

**THESIS**

**CHILDREN RECEPTION TOWARDS SHIVA CARTOON  
SERIES IN MAKASSAR**



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ECONOMICS AND SOCIAL SCIENCES FACULTY  
UNIVERSITAS FAJAR  
MAKASSAR  
2022**

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Submitted in Partial Fulfillment of the Requirements for the Bachelor  
Degree of English Literature in English Literature Department of  
Economics and Social Sciences Faculty at Universitas Fajar Makassar

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# THESIS

## CHILDREN RECEPTION TOWARDS SHIVA CARTOON SERIES IN MAKASSAR

Written by

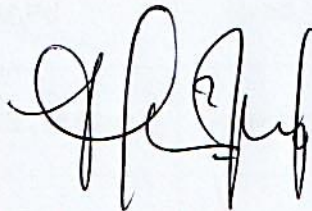
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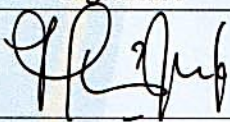

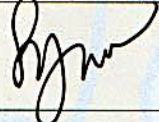

Has been maintained in the thesis examination

On 31<sup>st</sup> August 2022

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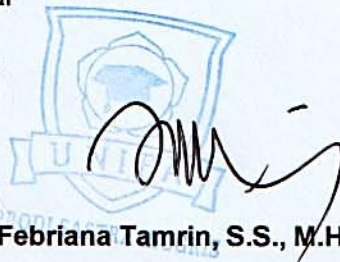
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## PERNYATAAN KEASLIAN

Saya yang bertanda tangan dibawah ini

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Dengan ini menyatakan dengan sebenar benarnya skripsi berjudul "**Children Reception Towards Shiva Cartoon Series In Makassar**" adalah karya ilmiah saya sendiridan sepanjang pengetahuan saya didalam naskah skripsi ini, tidak terdapat karya ilmiah yang pernah diajukan oleh oranglain untuk memperoleh gelar akademik ini di suatu perguruan tinggi, dan tidak terdapat karya atau pendapat yang pernah ditulis atau diterbitkan oleh orang lain, kecuali secara tertulis dikutip dalam naskah dan disebutkan dalam sumber kutipan dan daftar pustaka.

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Makassar, 31 Agustus 2022

Yang membuat pernyataan



Immanuel

## ACKNOWLEDGEMENT

Praise and honorable pray to the presence of God Almighty, Jesus Christ, because of the grace that has always been bestowed on researchers so that the research entitled “Children Reception Towards Shiva Cartoon Series in Makassar” can be completed properly. This research is my last journey in getting a degree Bachelor in English Literature at Fajar University Makassar.

On this occasion I would also like to express my deepest gratitude to my two angels, namely to my father Mr. Bembe Arruan, and my mother Mrs. Mariana who always pray for me, believing in me, supporting me in all things, both material and non-material. The researcher would also like to thank those who have contributed significantly in the completion of this thesis. These extraordinary people are:

1. Dr. Yusmanizar, S. Sos., M.I. Kom. as Dean of the Faculty of Economics and Social Sciences.
2. Mrs. Andi Febriana Tamrin, S.S., M.Hum. as Chair of the Fajar University English Literature Study Program.
3. Mr. Ermansyah, S.S., M.Hum. as my advisor.
4. Mrs. Ana Rosida, S.S., M.Pd. as my supervisor in completing this thesis.
5. All lecturers have educated, taught, and provided knowledge to me in the study process and thesis process.
6. All my family who always support and pray for me which cannot be mentioned one by one.
7. My friends in the 2018 English Literature Department have been fighting with me until now.

8. squad 18 and also other PMK friends who always provide their best support.
9. Finally, I would like to thank myself for always being strong, patient, and also staying healthy until the completion of this thesis.

Although in this research there are still many shortcomings, but I believe that it is beyond my ability as a researcher. and criticism and suggestions are expected from all parties to improve this thesis in the future.

**"I can do all things in Him who gives me strength"**

**Philippians 4:13**

Makassar, 31<sup>st</sup> August 2022

Researcher

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## **ABSTRACT**

### **Children Reception Towards Shiva Cartoon Series in Lambanan Mamasa**

**West Sulawesi**

**Immanuel**

**Ana Rosida**

This study analyzes how the reception of children in Makassar for the Shiva serial film (episode 5). The purpose of this study is to find out how the children's reception of the Shiva cartoon series.

The method used in this study is a quantitative research method, and uses the Reception Hall theory (1973) in which there are 3 kinds of reception positions from the audience towards the work, namely Accepting, Negotiating, and Oppositional.

The results of this study indicate that the reception of children in Makassar to Shiva's cartoon series is dominant, where the Accepting position is 63%, the negotiating position is 3.3%, and the oppositional position is 33.3%.

**Keywords: Children, Reception, cartoon series, Shiva, Children Literature.**



## **ABSTRAK**

### **Children Reception Towards Shiva cartoon Series in Lambanan Mamasa West Sulawesi**

**Immanuel**

**Ana Rosida**

Penelitian ini menganalisis mengenai bagaimana resepsi anak-anak di Makassar terhadap film serial Shiva (episode 5). Tujuan dari penelitian ini adalah untuk mengetahui bagaimana resepsi anak-anak terhadap serial kartoon Shiva. Metode yang digunakan di penelitian ini adalah metode penelitian kuantitatif, dan menggunakan teori Reception Hall (1973) yang didalamnya terdapat 3 macam posisi resepsi dari audiens terhadap karya yakni Accepting, Negotiating, and Oppositional.

Hasil dari penelitian ini menunjukkan bahwa resepsi anak-anak di Makassar terhadap film Shiva dominan baik dimana posisi Accepting 63% posisi negotiating 3,3%, dan posisi oppositional 33,3%.

**Kata Kunci: Anak-anak, resepsi, Kartoon Serial, Shiva, Literature Anak-Anak.**

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## CHAPTER 1

### INTRODUCTION

This introduction is divided into five parts covering the background, research questions, research objectives, research significance, and the last is the research scope.

