

APPENDICES**Appendix 1: Form for Interviewing with Teacher****THE IMPACT OF A DIGITAL CARTOON MOVIE ON EFL
STUDENTS' INTERCULTURAL COMPETENCE : A CASE
STUDY AT AN ISLAMIC SCHOOL*****(DAMPAK FILM KARTUN DIGITAL TERHADAP
KOMPETENSI INTERKULTURAL SISWA : STUDI KASUS DI
SEKOLAH MENENGAH ATAS ISLAM)***

Name of Interviewer :

(Nama Pewawancara)

Faculty :

(Fakultas)

Informant's Name :

(Nama Informan)

Institution :

(Institusi)

Date :

(Tanggal)

Thank you for participating in this interview. Your input is crucial to the success of the research. Your cooperation and openness throughout this process have been invaluable. Rest assured that any information you provide will be kept strictly confidential and in accordance with ethical standards. If you have any further thoughts or information to share after the interview, please do not hesitate to do so. We highly value your expertise and look forward to the possibility of collaborating with you in the future.

The purpose of the interview is to gather ideas and perceptions from informant about intercultural competence competence in teaching texts in English class.

(Terima kasih telah berpartisipasi dalam wawancara ini. Masukan Anda sangat penting bagi keberhasilan penelitian ini. Kerja sama dan keterbukaan Anda selama proses ini sangat berharga. Yakinlah bahwa setiap informasi yang Anda berikan akan dijaga kerahasiaannya dan sesuai dengan standar etika. Jika Anda memiliki pemikiran atau informasi lebih lanjut yang ingin Anda sampaikan setelah wawancara, jangan ragu untuk melakukannya. Kami sangat menghargai keahlian Anda dan menantikan kesempatan untuk berkolaborasi dengan Anda di masa depan.

Tujuan dari wawancara ini adalah untuk mengumpulkan ide dan persepsi dari informan mengenai kompetensi komunikatif antar budaya dalam pengajaran di kelas bahasa Inggris.)

A. INTERVIEW INSTRUCTIONS

(PETUNJUK WAWANCARA)

1. The study's interviewer was a student who conducted the interview.
(Pewawancara dalam penelitian ini adalah mahasiswa yang sedang melakukan penelitian)
2. Informants were encouraged to express their opinions, experiences, suggestions, and comments.
(Informan bebas untuk mengungkapkan pendapat, pengalaman, saran, dan komentar)
3. The interview was conducted solely for research purposes, and therefore, there were no right or wrong answers.
(Wawancara dilakukan semata-mata untuk tujuan penelitian, dan oleh karena itu, tidak ada jawaban yang benar atau salah)
4. The interview will be recorded using both audio and video to supplement the interviewer's notes and memory
(Wawancara akan direkam menggunakan audio dan video untuk melengkapi catatan dan ingatan pewawancara)
5. This interview will be confidential.
(Wawancara ini akan bersifat rahasia)

B. QUESTION FOR INTERVIEWING WITH TEACHER

(PERTANYAAN UNTUK WAWANCARA DENGAN GURU)

1. How do you incorporate movie into your teaching to promote intercultural competence ?

(Bagaimana Anda mengintegrasikan film dalam pengajaran untuk meningkatkan kompetensi lintas budaya ?)

2. Can you provide examples of specific movie you have used in your classroom and how they have impacted your students' understanding of intercultural competence?

(Dapatkah Anda memberikan contoh film tertentu yang telah Anda gunakan di kelas dan bagaimana film tersebut memengaruhi pemahaman siswa tentang kompetensi lintas budaya?)

3. How do you ensure that the movie you use are culturally sensitive and appropriate for your students?

(Bagaimana Anda memastikan bahwa film yang Anda gunakan sensitif secara budaya dan sesuai untuk siswa Anda?)

4. How do you facilitate discussions and debates among students after watching a movie related to intercultural competence?

(Bagaimana Anda memfasilitasi diskusi dan debat di antara siswa setelah menonton film yang terkait dengan kompetensi lintas budaya?)

5. How do you assess the effectiveness of using movie in promoting intercultural competence among your students?

(Bagaimana Anda menilai efektivitas penggunaan film dalam meningkatkan kompetensi lintas budaya di antara siswa Anda?)

6. Have you noticed any changes in your students' attitudes towards intercultural competence after using movie in your teaching ?

(Apakah Anda melihat perubahan dalam sikap siswa terhadap kompetensi lintas budaya setelah menggunakan film dalam pengajaran anda?)

7. How do you balance the use of movie with other teaching methods to ensure a comprehensive learning experience for your students in teaching ?

(Bagaimana Anda menyeimbangkan penggunaan film dengan metode pengajaran lainnya untuk memastikan pengalaman pembelajaran yang komprehensif bagi siswa Anda ?)

8. How do you address any potential challenges or issues that may arise when using movie in your teaching, such as cultural insensitivity or inappropriate content?

(Bagaimana Anda menangani potensi tantangan atau isu yang mungkin muncul saat menggunakan film dalam pengajaran, seperti ketidaksetujuan budaya atau konten yang tidak pantas?)

