listening is just like a connector of the language, in the conversation two or more speakers are able to understand each other. Similarly, in second language learning, several writers and researchers in the early 1980s suggested that listening had a very important role (Winitz, 1981).

According to Wright (1976:1) many media and many styles of audio-visual presentation are useful to the English language students. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time. In English language learning and teaching process, learner use his eyes as well as his ears; but his eyes are basic in learning. River (1981:399) said that it very contributes to

knowing of another culture by providing various contact with speakers of the language, through both audio. Short cartoon films are audio visual media that could engaged the students' sense. The story is told by motion picture and provided a sound that makes the learner more focus and interested to the materials and could be a learning material mood booster for the students. According to Rule and Ague (2005), cartoons are choose because they make low interact filter atmosphere which causes big of motivation. Cartoons which has the potential to enhance the memory and high confidence and motivation are achieved through the exposure (Rule & Ague, 2005). Rule and Ague (2005) conducted a study given that the students' evidence much like using cartoons to language learning. Cartoons create few effect of filter environment which causes high degree of motivation as well cartoon were preferred by Rule and Ague (2005). Cartoon makes confidence and motivation are achieved through the exposure to cartoons which has the potential to enhance the memory (Rule & Ague, 2005). Rule and Ague (2005) said that the students that use cartoons could improve different language skills and get good on test scores. However, they did not specify which language skill(s) can be improved through great amount of exposure to cartoons, (Rule & Ague, 2005: 548). Based on the theory above we can understand that listening is the ability to identify and process the information from the person's talk or speak, then we can understand what they are talking about. For example, in the teaching learning process listening plays role as a connector between teachers and the students. To make all the students understand the teacher should speak clearly, but in fact of that the students also need the capable ability of listening to understand what the teacher said. Therefore, the education of listening should be given in the early ages to improved English on lesson or daily activity. The duration of cartoon films are not longer than others which only takes about 12 - 24 minutes. That duration does not make the students feel bored to listen. Thus, the researcher wants to use short cartoon films to media for teaching listening narrative. In the teaching and learning process, there are some kind of important components that must be fulfilled to make the teaching and learning process successes. In the learning process the students need to be focus and enthusiastic with the material. Teacher should create interesting and motivating condition in the class on the listening activities such as the lesson plans and learning materials. Besides, there are other components that should be included to help the teacher in the teaching and learning process and to support the main component, it is called media.

Media is kind of tools that can attract the receiver's mind, feeling, attention, and interest. Thus, the teacher should be more creative to choose what media that can be used to make their students focus or interested in the lesson. The type of media used to the teaching and learning process is an audio visual. Nowadays, it is very easy to find media for teaching listening. The type of media that used to the teaching and learning process in listening narrative is audio visual. According to Field (2008:1), there are many choices of listening materials available with CDs, and DVD or video used in many classrooms. With many variant of the media that could use to teach listening more interested. He believes that kind of media could give positive responses to the teacher and the students. And also, considering the positive contribution of video to teach listening, therefore, the researcher is motivated to make a study entitled "The Use of Short Cartoon Films to Teach Listening to Eight Graders of SMP N 1 Menganti". From this study, the researcher hopes that this research could give some positive contributions to the English language learning context and will be beneficial for many sides. The researcher wants that this study may be helpful to motivate the students who might have poor ability in listening skill and could enjoy the activity with an interesting media. Therefore, the objectives of English teaching program can be achieved. It is expected that this media could help the teacher to conduct, develop and apply better materials to improve their methods or techniques in teaching listening skill.

And ther Research question of this study are How is the use of cartoon film to teach listening narrative texts to the eighth graders of SMP N 1 MENGANTI?

How is the student's response towards the application of short cartoon film to teach listening narrative texts to the eighth graders of SMP N 1 MENGANTI?

METHOD

This chapter will describe the steps that are taken to make this study. The description includes research design, subject of study, and data of the study, instrument of the study, data collection technique, and data analysis technique. The researcher used a descriptive qualitative research in this study to get information about "The use of short cartoon films for teaching listening narrative text for the eighth graders of SMP Menganti Gresik". This study was conducted at SMPN 1 Menganti and the subject was the students of the eighth grade. The class consisted of 40 students which were 22 girls and 18 boys. The subjects were chosen under the consideration that they were studying about narrative text (based on curriculum) using short

cartoon films as a media. The researcher observed the implementation of short cartoon films and the students' response after using that media.