#### 1.1 Background

Humans with literary works are something that cannot be separated from one another, where literary works are a part of human life (Slamet 2018). "Literature reveals many things about human life. Although literature is the imagination of the author, the result of the author's taste and soul, literature cannot be separated from observations, experiences, and lessons about live, and the lives of humans or other living things in the real world which are then realized by the author in the fictional world " (Nurhaida, 2018).

In this era of globalization, literature is experiencing a very rapid development where the development is felt all over the world. "Literature is a medium that cannot be replaced by other media. Literature has a big role in the process of changing the world. Literature is a subject of knowledge that has extraordinary wealth. It can be seen in developed countries that literature has been incorporated into several technologies and other sciences. Indonesian literature is known that from time to time it will always experience changes and developments" (Rafi, 2022).

One of the results of literary developments that can be felt directly by humans today is the presence of mass media that can make it easier for us to enjoy literary works in the form of audio visuals that can be found anywhere such as cinemas, TV, computers, and cellphones. The presence of the mass media can

make it easier for humans to consume literary works that writers want to present to their audiences.

Today the development of technology is increasingly advanced. And in accordance with technological developments can facilitate a human activity, one of which is television. Where television is one of the electronic media that can be enjoyed by almost all people, and television provides various kinds of entertainment such as news, dialogue, interactive, rural programs, opera, films, education and comedy (Sahputri, 2020).

Along with its development, watching television has always been entertainment and is said to increase the knowledge of both adults and children. Cartoons have been a part of cinema history since the first films were made in the late 1800s. Cartoons are films made using animation instead of live actors, especially funny films aimed at children. Cartoons can also be described as filmmaking by filming a slightly different sequence of images or models so that they appear to move and change when the sequence is shown (Habib 2015).

There are so many types of films, but films that can attract children's attention are cartoon films because "Cartoons are identical with bright colors, various levels of movement or action, contain simple themes and messages that make children easy to understand, shorter duration, varied sounds . , and other stimuli that interest children (Mcpherson 2020). As is known, there are lots of cartoons that are shown regularly every day, and of course they present a special attraction for children who watch them. There are cartoons that are entertaining, romantic, insightful, and also fight scenes. In today's cinema, cartoons are unique and creative films, starting from the color design, character roles, and atmosphere that really attract children's attention. And it's no wonder that children memorize the cartoon titles, the roles and the storyline of the film, because the

attractive film designs start from the unique color combination of language, and are presented to entertain children, provide information, and educate.

As we know, film is an important mass communication medium to communicate a reality that occurs in everyday life. Film has a strong reality, one of which tells about the reality of society, culture, education, and others. (Sugianto, 2017). Film can be interpreted as a cultural product and a means of artistic expression. Film as mass communication is a combination of various technologies such as photography and sound recording, art, both fine arts and theater arts, literature and architecture and music. One of the shows that are very liked by children are cartoons.

From cartoons that children watch, of course they will get or learn something new through the scenes and actions performed by various characters in the story. And after watching the scene in the film, of course, the children will make various responses to what they have witnessed, whether it is a response to the storyline, characterizations, shooting, image resolution, and it is also possible that there will be responses about the good or bad of the film. Reception is a theory that wants to reveal how literary connoisseurs respond to the literary works they consume (Rahima, 2016). Through this research, the writer wants to study and describe the reception of children in Lamaban Mamasa towards literary works (Siwa Cartoon Seri).

Literary reception or reception is research that focuses on the reader, namely how the reader gives meaning to literary works, so that they react to the text. Endaswara (2008) suggests that reception means receiving or enjoying literary works by readers. Reception is a genre that examines literary texts starting from the reader who reacts or responds to the text. In interpreting a literary work, it does not only have a single meaning, but has other meanings that will enrich the literary work.



From the literary reception above, it can be concluded that literary reception is a research that focuses on the audience as recipients of literary works about how the acceptance or response of the public as literary observers is received. The purpose of literary reception theory as expressed by Fokkema (1977) Literary reception is intended to find out how readers give meaning to the literary works they read, so that they can react or respond to them. The response may be passive. That's how the reader can understand the work, or can see the aesthetic nature of the literary work. As has been done by several previous studies, including Purnamasari (2020) with the title "Audience Reception Regarding Freedom of Life Partner in Aladdin Film", where in his research Purnamasari examines audience response or reception regarding Freedom of Life Partner in Aladdin, Lozano (2020). ) entitled "Straight from the horse's mouth: children's reception of animated films dubbed in Spain" and there are many previous studies that discuss the public's reception of literary works.

The reason the author chose the Shiva cartoon in this study, because according to Adoenn (2017) the shiva cartoon is a cartoon that is very liked by children, which even though the story is sometimes blurred due to the action of sharp weapons, children still like it. Even when children watch Shiva's movie they will get angry when it is replaced with another broadcast. Shiva is a boy who becomes a super hero, because he defeats many evils who want to destroy his city. Shiva is a brave, confident, responsible child, a child who is loyal to his friends, and always helps anyone who needs help, from the description above it is hoped that children in Makassar can accept, apply and practice positive explanation scenes. in Shiva's film story.

This research will be conducted on children in Makassar, where Shiva's film is a film that is very well known to children, where children in Makassar often wear

clothes that depict Shifa's character, use words like Shiva, and often do activities. as shown in the cartoon.

Based on the background, researchers are interested in conducting research on the Children's Reception of the Shiva Cartoon Series in Makassar.

### **1.2 Research Questions**

Based on the background of the problem above, the background of the research problem in this study is how are children's reception of the Shiva cartoon series?

### **1.3 Research Objectives**

The aim of this research is to find out how the children's reception of the Shiva cartoon series!

### **1.4 Significance of Research**

Researchers hope to provide information to those who want to increase knowledge about literature by using films to increase children's responses in children's literary works. The significance of this research is theoretically and practically.