9. How do you ensure that the movie you use for teaching are up-to-date and relevant to your students' lives and experiences?

(Bagaimana Anda memastikan bahwa film yang Anda gunakan untuk pembelajaran selalu terkini dan relevan dengan kehidupan dan pengalaman siswa Anda?)

10. How do you encourage your students to reflect on their own experiences and perspectives after watching a movie related to intercultural competence in teaching ?

(Bagaimana Anda mendorong siswa untuk merenung tentang pengalaman dan pandangan mereka sendiri setelah menonton film yang terkait dengan kompetensi lintas budaya di dalam pembelajaran?)

(Adapted from (Leal, 2020)(P. M. Ribeiro, 2016)(Samosa et al., 2021))

Appendix 2: Form for Interviewing with Students

**THE IMPACT OF A DIGITAL CARTOON MOVIE ON EFL
STUDENTS' INTERCULTURAL COMPETENCE : A CASE
STUDY AT AN ISLAMIC SCHOOL**

***(DAMPAK FILM KARTUN DIGITAL TERHADAP
KOMPETENSI INTERKULTURAL SISWA : STUDI KASUS DI
SEKOLAH MENENGAH ATAS ISLAM)***

Name of Interviewer :

(Nama Pewawancara)

Faculty :

(Fakultas)

Informant's Name :

(Nama Informan)

Institution :

(Institusi)

Date :

(Tanggal)

Thank you for participating in this interview. Your input is crucial to the success of the research. Your cooperation and openness throughout this process have been invaluable. Rest assured that any information you provide will be kept strictly confidential and in accordance with ethical standards. If you have any further thoughts or information to share after the interview, please do not hesitate to do so. We highly value your expertise and look forward to the possibility of collaborating with you in the future.

The purpose of the interview is to gather ideas and perceptions from informant about intercultural competence competence in learning texts in English class.

(Terima kasih telah berpartisipasi dalam wawancara ini. Masukan Anda sangat penting bagi keberhasilan penelitian ini. Kerja sama dan keterbukaan Anda selama proses ini sangat berharga. Yakinlah bahwa setiap informasi yang Anda berikan akan dijaga kerahasiaannya dan sesuai dengan standar etika. Jika Anda memiliki pemikiran atau informasi lebih lanjut yang ingin Anda sampaikan setelah wawancara, jangan ragu untuk melakukannya. Kami sangat menghargai keahlian Anda dan menantikan kesempatan untuk berkolaborasi dengan Anda di masa depan.

Tujuan dari wawancara ini adalah untuk mengumpulkan ide dan persepsi dari informan mengenai kompetensi komunikatif antar budaya dalam pembelajaran di kelas bahasa Inggris.)

C. INTERVIEW INSTRUCTIONS

(PETUNJUK WAWANCARA)

1. The study's interviewer was a student who conducted the interview.
(Pewawancara dalam penelitian ini adalah mahasiswa yang sedang melakukan penelitian)
2. Informants were encouraged to express their opinions, experiences, suggestions, and comments.
(Informan bebas untuk mengungkapkan pendapat, pengalaman, saran, dan komentar mereka)
3. The interview was conducted solely for research purposes, and therefore, there were no right or wrong answers.
(Wawancara dilakukan semata-mata untuk tujuan penelitian, dan oleh karena itu, tidak ada jawaban yang benar atau salah)
4. The interview will be recorded using both audio and video to supplement the interviewer's notes and memory
(Wawancara akan direkam menggunakan audio dan video untuk melengkapi catatan dan ingatan pewawancara)
5. This interview will be confidential.
(Wawancara ini akan bersifat rahasia)

D. QUESTION FOR INTERVIEWING WITH STUDENTS

(PERTANYAAN UNTUK WAWANCARA DENGAN PARA SISWA)

1. What is your experience with digital cartoon movie in learning ?
(Apa pengalaman Anda dengan film kartun digital dalam belajar?)

2. How do you think digital cartoon movie can contribute to intercultural competence in learning ?
(Menurut Anda, bagaimana film kartun digital dapat berkontribusi pada kompetensi interkultural dalam pembelajaran ?)

3. Have you noticed any differences in your intercultural competence after watching digital cartoon movie?
(Apakah Anda melihat adanya perbedaan dalam kompetensi interkultural Anda setelah menonton film kartun digital?)

4. How do you think digital cartoon movie can be used to learn intercultural competence in an Islamic boarding high school?
(Menurut Anda, bagaimana film kartun digital dapat digunakan untuk belajar kompetensi interkultural di sekolah menengah atas Islam?)

5. What are some potential challenges in using digital cartoon movie to learn intercultural competence?

(Apa saja tantangan potensial dalam menggunakan film kartun digital untuk belajar kompetensi antarbudaya?)

6. How do you think digital cartoon movie compare to other forms of media in learning intercultural competence?

(Menurut Anda, bagaimana film kartun digital dibandingkan dengan bentuk media lain dalam mempelajari kompetensi antarbudaya?)