The purpose of this study was to describe the implementation of short cartoon film to teach narrative text. The understanding social phenomenon, providing rich verbal descriptions of settings, situations, and participants are the focus of qualitative research. The researcher acted as an observer in this research, and data of this research was collected by using field notes and interview. 1. Observation Checklist

Observation checklist which is used to answer the first question of this research. The observation checklist was used to observe the implementation of short cartoon film to teach listening a narrative text for eighth graders of SMP Negeri 1 Menganti. It focused on the way how the teacher implemented the short cartoon film to teach listening. The observation checklist is used to get information about the situation in the classroom when the teacher implemented the short cartoon film. It is also to get information about the teacher's activities, students' participant, teaching material and the technique during teaching learning process as indicators of observation checklist.

2.

The Material			
NO.	INDICATORS	YES	NO
1.	The material is well prepared.	V	
2.	The material is essay to understand.	V	
3.	The material is interesting.	V	
The Technique			
1.	Runs chronologically	V	
2.	Engages the students to participate actively	V	
3.	Gives every students chance to give responses	V	
4.	Support the students to work in group	V	
The Teacher's Activities			
1.	Pre Reading		
	a. The teacher asks to the students about the previous material.	V	
	b. The teacher asks to the students' knowledge related to the topic that will be discussed.	V	
	c. The teacher asks to the students' reading habit.	V	
	d. The teacher explains about the definition of narrative text, the generic structure,	V	

	and language feature		
	e. The teacher gives example to the students.	V	
	f. The teacher explains the procedure of CIRC.	V	
	g. The teacher makes sure that the students are understood.	V	
2.	Whilst Reading		
	a. The teacher divides the class into several groups,	V	
	b. The teacher gives a narrative text and some questions to each group.	V	
	c. The teacher asks each group to answer the questions and make a summary about the text	V	
	d. The teacher also asks each group to give response or comment after they read the text	V	
	e. The teacher asks to the students to present their work.	V	
3.	Post Reading		
	a. The teacher makes discussion with the students about the work.	V	
	b. The teacher gives feedback and correction,	V	
	c. The teacher checks the students' understanding by asking the material that had been discussed.	V	
	d. The teacher gives a home work.		V
	The Students' Activities		
	1. The students work in group.	V	
	2. The students discuss the material with their group.	V	
	3. The students help each other to understand the material.	V	
	4. The students are involved actively in the whole activities.	V	
	5. The students present the result of discussion.	V	
	6. The students respond the teacher question.	V	

Field notes

According to Ary (2010: 454), the most common method of recording the data during observation is field notes. Field notes is the ideal instrument for this research

to record the use of cartoon film to teach listening in narrative text of eight graders since the researcher is allowed to take notes for every activity during the teaching and learning process in the class. All the class activity will be recorded in field notes sheet. It made the whole information in the class could be collected. In addition, field notes have two components, they are narrative part and reflective part. The researcher writes a comment on reflective sheet based on the whole activities recorded.

3. Interview

Interview are direct contact between some of people or sample of people and the interviewer who present a question and records the student's response toward the use of short cartoon film to teach narrative text. Based on Hatch (2002: 92) there are three kind of basic interview. They are informal, formal and standardized. The informal interview is unstructured conversation that give opportunities to ask participants to explain their perspectives on what the researcher has observed. The researcher used the informal interview towards the student to make student feels comfort. The researcher use the appropriate content on the interview to the students like how their feeling about English, how their feeling about listening, the difficulty of listening, and the response of the media that use to teach listening. Based on the first research question, "How is the application of cartoon film used in teaching listening of narrative texts to the 8th graders?" The data of this study was in the form of information through field notes. Field notes described all information about activities in classroom during the teaching and learning process. Everything that the researcher heard and saw in the classroom was written on his field note.

After that, based on the second research question, "How is the student response about the application of short cartoon film in teaching listening narrative texts to the 8th graders?" the data of this study was in form of information based on students' feeling. Interview was used to answer the second research question to know about the students' respond on the media that the researcher prepared. The researcher asked some students to be the sample of interview. The important tools used by the researcher to collect the data could have supported the researcher to make a successful research. Interview and observation were the primary data collection tools typically involved observation and interview with multiple participants or settings (Ary, 2010; 452). In order to collect the data, researcher used field notes and interview as the instruments, and several information like method data would be stated in the following. 1. Data from observation result, The researcher will describe the result of the use of short cartoon film in

listening class based on the result of the observation checklist which contains of the teacher's and students' activities during learning process. 2. Data from field notes, The researcher will analyze the field notes sheet during the use of short cartoon film in listening class, and then describe the result of field notes. 3. Data analysis from interview, The researcher will analyze the students' responses toward the use of short cartoon film in listening class by doing the interview that use interview sheet with some student and then describe the result of interview.