- 1) Theoretically, this research will contribute to building knowledge, especially in the field of children's responses to films as a form of children's literature.
- 2) Practically, this research will make researchers and readers know how to apply children's receptions as objects to literary works.

### **1.5 Scope of Research**

Limiting the problem in a study is very necessary, therefore this study will discuss the acceptance of Makassar children to Shiva cartoons which will be carried out on 10 children living in Makassar using the reception hall theory, and explain what kind of acceptance position children in Makassar have towards Shiva serial cartoon whether Accepting, negotiating, or in opposition.



## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Preview Studies

Previous research is used as a comparison and reference in future research. With the aim of avoiding the assumption of similarity with previous research, in this study the researchers include the results of previous studies as follows.

First is the research conducted by Lozano (2020) entitled "Straight from the horse's mouth: children's reception of dubbed animated films in Spain". English into Spanish using 9 film clips, and in this study the researchers used experimental and analytical methods. The type of research used in this study was field research that was in direct contact with the target or informant needed. And the data collection technique used a questionnaire. The results of this study indicate that the children studied did not experience many difficulties in understanding the culture, the children were easy to understand the songs in the translated film, and it was easy to understand the story and absorb the culture and behavior shown in the translated film.

The second is the research by Purnamasari (2020) with the title "Audience Reception Related to Freedom of Life Partner in Aladdin Film" in this study the researchers used the Stuart Hall reception analysis model method. This study involved four parents who had watched the film Aladdin with different backgrounds, cultures and experiences, and had children who had entered their teens. The results of this study indicate that there is a shift in communication patterns and parental awareness to change communication with children, namely inviting discussion. Parents no longer emphasize seed, rank, shared weight even though the four parents in this study have cultural differences. Three parents

interpret the freedom to choose a life partner for their children as giving them the freedom to find a partner but they must not override their religion, so that the freedom to choose their child's life partner basically does not really happen. There is still reluctance on the part of the parents to completely free the child in choosing a life partner, because if the child chooses a partner who is not of the same religion, then the parents have the right to refuse.

The third is the research by Ahmad (2017) "The Impact of Cartoon Programs on Children's Language and Behavior" This research was conducted using a survey-based descriptive pattern and interviews. The results of this study indicate that children who watch cartoons exhibit high levels of language and they also exhibit aggressive and violent behavior towards siblings and peers.

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From the three previous studies that have been described, it can be concluded that the presence of the film certainly brings its own impact and impression for every connoisseur or audience, whether it is through stories from films or works that are enjoyed, as well as extrinsic results displayed. As explained in the first researcher where he examined the response of children in Spain when watching a film translated from English to Spanish and the results of his research, this study showed that the children studied did not experience much difficulty in understanding culture, it is easy for children to understand the songs in the translated film, and it is easy to understand the story and absorb the culture and behavior shown in the translated film. In the second researcher who studied the Audience Reception Related to Freedom of Life Partner in Aladdin Film

where he took 4 respondents, and the results of this study explained that after the parents watched the Aladdin film and were asked about the response to partner selection in their children, so they answer to give their children the freedom to choose their own partner. And the third research is that there is a negative impact in the form of the effect of cartoon films on children increasing language capacity in children and the negative impact is the presence of aggressive behavior in children towards their environment.

The similarity between previous researchs and this research is that previous researchs want to test and reveal how the audience of literary works (film) responds. And as for the difference in this study with previous research, this research focuses more on children's reception of the Shiva cartoon, and the sampling and research locations used are each in a different place.

## **2.2 Theoretical Background**

### **2.2.1 Reception Theory**

Reception analysis is an approach to examine audiences, how they as connoisseurs of a media interpret the messages they receive, the starting point of this research is the assumption that the meaning contained in the mass media is not only in the text. The text in the mass media will gain meaning when the audience receives or receives it. In this study, audiences can be said to be active producers of meaning, not only positioned as consumers in the mass media. Reception analysis focuses on how different audiences interpret the contents of the media, this is because media messages always have many interpreted meanings, in the process of interpreting the audience will define the information received according to their point of view.

Hall views reception or audience meaning as an adaptation projected from the encoding-decoding elements that were present and known in 1973. In the

theory put forward by Stuart Hall, the communication process (encoding-decoding), takes place more complexly, where the audience does not only receive the message that is sent. conveyed by the sender of the message, but can also reproduce or interpret the message. The message reception activity begins with the decoding process, which is the opposite of the encoding process. Decoding is a position where the audience translates or interprets physical messages into a form that has meaning for him (Morissan, 2013).

In Hall's (1973) book entitled "Encoding and Decoding Television Discourse" brought innovation in this field. Basically, Hall departed from a one-way linear concept which he later developed into a more dynamic pattern by taking into account the roles of all parties involved in the process of producing and disseminating messages.

Reception Analysis Theory implicitly explains that symbols, signs, texts, and images in media content are not only passively accepted, but the audience has an authority position in interpreting impressions based on life experiences and social contexts. The analysis uses as a support in audience studies and is intended to position the audience in a non-passive place. In addition, this theory is also used as the subject of a historiographical science development study (Zakiah, 2022).

In a book entitled *The Cultural Studies Reader*, second published which discusses encoding and decoding by During (1999), Hall offers a solid theory. Which describes how messages are produced and disseminated, especially referring to television. Hall suggests a four-stage theory of communication: production, circulation, use (which he calls distribution or consumption) and reproduction. For him each stage is "relatively autonomous" from the others. This means that the encoding of the message does control its reception but not transparently each stage has its own defining limitations and possibilities.