7. Have you seen any examples of digital cartoon movie being used effectively to learn intercultural competence?

(Pernahkah Anda melihat contoh film kartun digital yang digunakan secara efektif untuk belajar kompetensi antarbudaya?)

8. How do you think digital cartoon movie can be integrated into the curriculum to teach intercultural competence?

(Menurut Anda, bagaimana film kartun digital dapat diintegrasikan ke dalam kurikulum?)

9. What are some potential benefits of using digital cartoon movie to learn intercultural competence?

(Apa saja manfaat potensial dari penggunaan film kartun digital untuk belajar kompetensi antarbudaya?)

10. How do you think the impact of digital cartoon movie on intercultural competence can be measured and evaluated?

(Menurut Anda, bagaimana dampak film kartun digital terhadap kompetensi antarbudaya dapat diukur dan dievaluasi?)

(Adapted from (Collection et al., 2021)(Hofmann, 2018)(Asyidiq et al., 2020)(Sánchez-Auñón et al., 2023)(Agustin et al., 2022)

Appendix 3: Transkrip Dialogue Interviewing with Teacher

Interviewee : Teacher that teaching in the class

Interviewer : Ardelia Putri Shiamy (Researcher)

Date of Interview : 29 January 2024

Location of Interview : Islamic Boarding High School in Cijantung Ciamis

List of Acronyms : IN=Interviewer TH=Teacher

IN : How do you incorporate movie into your teaching to promote intercultural competence ?

TH : Integrating movie learning with text material is very suitable because the movie can be seen visually directly so that children or students can easily grasp the meaning or content of the story, which is different from if the story is in textual form, but if it is visual it is in movie form. It is easy for children to understand both pronunciation, then gestures and expressions, it is very easy for students to understand, especially in texts. Because in the text there is a generic structure, children must be able to identify or integrate what the orientation, complications and resolution are and must be digestible by students so that visually through video or through movie it is very easy to digest.

IN : Can you give examples of specific movie that have been used in class and how they influence students' understanding of culture ?

TH : I once gave or watched a movie on YouTube about the story of Malikundang, it provides the ethical and cultural moral values that exist in West Sumatra, that

we should not be disobedient to parents, especially mothers, the moral values that can be taken by students are very influential, If we even say "ah" in Islamic teachings, that's already disobedient, especially if we scold them to the point of not recognizing a mother, that's a very good moral value from the study of this movie.

IN : How do you ensure that the movie used are culturally sensitive and appropriate for students?

TH : We have to be able to filter and choose what is good and what is less good because here the student culture has a big influence on Islamic culture because of boarding, so if there is a movie that highlights something like that, we immediately move on to another one, just don't do it. to the point of missing out on the moral values, if there are values that are not good, then just annul them or continue, because if you like western movie, yes, the censors have to be careful too.

IN : How do you facilitate discussions or debates between students after watching movie related to cross-cultural communication?

TH : We as teachers must have broad insight, because the questions that arise from students are based on what they have seen, perhaps what they have felt, especially in movie, the term love story or experiences like that could be theirs. thinking oh like this like this. Based on the results they observed, they had their own arguments which were applied in the movie. It has to be balanced, surely the

students' arguments will be broader, especially if they are related to our religious teachings.

IN : So how do you facilitate the discussion?

TH : The first is to facilitate an argument, provide questions and answers, then respond to what they watched or listened to and then discuss it to find an agreement on what we should be like. If you want to discuss it directly or in groups, you can also present what they have seen, which is extraordinary, so you won't get just one piece of information.

IN : How can you assess the effectiveness of using movie in improving cultural communication in learning?

TH : The first thing we have to do is know and understand the content of the story, its meaning, the words and sentences in the movie text, we have to understand it first, then apart from that there are many expressions which are very useful for practicing our speaking fluency, after that we You can listen, listen, then speak, then you can apply it to writing and you can draw conclusions from the story.

IN : Can you see changes in students' attitudes towards cultural communication after using movie in teaching?

TH : Yes, of course, because from the moral values taken from the movie we will change children's attitudes, for example, in the first movie, yes, it could change the attitude that we have to embrace people who are older than us. especially our level, yes, we have to embrace it, we can't be arrogant, we can't be haughty in the sense of bowing down, if the term in Islamic boarding schools is "tawadu", well,

then in speaking it also affects people who are older than us, their position is the same. From the moment we start talking, attitudes already have moral values, which is different from those without moral values, we will speak arbitrarily, yes, that's possible.

IN : How do you balance the use of movie with other teaching methods to ensure comprehensive learning for students in learning?

TH : As before, this can be collaborated with other subjects, yes, if we have to be polite towards each other, that is one of the cultural values, humility, especially in Sundanese Indonesia, yes, the people are friendly and gentle, that's it. It must be applied or collaborated with subjects, if there are moral beliefs here, there is a legal basis for studying the Qur'an and hadith, it must be collaborated because it has extraordinary values, so what should it be applied to students?

IN : So how do you balance the method of using movie with other learning methods?