The data collected from field notes and observation check list were used to answer the first research question about the application of cartoon film used in teaching listening narrative texts to the 8th graders of SMPN 1 Menganti. The researcher observed the whole activity in the class and record it in field note sheet and observation checklist sheet. Field note and observation checklist is very suitable instrument to answer the first research question. Ary (2006 :435) stated that the most common method of recording the data collected during observation is field notes. The researcher may make brief notes during the observation but then later expands his or her account of the observation as field notes. Notes may supplement information from other sources, including documents and interviews, or they may comprise the main research data. As well as observation checklist consists of three columns which is first column contain the indicators of observation checklist, it is about provides of teaching material, the activities of the teacher during teaching learning process. Then the second and third columns consist 'yes' and 'no' answer (second column for 'yes' answer and third column for 'no' answer) it used to observe the teacher whether she or he could stay in line with the procedure of teaching. The observation is conducted directly during learning process of listening a narrative text in class

And the next, in purpose to get resolve the second research question that about the students' response about the application of short cartoon film in teaching listening narrative texts to the 8th graders of SMPN 1 Menganti, the researcher used interview to collect the data. From three kinds of interview, the researcher selected the standardized interview because the researcher wanted to collect the reasonable answers from the students about the use of short cartoon films to teach listening narrative text. This data was resulted from what the answers of the students after teaching and learning process. In line with Ary (2006 :438) that interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the

experiences people have and the meaning they make of them rather than to test hypotheses. Interviews may provide information that cannot be obtained through observation.

RESULT AND DISCUSSION

The researcher present the result and discussion from the study as the try to answer the research questions: (I) how is the use of cartoon film to teach listening narrative texts to the eighth graders of SMP N 1 Menganti? (II) How is the students' response towards the application of short cartoon film to teach listening narrative texts to the eighth graders of SMP N 1 Menganti?

Here, the researcher described the result from the use of short cartoon film to teach listening narrative texts to the eight graders of SMP 1 Menganti and the students' response towards the application of short cartoon film based on two research questions above studied by researcher.

Listening is one of the skills that must be learned by the eighth grade students. Based on the result of interview, the students stated that listening was one of the English skill that is hard to learn. They said "one of the hardest skills of English is listening", "it is hard to listen rather than other skills" and also "even though English is important but usually hard to learn listening". The use of cartoon film to teach listening is very fun and interesting media so that all the students could enjoy listening to the materials. Of course, it was different from hearing the voice only. Listening only made them think twice during the listening section since they had to imagine about it. Nevertheless, with short cartoon film, it made them easier since beside we listened to the sound, we could also see the animation at the projector.

Short cartoon film is the media that used in this research and many of the students felt happy with the media. They were interviewed about question number 5 until number 8 (see Appendix 3) and the students said that they enjoyed when the cartoon is used in their listening activities.

1) Pre activities

1. The teacher explains about the topic that will be discussed and the students pay attention to the teacher.
2. The teacher sits next to the whiteboard and slowly reads the story to the learners. Initially, most sentences are read twice and are read slowly. All the time the teacher is watching to see that the learners understand what they hear.
3. The teacher mention vocabulary related to the topic.

2) Whilst activities

1. The teacher plays the film and ask for the students to watch and listen carefully.
2. The teacher moves behind all of the student and observe them.
3. The students listen to the audio frequently.
4. The teacher delivers the question task to the all the students and ask them to answer all the questions after listening to the film one more time.
5. The teacher plays the film one more time.
6. The students exchange the opinion and discuss the result in group.
7. The teacher collects the question note.

3) Post viewing & listening activities

1. The teacher discusses the materials and asks each student to present in front of the class.
2. The students get feedback from the teacher
3. The students get reflection from the teacher
4. The teacher gives home work to the students.
5. The Teacher greeting and closing the activity

The research was conducted in two meetings. In both meetings the teacher implemented Short cartoon film as media to teach listening narrative text. In every meeting the teacher began the lesson by greeting the students and checking the attendance list. The lesson must be well prepared. During the implementation of short cartoon film as media to teach listening narrative text in the first and the second meeting, the teacher followed the procedure very well. In each meeting, there were three stages in teaching. They were pre-listening activity, whilst activity, and post listening activity.

The first meeting was conducted on Thursday, February 12th, 2015. The time was 2x40 minutes. There were thirty-one students in the class. The teacher introduced the researcher and explained the researcher purpose in the class. In pre-activity, the teacher began the lesson by greeting and asking who was absent. Then, the teacher asked about the previous material that had been discussed. After that, the teacher asked the students about their reading habit such as what kind of the genre text they already read, how many books they have been read in one month etc. The teacher introduced the new material that would be discussed on that day. The teacher explained the definition, the generic structure, and the language features of narrative text. The teacher also gave the example of narrative text. Then, the teacher explained more detail and asked the students about the generic structure and language features of narrative text.