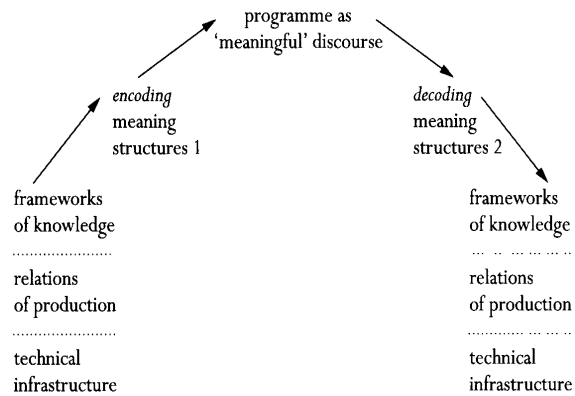


Table 2.1: hall reception line

From the table above, hall explains how the encoding and decoding positions are. in a book entitled "Media and Cultural Studies KeyWorks" by Durham & Kelner (2001) hall describes the difference between structure 1, and structure 2. The first stage is the stage where the production process of a discourse such as films, advertisements, and so on is carried out. One of the factors that affect the production process is the existence of certain interests, ideas, values, and what social phenomena will be displayed on the show. The end result of this process is the formation of codes from social phenomena into a message or what is called meaning structure 1.

The next stage is the delivery of messages that have been packaged in the form of an impression or program. In other words, the program is the realization of a previously processed idea design. Through this medium, the audience has access to interpret the message sent. Thus, the audience does not directly receive the meaning structure 1 from the producer but from the impressions they watch on television. In addition, at this stage the existence of the sender of the message is no longer visible because the language and visualization in the display become a very dominating element. Thus, when this message is broadcast the interpretation of its content can be sure to be very diverse and completely dependent on the audience as the recipient of the message.



The last stage is the moment where the audience tries to interpret the contents of the show by dismantling the codes of the shows they have witnessed. Similar to the production process, the process of disassembling this code also includes several processes and is influenced by the background of the audience. The message that has been captured from the audience's point of view is referred to by Hall as meaning structure 2.

From the diagram above, it can be concluded that the meaning designed in the meaning structure 1 or the encoding party is not automatically identical with the meaning captured by the audience in the meaning structure 2 or decoding. This is as said by Hall, "The codes of encoding and decoding may not be perfectly symmetrical".

Regarding decoding, what Hall said in Madayanti (2015) said that there is a level or key that can be used to explain the meaning or audience reception which consists of three parts, namely:

1. **Accepting** or dominant which is the position of accepting or agreeing with the media consumed
2. **Negotiated** which is a position that can accept or reject but with certain reasons
3. **Oppositional** which is a position to reject or disagree with the media content it receives.

The three positions can emerge from the meaning of the audience, by looking at various factors, such as their background such as social class, education, gender, culture, age, experience, and knowledge possessed by the audience.

The use of reception analysis theory as a supporter in community studies actually wants to place audiences in interpreting media content, giving meaning

to their understanding and experiences according to what they see in their daily lives. On that basis, in this study the researcher will use Hall's reception theory in analyzing how the reception of children in Makassar for the Shiva cartoon series.

## **2.3 Movie**

### **2.3.1 Definition of Movie**

Movie is a form of electronic mass communication in the form of audio-visual media capable of displaying words, sounds, images, and their combinations. Movie is also one of the second forms of modern communication that appear in the world (Oktavianus, 2015). Meanwhile, according to Law No. 33 of 2009 concerning film, it is stated that film is a work of art and culture which is a social institution and mass communication media made on the basis of cinematographic rules with or without sound and can be shown. From the understanding of the film, it can be concluded that the film is a work of art in the form of moving images or communication media that can be seen and shown.

### **2.3.2 History of Movie**

The history of the world's first film began with the breakthrough made by Muybridge in 1878, who demonstrated the power of photography to capture motion through 16 photographs of a running horse. The 16 series of photos of horses became the first motion pictures in the world, where at that time there was no camera that could record dimensional images. And after that, Thomas Alfa Edison was interested in developing phonography which he introduced in 1877 with Muybridge's findings.

Edison's idea resulted in a device called a kinetoscope which is similar to a projector that can display motion pictures or films. As camera innovation grew, Luis and Auguste Lumiere tried to take motion pictures in 1895, and produced a

46-second film entitled workers leaving the Lumiere factory. The film gained recognition as the world's first commercial film which then made many people familiar with the film. And then the following year, more and more films with longer durations appeared, but the films shown were still in black and white and did not have audio and plot, in the story. And then after entering the twentieth century, the film developed more and more, by adding plots to the film, and starting to include audio effects.

### **2.3.3 Types of Movie**

People usually watch movies with the sole purpose of entertainment. But in fact, films have so many functions ranging from educative, informative, persuasive functions and so on. According to Nugraha (2021) there are three categories of films including documentary films, experimental films and fiction films.

#### **A. Documentary Movie**

In 1926 Robert Grierson outlined the definition or criteria for a documentary film, namely "Documentary movie work is a creative actual report (creative treatment of actuality)." These criteria were elaborated when Robert Grierson reviewed Robert Flaherty's film *Moana*.

Documentary film is a type of film that is usually presented in the form of facts and data. In other words, the contents of the documentary show the facts without any engineering in the story. Therefore, documentaries are used to show reality and re-present a fact that exists in life.

#### **B. Movie Experiment**

Experimental movie or commonly known as experimental cinema is a film making method that re-evaluates cinematic conventions. In addition, this type of film also explores non-narrative forms and alternatives to traditional

narratives. The purpose of the experimental film is to realize one's vision to promote interest in new technology.

### **C. Fiction Movie**

Fiction films are a type of film that is most favored by all circles. Fiction films are composed films or films that are not based on real events, usually these fiction films are dominated by two players, namely the protagonist and the antagonist. Stories in fiction films have scenes that have been designed from the start, different from documentaries and experimental films.

In terms of production, fiction films have a more complex process than the other two types of films. Both in terms of management because it uses a large number of crew, as well as in terms of a long time because it takes time to arrange the location whether it's in the studio or outside the studio.