TH : Movie are good, straight away they have practice and discussion. If in a story the text is just the writing, that's the balance, maybe that's it.

IN : How do you respond to potential challenges or issues that may arise when using movie in teaching such as cultural disapproval or inappropriate content?

TH : You have to be able to filter it, don't eliminate the existing culture. For example, in China, there are Chinese clothes and then you wear a bun, that cannot be removed because this is a characteristic. For example, in Java there are Javanese customs, traditional Javanese clothes, then walking is also regulated,

those are the cultures that it's there, don't let it disappear, if these days the movie are action, then that's fine, the action is about culture as well as pencak silat, but what is the use of the action? Don't dress like a thug, so you have to adjust it.

IN : How to respond or solve this challenge?

TH : Yes, we have to be able to sort and choose, for example if the action is a form of struggle, use the traditions of struggle, don't let the action be a struggle but the clothes are brutal, that is what violates and the term destroys the culture.

IN : How to ensure that movie used for learning are always current and relevant to students' lives and experiences?

TH : As a teacher, you also have to read a lot, listen to material that is related to the existing curriculum, then we combine the material, for example, if in the past children knew the , for example the deer and the crocodile, what now is the students' morals towards the teacher in Learning can be made into a , right? But it has to contain moral values. There could be orientation, complications, between teachers and students like this. They're joking or whatever. That can happen, but s are fiction, right? Fiction is dangerous because fictional stories are like that, that's why here you have to be smart in choosing and sorting and a teacher must often and diligently pay attention to the issues that are happening so as not to let the old ones be defeated by the new ones, especially since the new ones don't keep appearing, the old ones keep appearing. It must be possible because innovative learning innovation will be fun for students and encourage students to change.

IN : How do you encourage students to reflect or reveal their opinions about their own experiences and views after watching movie related to culture in learning?

TH : OK, that means students have their own opinions to show that oh the moral value we can take is like this, then we can conclude that the value obtained is like that, we have to be observant too, so when listening, students have to really watch the movie, Don't skip it, because that will be the plot, will the student be able to summarize whether it's going forward or backward? If students can listen then they will know what the plot is like.

IN : So the way to encourage students to find out their own views is to make sure that students are listening?

TH : Yes, really listen, because you have to know that if you listen, you will know the vocabulary, then the pronunciation, then you will know the plot of the story if you really listen.

Appendix 4: Transkrip Dialogue Interviewing with Students (Sample 1)

Interviewee : 3 Students that learning in the class

Interviewer : Ardelia Putri Shiamy (Researcher)

Date of Interview : 29 January 2024

Location of Interview : Islamic Boarding High School in Cijantung Ciamis

The students interviewed consisted of 3 people (all students included in learning with cultural cartoons) and were divided into students 1, 2, and 3

Interviewer: What is your experience with cartoon movie in learning?

Student 2: exciting, fun, not boring

Student 1: same

Student 3: it's fun and doesn't get boring, because the animation is interesting

Interviewer: What do you think it's fun and doesn't make you bored?

Student 2: because of cartoon movie

Student 1: because the movie is exciting

Student 2: not really serious

Interviewer: What do you think if cartoon movie contribute to cultural learning ?

Student 2: can connect, because there are cartoons that have cultures so you can see cultural differences

Interviewer: Is there a difference in your knowledge about culture after seeing cartoons?

Student 1: yes

Interviewer: anything?

Student 2: from everyday life

Student 1: from hairstyle or clothing

Student 2: his appearance

Interviewer: What do you think if cartoon movie are used for cultural learning in Islamic boarding schools?

Student 2: Yes, some use Islamic cartoons

Student 3: like prophets, like Islam

Interviewer: What are the challenges when using cartoons to study culture?

Student 2: the culture isn't clearly visible, it's not like when reading a book, it's detailed, in a movie it only shows it

Student 1: If the movie isn't exciting enough it will make you sleepy

Student 2: the culture is less visible, because new culture also makes us ask what it is

Interviewer: What do you think compares cartoon movie with other learning methods?

Student 3: we are more exciting (if it's a cartoon)

Student 2: relax, don't get bored, if you read then read then get bored and sleepy,
if you write then keep your hands sore

Student 3: if you study normally you might get bored

Interviewer: what kind of learning do you get bored with?

Student 2: just read or just listen

Interviewer: are there other examples of cartoon movie used for cultural learning?

Student 2 & 3: nothing this is the first time

Interviewer: What do you think if cartoons are used in curriculum learning?

Student 2: suitable, not monotonous, relaxed, not too serious, can be done, as long
as the movie is truly educational, good for students

Student 1: (nods in agreement)

Interviewer: what are the benefits of watching cultural cartoons for learning?

Student 3: knows more about the differences between foreign and Indonesian
cultures (meaning knowledge about culture)

Interviewer: In your opinion, what is the impact of digital cartoon movie on
intercultural competence that can be measured and evaluated?