The second meeting was conducted on Wednesday, February 19th 2015. The teacher began the class by

greeting and checking who was absent in that day. In class, there were only twenty-seven students. There were four students who didn't come. Then, the teacher asked about the previous material and about the home work. The home work was every student had to find out the example of narrative text. The teacher asked some students about what was the title of the story that they got and asked them to tell briefly. After that the teacher asked the students to listen again as the previous meeting but with the different title. In the pre activities the teacher told the students that they were going to listen about narrative text again using different title. Before that, she preferred to discuss the previous material. The teacher reviewed the generic structure of narrative text once more to make sure that they understood the materials. After listening activities, the teacher asked the students to discuss the answer of the questions with their groups. The teacher also checked the students' activity, helped the students if there was a difficulty. Then the teacher gave the students thirty minutes to complete the task and fifteen minutes to make a summary. In this meeting, the students could manage how to complete the task.

Interview data was the instrument the researcher used to know how the students' response towards the use of short cartoon film as a media to teach listening narrative text. The researcher conducted interview to some students in the second meeting on Thursday, February 19th 2015. In class, there were only twenty-seven students. The interview had purpose to know the students' responses after the implementation of short cartoon films in teaching listening on narrative texts. In the interview, there were eleven questions, question number one until five were questions about the material and method that used by the teacher before using short cartoon film as the media, and question number six until eleven were about the material and the influence after using that media

Short cartoon film as media to teaching listening had some advantages. In the implementation of the media in the class, the students discussed together to find out the answer of the questions and understood the texts easily. It is not only helped the students to understand the text, but also it could help the students be more active and the class more alive.

Moreover, by Short cartoon film as media to teaching listening, the students were more confident and interested in class because in fact, some students feel bored if they listen to long dialog with no visualization. By using Short cartoon film as media to teach listening, they had different experience and enjoyed the materials in the class. The last thing that should be discussed is the students' response after the implementation of short

cartoon film as a media to teach listening for narrative text. In describing the student's response, the researcher conducted a set of questions for the student.

The result of the student's interview showed that the students are interested with the media used in the listening material. As the explanation of chapter two that teacher should make the students interested in the material that she brought to the students. The students would be bored if the teacher did not know how to make the interesting material for them. It showed in the interview that many of the students were very enthusiastic with the short cartoon films used in the listening materials. They did not feel bored or unmotivated. Some students answered with good response that the media was really interested for them.

Cartoons create low effect on filter environment which causes high degree of motivation so it preferred said Rule and Ague (2005, 548). Use short cartoon films as a media to teach listening narrative text is very useful to entertain and also increasing student focus about material. Some students agreed that the media very useful and very enjoyable.

They said that by using the cartoon film as a media could make them more focus and interested in the material. It was also better than just listened to dialog without visualization.

From the discussion, it can be concluded that using short cartoon films can help the students in understanding the narrative text and developing their listening skill. The discussion was done in group. Therefore, the students could learn the material well and help them much because after discussion they understood the text.

CONCLUSION AND SUGGESTION

CONCLUSION

The teacher followed the stages of teaching listening and conducted short animation film as a media. The lesson was done by three stages pre-listening, whilst, and post listening. In the pre-listening, the teacher asked about the students' previous task about narrative text, what kind of text it is, and explained that at the time the listening material would be using short cartoon film as a media. In whilst stage, the teacher started to turn on the projector, then asked the students to listen a second time and answered the questions. In the post listening, the teacher asked the students to present their work, then the teacher made a conclusion about the material.

The result of the student's interview showed that the students are interested with the media used in the listening material. As the explanation of chapter two that teacher should make the students interested in the material that she brought to the students and after the researcher give short cartoon films as a media and after

implementing short cartoon film in teaching listening narrative shows that the students were happy during the implementation of the media. They also thought that this media helped them to understand the text and made their listening skill better than before.

SUGGESTION

1. The teacher needs to implement short cartoon film media to teach listening narrative text. In this media, students may work in individual or a group. Work individually gives the students chance to be more focus on their own listening ability and after that they work in group can make the students more opportunity to be active in discussing about what they listen. The teacher should make heterogeneous group.

2. The teacher can change the video as long as it is match with the required criteria to make the students more interesting in listening because when the video is unchanged for a long time it can make the students bored.

3. The teacher should know the film whether could engage the students attention to listen careful and the last is when the student could achieve the good result the teacher could give another material that little difficult from the last one

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