#### **2.3.4 Genre of Movie**

Genre or type of movie is a classification or type of movie made, the film has a distinctive pattern, such as setting, character, story, or theme. Generally, film genres are useful for making it easier to sort out the films that are searched according to genre or specifications. Francis (2021) Film genres is a classified as different categories into which films can be placed. This will be based on a variety of factors, including tone, theme, plot, characters, and mood. In his writings, Francis classifies film genres which are divided into:

##### **1. Drama**

Drama is a genre of movie that is appointed which talking about dramas that often occur in everyday life, whether it is about romantic relationships, family affection, and so on. According to Nugraha (2021) drama is a genre of film that generally tells real life related to settings, themes, characters and stories. And

in general, drama is lifted from a large scale, namely the community, and a small scale, namely family.

## **2. Comedy**

Rafiq (2018) The word 'Comedy' comes from the French word comedy, which in turn is taken from the Greek-Latin word Comedy. Comedy comes from two words, namely komos which means having fun and aeidein which means singing.

According to the Oxford Advanced Learner's Dictionary, comedy means the branch of drama, which deals with everyday life and humorous events. It also means a light and humorous kind of theater. Comedy can be defined as a drama with a happy ending. Renee M Deacon defines comedy as "Comedy, considered at its core, represents the force of life as opposed to the force of death, the latter, to a greater or lesser extent, forming the subject of tragedy".

## **3. Horror**

Horror movie are movie that try to provoke emotions in the form of fear and horror from the audience. Their storylines often involve themes of death, the supernatural, or mental illness. Many stories of horror movie center on a certain evil antagonist. (according to Hellerman (2020) Horror movie is a genre of film and television that aims to create feelings of fear, horror, disgust, and terror in the audience. The main goal of horror movie is to develop an atmosphere that makes the audience nervous and scares them.

## **4. Action**

The action film genre is a genre that features fight scenes between heroes and villains. Usually the scene is the action of the main role who wants to save the world with his power.

According to Kendrick (2019) Action film is a genre of movie in which action sequences, such as fights, stunts, car chases or explosions, take precedence

over elements such as characterization or complex plots. The action usually involves individual efforts on the part of the hero, as opposed to most war films. This genre is closely related to the thriller and adventure film genres.

## **5. Animation**

According to Bufam (2011) Animated movie is a collection of illustrations that are photographed frame-by-frame and then screened sequentially. From the very beginning, animation had a creative and imaginative inclination. Capable of bringing animals and objects to life, this genre has catered to fairy tales and children's stories. However, animation has long been a genre enjoyed by all ages. Until recently, there was even a wave of animation aimed at adults. Animation is generally considered a technique, so its ability to span many different genres.

## **6. Fantasy**

According to Bufam (2011) fantasy film is a genre that combines imaginative and fantastic themes. These themes usually involve magic, supernatural events, or fantasy worlds. While the genres themselves are distinct, these films can overlap with the horror and science fiction genres. Unlike science fiction, fantasy films don't need to be rooted in fact. This element allows the viewer to be transported to a new and unique world. Oftentimes, these films center around ordinary heroes in extraordinary situations.

## **7. Science Fiction (Sci-Fi)**

Unlike fantasy movie, science fiction (sci-fi or SF) is a speculative fiction genre that usually deals with imaginative and futuristic concepts such as advanced science and technology, space exploration, time travel, parallel universes, and extraterrestrial life. This is called the "idea literature", and it often explores the potential consequences of scientific, social, and technological innovation.

## 8. Thriller

Thrillers are often dramas filled with physical conflict. They care less about the emotions of the people in the story, but rather about putting the characters in danger. They are packed in unexpected twists and suspense (Hellerman 2020)

Thriller movie also have a close relationship with horror movie, both of which create tension. In plots about crime, thrillers focus less on crime or detectives and more on generating suspense. Common themes include, terrorism, political conspiracies, chases, and the romantic triangle that leads to murder.

## 9. Romance

Based on its name, the genre of this film is a genre of film that shows events about people who find love and start dating. Most of the audience of this genre are young people or teenagers.

### 2.4 Synopsis

The story of Shiva that will be used by researchers as a subject in this study is the Shiva film on 5th episode with the title Inter School Cycle Race which has a duration of 19:58 minutes.



Picture 2.1: Tittle of Shiva movie on 5<sup>th</sup> episode

In this film tells about a bicycle race which is held for all school children, and in this story the Venus school students are represented by Rockie as the minister's son and his friends, and the Vedas school is represented by Shiva and his friends. The cycling race was supervised directly by the Vedas City Police Inspector, namely Ladushing Inspector and Celaram Police.

In this race, Rockie, his friends and his father cheated a lot, such as putting nails to block Shiva and his friends, scattering monkey food in the middle of the road, cutting bridges, changing the direction of the road into a ravine, and even damaging Shiva's bicycle.



Picture 2.2: Trap picture

But Shiva and his friends were able to get through all the cheating done by Rockie and his friends so that he could win the bike racing match with his hard work, and then after the game was over Rockie's father was arrested for helping his son cheat to win the match.





Picture 2.3: Shiva wins the match

## CHAPTER III

### RESEARCH METHDOLOGY

In this chapter the author will describe the type of research that will be used, data collection instruments, population and sample, data collection procedures, and data analysis techniques.

#### 3.1 Types of Research

The type of research used by the author is qualitative research, according to Streefkerk (2022) "Qualitative research is expressed in words. It is used to understand a concept, thought, or experience. This type of research allows the researcher to gather in-depth insights on topics that are not well understood." Qualitative methods generally include interviews with open-ended questions, observations described in words, and literature reviews that explore concepts and theories. Boeree (2005) Qualitative methods, as the name suggests, are methods that do not involve measurement or statistics.

According to Creswell, a qualitative approach is a research and understanding process based on a methodology that investigates a social phenomenon and human problem. In this approach, the researcher makes a complex picture, reports in detail from the respondent's point of view, and

conducts a study in a natural situation. So qualitative research is research that deals with phenomena and does not focus on numbers in its implementation. Qualitative research emphasizes data depth, rather than numbers or population size.

The author's aim is to use qualitative methods in the research that will be carried out by the author because the author only focuses on explaining how the response of the children in Makassar to the Shiva serial film (qualitative), so what will be examined is how the children's acceptance of the Shiva cartoon series, not how many children are affected by Shiva cartoons (quantitative).