Student 2: gain new knowledge, so you know what foreign cultures are like

Appendix 5: Transkrip Dialogue Interviewing with Students (Sample 2)

Interviewee : 3 Students that learning in the class

Interviewer : Ardelia Putri Shiamy (Researcher)

Date of Interview : 29 January 2024

Location of Interview : Islamic Boarding High School in Cijantung Ciamis

The students interviewed consisted of 3 people (all students included in learning with cultural cartoons) and were divided into students 1, 2, and 3

Interviewer: what is your experience with digital cartoon movie in learning ?

Student 3: fun

Student 2: more fun and more involved in learning

Student 1: it's easier to gain insight

Interviewer: How do you think digital cartoon movie can contribute to cultural competency in learning ?

Student 2: Cartoon movie play a big role, because most of the cultures I know from foreign cartoon movie, for example cartoon movie from the West, from the East, most of the card movie have culture, so that's really helpful.

Student 3: sip sip sip (signifies agreement)

Student 1: very good and good for learning, can see the difference between abroad and Indonesia

Student 3: We know better because if the cartoon is drawn it becomes more detailed

Interviewer: do you notice any difference in your cultural competence after watching digital cartoons?

Student 3: yes

Student 1: yes, there is a big difference between foreign and Indonesian culture, foreign culture is like western culture, Indonesia is eastern

Student 3: Yes, it's possible that the face is whiter than the neck (mentions examples of cultural differences shown in movie)

Student 2: Yes, it turns out that foreign and Indonesian cultures are very different, especially because of religious differences too

Interviewer: What do you think if digital cartoon movie were used to learn cultural competency in Islamic boarding schools?

Student 2: come in, cool

Student 3: adds insight

Student 2: but it depends on the cartoon too

Student 1: the positive is positive

Student 2: Some cartoons are complicated too

Student 1:(nods in agreement)

Interviewer: what are the challenges in using digital cartoon movie to study culture?

Student 2: chasing subtitles

Student 3: yes, the card subtitles

Student 1: understand the language

Student 3: Sometimes I forget there are subtitles so I focus on the picture

Interviewer: How do digital cartoons compare to other forms of learning media for studying cultural competency?

Student 2: different

Student 3: it's different, if it's a cartoon it's more appropriate because it's depicted

Student 2: because cartoons are easier to understand

Student 1: (nods in agreement)

Student 3: For example, a written book, if we read it we don't understand, it's just the points.

Student 1: I understand movie better because they are visual, if we read them we will get sleepy if we watch them while they are fun

Interviewer: Apart from the cartoons above, have you ever seen examples of digital cartoon movie used for cultural learning?

Student 1: never

Interviewer: what?

Student 2: Upin Ipin

Student 1: Naruto

Students 1 & 2 & 3: (laugh together)

Interviewer: anything else?

Student 2: agent Ali

Student 3: Boboiboy

Interviewer: what is the culture?

Student 2: Malaysia, but Upin Ipin has Indonesian culture too

Student 3: but wrapped a little

Student 1,2: nyi roro kidul and tangkuban boat in Sundanese learning

Interviewer: What do you think if digital cartoon movie were integrated into the curriculum?

Student 1: it's possible, but how do you add cartoons to the curriculum??? (Again doubt)

Student 3: it's possible, depending on the title of the card, it doesn't make you sleepy and doesn't make you tense, it's relaxing

Student 1: but it's not possible every day because the projector is limited

Interviewer: what are the benefits of using cartoon movie to study culture?

Student 1: the benefit is that it broadens your insight, you don't have to keep up your face

Student 2: If cartoons are used in cultural learning...they are artificial cartoons so we can learn more about cultural insight, so you can also include sand culture, you can change it depending on what we choose.

Student 3: calm, nostalgic for childhood

Interviewer: What impact do you think digital cartoon movie have on cultural competence that can be measured and evaluated?

Student 2: increase knowledge about culture

Student 1: knows more about culture, adds insight, is fun

Student 3: positive, adding new knowledge

Appendix 6: Transkrip Dialogue Interviewing with Students (Sample 3)

Interviewee : 3 Students that learning in the class

Interviewer : Ardelia Putri Shiamy (Researcher)

Date of Interview : 29 January 2024

Location of Interview : Islamic Boarding High School in Cijantung Ciamis

The students interviewed consisted of 3 people (all students included in learning with cultural cartoons) and were divided into students 1, 2, and 3

Interviewer: What is your experience about digital cartoon films in learning?

Student 2: Our experience when watching cartoon films is really exciting.

Student 3 : yes

Student 2: The visuals are really cool so it makes us not sleepy.

Student 1: I'm sleepy mum.

Interviewer: oh why sleepy?

Student 1 : Because I'm bored mum

Interviewer: What makes you bored?

Student 1 : It's the cartoon films that make you bored.

Interviewer: Oohh, it should be an action film, not animation?

Student 1 : Yes.

(female students prefer cartoons, male students prefer films that are not animated)

Interviewer: Why do you prefer cartoons?

Student 2 & Student 3: cartoons are funny.

Interviewer: oh yes, why do boys prefer live people?

Student 1: Because the picture is not clear, mum, if it's a cartoon, it's less interesting.