### **3.2 Data Collection Instruments**

Data collection is a method or method used to obtain data that is being or will be studied. The data collection techniques that researchers use to obtain objective data in this study are as follows:

#### **1. Interview**

To obtain complete information in accordance with the focus of the study, the researchers used interview techniques to obtain the information needed in the research to be carried out. Interview is a data collection technique used in collecting information by asking questions orally to be answered orally as well as by direct contact with face to face between information seekers and information sources. The interview technique is a method of collecting data by means of a one-sided question and answer which is carried out systematically and based on the research objectives (Pujaastawa, 2016).

The interview technique that will be used in this study is a guided free interview technique, where the questions given are not fixed on interview guidelines, but questions can be deepened and developed according to the situation and conditions in the field. Interviews will be conducted on 5 respondents, namely children who live in Makassar.

## 2. Observation

Observation techniques or observations will be carried out directly, direct experience is a powerful tool to ensure a truth. If the data obtained is not convincing, then the researcher asks the subject directly, to gain confidence about the validity of the data obtained, the way is to observe it yourself which means experiencing the event firsthand (Moleong in Bahri, 2017).

Observation is also called observation, which is all attention to an object by using all the senses. Observations are made to obtain a complete picture and behavior of the subject to be studied.

In this study, researchers used the observation method so that researchers could see directly the object and subject of this study and could feel directly the object under study. In this study, researchers will observe Sunday school Children in Makassar, precisely in GTM Jemaat Bukit Harapan Moncongloe.

### **3.3 Population and Sample**

#### 1. Population

According to Zuriah in Hidayat (2012) population is all data that is of concern to researchers within a predetermined scope and time. The population used in this study is all of children in GTM Bukit Harapan Moncongloe Congregation aged 6-12 years, why choose children at that age, because according to Vera in Dewi (2019) At the age of 4 years, children are usually able to understand film stories overall, because his thinking ability has begun to be structured, and has begun to have a good understanding of the words he receives.

#### 2. Research Samples

According to Arikunto in Salmaa (2022) the sample is part or as a representative of the population to be studied. So, in this study, it is not possible for the researcher to take all the population as samples in the study,

therefore the researcher will use the sampling technique used in this study is probably sampling with simple random sampling, namely taking random samples from the population because the population is considered homogeneous. Researchers took 10 samples from GTM Sunday school children, Bukit Harapan Moncongloe congregation based on the category below:

1. Like watching Shiva cartoon.
2. Ages 6-12 years old
3. Able to answer the questions that has been provided by the researcher.

### **3.4 Data Collection Procedure**

Procedure Data collection techniques are very important because in a study valid data is needed so that it can produce a valid conclusion as well.

#### **1. Observation**

The first thing the writer will do is make observations or come directly to the research location and witness the behavior environment of the children who are GTM Bukit Harapan Moncongloe.

#### **2. Mingle with the population**

Furthermore, to get closer to the population that will be the research sample to make it easier for researchers to carry out the research process, at this stage the researchers will show an episode of the cartoon Shiva movie for children to watch.

#### **3. Prepare questions**

Prepare questions related to the required data.

<b>No</b>	<b>Question</b>
1	What do you think about Shiva's movie?

2	What do you think about Shiva's character?
3	What do you think about the villains in this story?
4	What things did you imitate from this Shiva movie?

Table 3.1: Question table

#### 4. Determine the sample

In this process, the author will determine the sample such as the number, location, and age of the children to be studied.

#### 5. Interview

Next is the interview process that will be conducted by the author to the children and their parents. To obtain accurate information, the researchers conducted interviews to obtain the information needed in preparing the report. The interview technique that will be used in this study is a guided free interview technique, where the questions given are not fixed on interview guidelines, but questions can be deepened and developed according to the situation and conditions in the field.

#### 6. Compilation of results

After all the processes have been passed, the next step that will be carried out is the preparation of the results of interviews and observations that have been carried out by researchers as a result of this research.

### **3.5 Data Analysis Techniques**

In general, the notion of data analysis is the step of collecting, selecting, and converting data into information. according to Rijali (2018) Data analysis techniques are methods of processing data into information. The process of data analysis When conducting research, an important part, the goal is to make the data easy to understand.

This study uses qualitative methods, where qualitative is a method of presenting data in the form of words. The data collection technique used is to conduct interviews with questions that have been prepared for the selected sample to provide data in the form of informants.

Furthermore, any data that has been collected from all research samples will be classified into Hall's theory which is divided into three parts, namely Reception which is divided into 3 positions, namely the accepting position, the negotiating position, and the rejecting position.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter consists of two parts, namely research results and research discussion. The results of the study discuss research findings that present a description of the data on children's responses to the questions posed, and the discussion section presents a detailed description of the data that was findings.

#### **4.1 Finding**

In this section, the researcher presents the data that has been taken from children who have watched the Shiva movie episode 5 and have provided the data information needed by the researcher. The subjects in this study were Sunday school children from the GTM Bukit Harapan Moncongloe congregation.

##### **4.1.1 Result of Research**

The findings obtained by the researcher will be presented in a table, and then give a sign regarding the position of the children's reception which is divided into 3 parts, namely accepting, negotiating, and oppositional. and then

describes the results of the children's reception in the form of a percentage using the percentage formula

$$p = \frac{\text{number of share}}{\text{total amount}} \times 100\%$$

The following are the findings found by the researcher:

Table 4.1: Children opinion about Shiva cartoon movie.