Interviewer: How do you think digital cartoons can contribute to intercultural competence?

Student 2 : So for us, if there are visuals, it makes us understand more, if at home we like to be told about it, we don't understand it, right?

Student 1 : Yes, the same mum

Interviewer: Is there any difference in cultural competence after you watch cartoons?

Student 3: We know more about foreign cultures.

Interviewer: How do you think cultural cartoon films can be used in pesantren?

Student 2 : Not all cartoon films, because cartoon films that are usually from outside, the culture is definitely not suitable for our Islamic culture, so if we focus more on Islamic culture, like the prophethood of the past.

Interviewer: What are the challenges when you learn culture but through films?

Student 3: Some of the films are not clear.

Interviewer: What's less clear?

Student 3: from the proyektor that are less clear

Interviewer: oh yes, so the infrastructure?

Student 2: Yes, installing it takes a long time so the time runs out.

Interviewer: okee, then what else?

Student 3: Sometimes the translation is too fast.

Student 1: If the film is boring, sleepy.

Interviewer: So what do you think is the difference between cartoon movie and other learning media?

Student 3: the media is more interesting so we are not sleepy, not bored.

Student 2: If the method is through lectures or lks, it is monotonous and easy to get bored because sometimes you don't understand, sometimes you don't focus your mind anywhere.

Interviewer: besides the film, there are no digital cartoon movie that have been used during learning?

Student 3 : There is, for example, like Indonesian language anecdotal texts like there is a poster or picture shown.

Student 2 : Other subjects choose the story of the archipelago in Sundanese subjects.

Interviewer: What do you think if for example in the curriculum or in other lessons using methods like this?

Student 2: If it is used in all lessons, it is not appropriate, but if it is used in subjects that contain social behaviour, it is very suitable.

Student 1: For me, it's not effective because the children like to be sleepy.

Interviewer: What are the benefits of using films to learn culture?

Student 2: We get to know more about the current cultures that we didn't know before so we know that eh face is whiter than dad ee

Student 1: We know that the difference between foreign and Indonesian films is different, foreign films have more action, Indonesian films have less.

Interviewer: what do you think is the impact of cartoon films on cultural competence that can be measured?

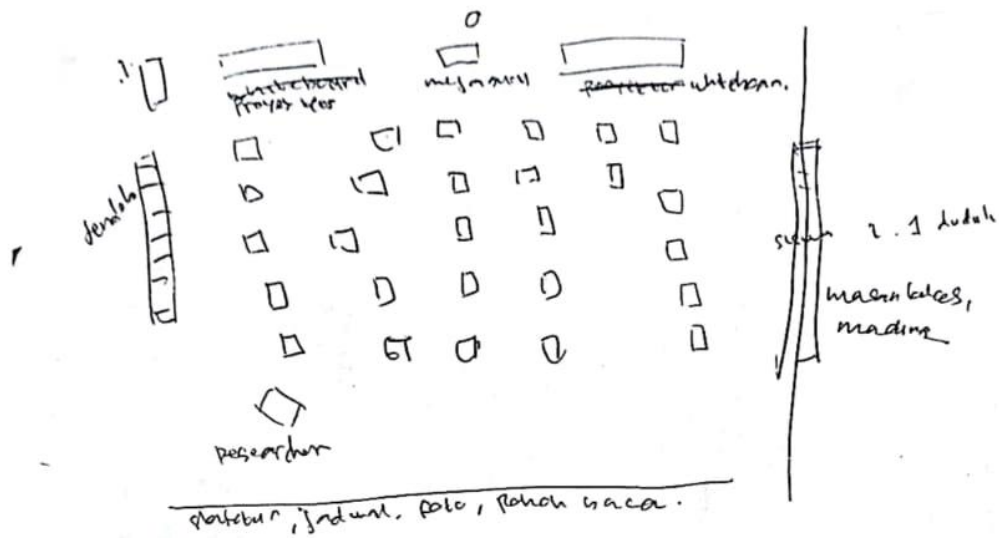
Student 2 : In the past, we didn't know about cultures from outside, after we watched the cartoons, oh so we know.

Appendix 7 : Field notes observation

FIELD NOTES – OBSERVING CLASSROOM ACTIVITY

Name of observer : Ardela Putri Shanny
 Location of observation : Man 3 Ciantung Cianjur
 Date : 29 Jan 24
 Time : 10.20 - 12.10
 Social circumstance :
 Number of study participant : 25-30
 Language : L1 (Indonesia), Sunda, English.
 Intimacy :
 Social consensus :
 Overview of Activity : Students will learning narrative text in the classroom with watching digital canton movie. That movie with exchange students intercultural competence. This is a wonderful activity to use this method learning because not boring because it support with visual content.