No	Name	Answer	Reception		
			Accepting	Negotiating	oppositional
1	GT	I <b>like</b> Shiva movie because it's <b>interesting</b>	✓		
2	AI	I think the film is <b>fun</b> especially when Shiva fights the villains	✓		
3	NA	I <b>like</b> Shiva movies because they are <b>interesting</b>	✓		
4	KI	I <b>like</b> Shiva movie because the story is <b>interesting</b> .	✓		
5	TA	I think Shiva's movie <b>story is good</b> .	✓		
6	JA	In my opinion I <b>don't really like</b> the Shiva cartoon movie, because Shiva movies are <b>for men</b> .		✓	
7	HN	I think Shiva's film is <b>good</b> because the story is <b>easy to understand</b> .	✓		
8	KA	I think the Shiva movie is a <b>good story</b> .	✓		
9	GI	I <b>like</b> Shiva movies because it <b>teaches</b> us to be <b>brave</b> .	✓		
10	GL	I <b>like</b> the Shiva movie because it is <b>easy to understand</b> and <b>the pictures are good</b> .	✓		

Based on the respondents' answers to the table 1 the researcher concludes that based on the children's response to their opinion on the Shiva cartoon movie, 90% of the children are in the accepting position of the Shiva film, and 10% are in the negotiation position.

Table 4.2: Children opinion about Shiva character.

No	Name	Answer	Reception		
			Accepting	Negotiating	Oppositional
1	GT	I think Shiva is <b>great</b> .	✓		
2	AI	I <b>like</b> Shiva because he is <b>honest and smart</b> .	✓		
3	NA	I think Shiva is <b>good</b> at riding a bike, and he likes to <b>helping people</b> .	✓		
4	KI	I <b>like</b> Shiva because he is honest and brave.	✓		
5	TA	I <b>like</b> Shiva's character because he is honest.	✓		
6	JA	Shiva is <b>great</b> because he can fly a bicycle.	✓		
7	HN	I think Shiva is <b>good</b> because he is <b>honest and brave</b> .	✓		
8	KA	I think Shiva's character is <b>good</b> because he is <b>brave</b> .	✓		
9	GI	I think Shiva is <b>good</b> because he is <b>honest</b> .	✓		
10	GL	I <b>like</b> Shiva's character because he is <b>honest</b> and he likes to <b>help</b> people.	✓		

Based on the data obtained in the second question, the researcher concluded that the children's response to Shiva's character was very good, where as described in the table 2 where there were 100% of children in the accepting position of Shiva's character.

Table 4.3: The children opinion about the villains (Rockie) in the story.

No	Name	Answer	Reception		
			Accepting	Negotiating	Oppositional
1	GT	I <b>don't like</b> him because he's cheating.			✓
2	AI	We <b>can't</b> be like Rockie who want to win by cheating.			✓
3	NA	We <b>can't</b> cheat like Rockie.			✓
4	KI	We should be <b>honest not like Rockie</b> who cheated.			✓
5	TA	I <b>don't like</b> it because Rockie cheated.			✓
6	JA	I think <b>Rockie is not good</b> because he cheated.			✓
7	HN	In my opinion, <b>we should not be like Rockie</b> who wants to win by cheating.			✓
8	KA	I think the <b>character of Rockie ar not</b> good because he is evil and cheats on			✓



		other people.			
9	GI	I think <b>Rokie's character is not good</b> because he cheated.			✓
10	GL	We must <b>not be like the criminals (Rockie)</b> who want to win with cheating way.			✓

Based on the data obtained in the third question, the researcher concludes that the children's response to the villain character in the Shiva film on 5<sup>th</sup> episode (Rockie) is in an oppositional position, where as described in the table 3 where there are 100% of the children in the position oppositional to Rockie's character.

Table 4.4: the table of reception of Shivas character that imitated by children.

No	Name	Answer
1	GT	I like to ride bicycle, and help my parents.
2	AI	If I, I honest, brave, and I like to helping people.
3	NA	I like to ride a bicycle, am honest, and like to help my parents.
4	KI	I like to ride a bicycle, and brave.
5	TA	If I, I am honest, brave and I like to ride bicycle like Shiva.
6	JA	I like to ride bicycle like Shiva.
7	HN	I like to help my friends at school and help my parents.
8	KA	I like to help other people like Shiva.
9	GI	I like to help people and honest.
10	GL	I am brave and honest.

From the table above, the researchers found the reception of children in Makassar for the Shiva film, where this film had a good impact on children, especially for children at GTM Bukit Harapan Moncongloe, where from the answers in table 4 it was described about their reception of the Shiva cartoon films. most children's receptions show positive things like they are like to riding bicycle, helping parents, be honest, brave like Shiva, helping they are friend, and also be honest.

#### 4.2 Discussion

Reception theory is a theory that analyzes how readers respond to a work, such as general responses that may vary in the nature of interpretation and

assessment of works published within a certain period of time. According to Stuart Hall, audience research has direct attention to the analysis and the social and political context in which media content is produced (encoding), as well as the consumption of media content in the context of everyday life (decoding).

Reception analysis focuses on individual attention in the process of mass communication (decoding), namely on the process of meaning and in-depth understanding of the media and how individuals interpret media content. This can be interpreted as an active individual interpreting media texts by giving meaning to their understanding according to what they see in everyday life. In this study, researchers used reception analysis to find out how the reception of children in Makassar to the Shiva cartoon series (episode 5).

In this study, from the process data collection, the researcher than come to the analysis that the 10 respondents got their perception as follows:

a. GT

GT at the reception said that he liked Shiva's film, because he thought Shiva's film was an interesting film, and Gt's response to Shiva's character he thought that Shiva's character was a great child figure. However, GT's response to the villain in Shiva episode 5 (Rockie) is that he doesn't like Rockie's character because of the cheating he did. The reception that GT did after watching the Shiva movie was that he likes to ride a bicycle and also likes to help his parents.

b. AI

AI in the reception, he considers that the cartoon Shiva movie is a fun movie to watch, especially when Shiva fights the criminals. According to him, Shiva's character is an honest character, and also a brave person. And AI's reception to the villain in episode 5 said that we shouldn't be like Rockie who wants to win until he cheats. And after watching Shiva's

movie, the reception that Al got was that he was honest, more courageous, and also diligent in helping his parents.