Length of Activity : 110 Minutes	
Descriptive Notes (a word-picture of the setting, actions and conversations)	Reflective Notes (the observer records thoughts, ideas, questions and concerns)
<p>performansi persiapan, menjelaskan, foto nalar nira yg sempit. sedikit menjelaskan tentang bagaimana cuplik berbagai lukis kuno.</p>	<p>saat penelitian ini berlangsung pertemuan naratif teks baru pertama kali dan guru baru memancing siswa tentang naratif teks dari film tersebut.</p>
<p>narrative penjelasan, di sabung dengan film</p>	<p>guru cukup bisa mendukung pemahaman siswa tentang hal-hal yang ada di dalam film</p>
<p>membenarkan tga tambah kesus aora</p>	<p>kadang menyelipkan dengan kandaan.</p>
<p>pamit samudra ke rt no, di barak kan dengan cakrawala jawa.</p>	
<p>muka lebih putih dari leher.</p>	
<p>menyebutkan paksi tradisional diongkha, dibandingkan dengan kujur budaya kan sebagai contoh.</p>	
<p>guru menulis dan potar kepada foto</p>	
<p>Bahas presentasi, warna, dll.</p>	






<p>Budaya bisa fu di situ dan di situ dengan budaya lain. Sama mengawal jika ada perbedaan tbg budaya lain.</p>	<p>Disini guru membahas bela dari kumpir dan petak silat, dan positif karena menambah wawasan akan perubahan budaya, namun fokus siswa terhadap Film Terpecah</p>
<p>guru mencembukan salah 1. kesalahannya, tbg m, guru menarasapi</p>	<p>koreksi tepat benar guru tidak fokus terhadap film dan jadi mengobrol dengan guru</p>
<p>mantra merah putih dari bingkisan dan Indonesia</p>	
<p>hearing kembali, siswa fokus film 50% dan bahasa 50%.</p>	<p>manusia saya. audio kurang merujuk sehingga tidak membuat siswa bersama.</p>
<p>Eg: tidur, menurut saya bahasa sekantun hai lihat film</p>	
<p>menjelaskan kebenaran mulan</p>	<p>siswa bingung menanggapi apa artinya ada 1/2 semangat ada yg tidak dan merasa bingung dan pif</p>
<p>gerak guru siswa non verbal komunikasi pasasi ganti ganti, tidak nyeder dll</p>	<p>seperti mencari posisi nyaman 1/2 menonton film.</p>
<p>beberapa siswa hilang dengan film</p>	<p>Suara kelas mendukung nantuk, kipas, silat, tidak fokus.</p>
<p>2 memperhatikan detail tidak abstrak fokus menaruh karna detail dengan akhir</p>	<p>pasasi harusnya pas antar suasana pna suana mendukung tapi sekantun besar siswa (saja) tapi tidak banyak in teraksi.</p>








<p>Beberapa siswa menirukan bab atau nama karikatur, dan beberapa kali tertawa. namun ketika kembali</p>	<p>dan ... lucu dan mudah di ingat karena lucu</p>
<p>waktu melalui dengan jadwal pembelajaran lainnya (KBM).</p>	<p>Seperti film terlalu lama dan membuat siswa tertawa ayama di kelas. namun menciptakan kelas tenang dan fokus cerita di bandingkan biasa. mungkin short movie lebih bagus karena masih terlalu lama</p>
<p>Siswa dan beberapa siswa menonton film dan beberapa kali membicarakan reaksi seperti bertawa, tertawa, dll.</p>	<p>didukung oleh alur cerita film ya mulai menghayati</p>
<p>Beberapa anak bertepuk tangan dan senang karena plot dan sesuai dengan</p>	
<p>penyajian dengan pembelajaran naratif Orientation : } menghayati dan di Complication : } jalurnya dengan jalan Resolusion : } mulai Pengertian budaya, dihubungkan dan film, mereview kembali film.</p>	<p>Saat pembelajaran menonton film, suasana kelas menjadi lebih tenang dan tidak riuh, sedikit yang berbicara, hanya saat ada adegan film yang membuat siswa bereaksi, baru suasana kelas menjadi seketika normal</p>

**Appendix 8 : Bimbingan skripsi pembimbing 1 (Dr. Iskhak Said, Drs.,
M.M., M.Pd.)**

No	Date	Activity	Sign
1	11 th November 2023	change title & research focus	
2	18 th January 2024	adjustment of interview and learning materials	
3	26 th January 2024	fixation of field notes & participant interviews	
4	30 th January 2024	how to process research data	
5	6 th February 2024	coding research results	
6	10 th February 2024	data and theory adjustment	
7	28 th February 2024	revision ethical consideration	
8	7 th March 2024	directions for making chapter 4	
9	21 th March 2024	revised chapter 4	
10	25 th March 2024	How to make discussion	
11	21 th May 2024	revised chapter 4	
12	29 th May 2024	Revised chapter 2,3,4	
13	04 th June 2024	Revised chapter 3	

14	12 th June 2024	Revised chapter 4 & 5	
15	13 th July 2024	Revised chapter 4 & 5 , revised journal	
16	23 rd August 2024	Revised Journal	

Appendix 9: Bimbingan skripsi pembimbing 2 (Bambang Ruby S, M.Pd)

No	Date	Activity	Sign
1	15 th January 2024	change title & research focus	
2	27 th January 2024	fixation of field notes & participant interviews	
3	14 th May 2024	Revised chapter 1-5	
4	3 rd June 2024	Revised title, chapter 3	
5	10 th July 2024	Revised chapter 4&5	
6	01 st August 2024	Revised journal research	
7	25 th August 2024	Revised journal research	

Appendix 10: Surat permohonan izin penelitian



YAYASAN PENDIDIKAN GALUH
UNIVERSITAS GALUH
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Kampus: Jl. R.E. Martadinata No. 150 Tlp. (0265) 772192 Fax 771955 Ciamis

Nomor : 474 /21/SP/KM/DI/1 /2024

Ciamis, 22 Januari 2024

Perihal : Ijin Penelitian

Kepada
 Yth. MAN 3 Cijantung Ciamis
 Di Tempat

Dengan Hormat,

Dalam rangka penyusunan Karya Ilmiah/Skripsi Mahasiswa FKIP
 Universitas Galuh Ciamis :

Nama : Ardella Putri Shiamy
 N I M : 2109200046
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Tingkat/Semester : IV (EMPAT)/VII (TUJUH)

Kami mohon dengan hormat bantuan Bapak/Ibu untuk dapat menerima dan memberikan kesempatan kepada yang bersangkutan dalam hal mengumpulkan data sehubungan dengan penulisan karya ilmiah (Skripsi) yang berjudul : THE IMPACT OF DIGITAL CARTOON MOVIE ON INTERCULTURAL COMPETENCE IN TEACHING NARRATIVE TEXT:A CASE STUDY AN ISLAMIC BOARDING HIGH SCHOOL

Demikian permohonan kami, atas bantuan dan perhatiannya kami ucapkan terima kasih.

Hormat Kami,
 Wakil Dekan I



Yoyon Sutresna, Drs., M.Kes.
 NIP. 196504121990021001

Tembusan disampaikan Kepada Yth,
 1. Prodi di FKIP UNIGAL
 2. Panitia DBS
 3. Arsip

Appendix 11 : Surat penerimaan izin penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN CIAMIS
MADRASAH ALIYAH NEGERI 3 CIAMIS
Alamat : Jln. KH. Moch. Sirodj Pst. Cijantung ☞ (0265) 772862, Ciamis Cijeungjing 46271
e-mail : man3ciamis@kemenag.go.id, mancjt.cms@gmail.com, man_cj@gmail.com
website : man.pst-cijantung.sch.id

SURAT KETERANGAN

Nomor : B-072/Ma.10.29/KP.01.2/02/2024

Yang bertanda tangan di bawah ini :

Nama : IWAN SETIAWAN, S.Pd., M.PFis.
NIP. : 197010171997031003
Pangkat/Golongan : Pembina, IV/a
Jabatan : Kepala Madrasah
NPSN : 20276449
Alamat : Jalan KH Moch Sirodj, Pesantren Cijantung, Desa Dewasari
Kec. Cijeungjing Kabupaten Ciamis

Menerangkan dengan sebenarnya bahwa :

Nama : ARDELIA PUTRI SHIAMY
NIM : 2109200046
Fakultas : FKIP
Prodi : S1 Pendidikan Bahasa Inggris
Tingkat/Semester : IV (Empat) / VII (Tujuh)

Berdasarkan surat dari Universitas Galuh Ciamis Fakultas Keguruan dan Ilmu Pendidikan Nomor 474/21/SP/KM/DI/2024 Tanggal 22 Januari 2024, bahwa Mahasiswa tersebut telah selesai melaksanakan Penelitian di Madrasah Aliyah Negeri 3 Ciamis pada tanggal 29-30 Januari 2024 dengan Judul Skripsi "*THE IMPACT OF OF DIGITAL CARTOON MOVE ON INTERCULTURAL COMPETENCE IN TEACHING NARRATIVE TEXT: A CASE STUDY AN ISLAMIC BOARDING HIGH SCHOOL*".

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Ciamis, 05 Februari 2024
Kepala Madrasah,



IWAN SETIAWAN



Dokumen ini telah ditanda tangani secara elektronik.
Token : 0Lu0V3

Appendix 12 : Curriculum vitae

CURRICULUM VITAE

**A. Personal Identity**

Name : Ardelia Putri Shiamy

Place of Birth : Ciamis

Date of Birth : 22th November 2002

Sex : Female

Home Address : General Ahmad Yani street no 182, Kertasari, Ciamis

Nationality : Indonesian

Phone/ Mobile : 089624426414

E-mail : ardeliapshiamy@gmail.com

B. Educational Program

- Ciamis 1 Vocational High School - Hospitality Tourism
Accommodation Major (2017-2020)
- Junior High School 1 Cijeungjing (2014-2017)
- Elementary School 3 Kertasari (2008-2014)

LIST OF FIGURE**Teaching Learning Process 1****Teaching Learning Process 2**



Teaching Learning Process 3



Teaching Learning Process 4



Teaching Learning Process 5



Interview with teacher 1



Interview with students 1



Interview with students 2



Interview with students 3