c. NA

NA in her reception to Shiva cartoon film she said that she liked Shiva cartoon film because it is an interesting film to watch, and then NA's reception to Shiva's character, she said that Shiva's character is a child character who likes to play bicycles, and also she likes help people who are having trouble. Na's reception to the evil character in episode 5, he said that we shouldn't cheat like what Rockie did. And after watching Shiva's movie, NA's response to the Shiva cartoon is that he likes to ride a bicycle, is honest, and likes to help his parents.

d. KI

KI at the reception said that Shiva's film was an interesting film, and according to him, Shiva's character in the story was an honest and brave figure. However, Na's reception to the villain in the story (Rockie) thinks we shouldn't be like Rockie who cheated, and was not honest. KI's reception after watching Shiva's film was that he became a brave child, and also played bicycles.

e. TA

TA at the reception he said that Shiva's film is an interesting film, because the story that is shown is very good. According to him Shiva's character in the story is very interesting because he is an honest child. However, TA's reception of the evil character in the story (Rockie) said he didn't like it because Rockie was a cheating child. and TA's reception from what he saw in Shiva's film is that he is honest, brave, and also likes to ride a bicycle like Shiva.

f. JA

JA in his reception said that he didn't really like Shiva's movie, because he thought that Shiva's movie was a movie which was especially for boys. But he likes Shiva's character in the story, he thinks Shiva's character is very dancing, because Shiva can fly a bicycle. And JA's reception of the villain in the story is that he doesn't like the Rockie character because he thinks the rockie character is cheating. and JA's reception of what he saw in Shiva's film was his love of cycling.

g. HN

HN at the reception said that Shiva's film was a good film, because according to him the story shown in the film was easy to understand, and he thought Shiva's character was good, because in the story Shiva's character was described as an honest and brave child. Then HN's reception to the villains in the story said that we shouldn't be like Rockie who wants to win the game by cheating. and HN's reception from what he saw in the film Shiva is that he likes to help his friends at school, and also likes to help his parents.

h. KA

KA in his reception thought that Shiva's film was an interesting film because the storyline was good, and he thought Shiva's character was interesting because Shiva is a brave child in the story. KA's reception towards the villains in the story is an evil character played by Rockie who is bad and not kind to others. The train reception adapted from Shiva's film is that he likes to help others like Shiva does,

i. GI

GI in his reception of Shiva's film is that Shiva's film is good because it teaches the audience to be a brave child, and according to him Shiva's character is good because he teaches honesty. GI's reception of the villains in the story is that he doesn't agree because the villains show cheating in the game. And the reception of Shiva's film which was adopted by GI while watching Shiva's film is to help parents and be honest.

J. GL

GL in his reception of Shiva film is a good Shiva film because the story is easy to understand, and also the pictures are good. According to him, Shiva's character in the story shows an honest person and likes to help people in trouble. And GL's recipe for villains in Shiva movie episode 5 is that we shouldn't behave like criminals because he wants to win fraudulently. and GL's reception of Shiva's film in his daily behavior is that he is a brave and honest boy.

Based on the explanation of respondents' answers to interview questions, the researchers analyzed using Hall's reception theory. The researcher found that the children's reception of the Shiva cartoon film in Makassar varied, which was as explained in the findings and discussion above.

Overall, the researchers found that Makassar children's perception of Shiva's story, especially episode 5 (Inter-School Bike Race), found results where children's reception of the film was dominant in the accepting position, which was 63%, and the second position was the oppositional position at 33,3% and the last is negotiation at 3.3%

So it can be concluded that the Shiva film for children in Makassar is positive with the discussion listed above, and we can also see the reception from children

in Makassar after watching the Shiva cartoon movie, they imitate a lot of positive things from the film.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This chapter presents conclusions and suggestions. Conclusions and suggestions about how the children's reception in Makassar to the Shiva serial film.

#### **5.1 Conclusion**

Based on the findings and discussion of children's acceptance of the Shiva cartoon in Makassar, it can be concluded that Shiva's cartoon movie for children in Makassar is positive with a discussion of reception of acceptance of children at 63%, compared to 33.3% for oppositional and 3.3% for negotiation. And also Shiva's cartoon movie has a good impact on children in Makassar as children are more honest, like to helping their parents, courageous, and also helping each other.

#### **5.2 suggestion**

From this study, it is suggested to readers who want to analyze receptions to use children's literature, because this research is useful to find out how children's receptions are about the works they receive. This suggestion is given so that public knowledge about their children's reception of literary works is wider, and

can be a reference for parents about their children's preferences for films or literary works.

Hopefully this research can contribute to readers, especially for future researchers, to find out more about children's receptions of literary works and can consider this suggestion to get more references. It is realized that this research is still not perfect, so this suggestion is given to help other future studies to be more perfect. Finally, I hope that this research will be useful for the development of science for the readers.

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## 1. Hasil Wawancara

### Informan GL

Saya suka filemnya kak karena gampang di mengerti dan gambar gambarnya bagus.

Saya suka Shiva kak karena dia jujur dan sukaki membantu orang yang bermasalah

Saya tidak suka Rockie kak karena dia mau menang secara di balap sepeda dengan cara curang.

Saya suka Shiva karena ia pemberani dan jujur kak.

### Informan GI

Saya suka filemnya Siva kak karena dalam film ini naajarki untuk berani.

Menurut saya kak karakternya ini Shiva dia bagus karena dia jujur.

Menurut saya karakternya roki tidak baik karena curang.

Kalua saya kak suka membantu orang dan jujur.

### Informan KA

Menurut saya kak film Shiva ini ceritanya bagus.

Menurut saya kak karakternya Shiva bagus dan pemberaniki.

Menurut saya kak kita tidak boleh jahat dan curang ke oranglain kaya yang dilakukan Rockie dalam cerita yang tadi.

Saya suka membantu oranglain seperti Shiva.

### Informan HN

Menurut saya film Shiva bagus karena gampang difahami ceritanya.

Menurut saya Shiva bagus karena dia jujur dan pemberani.

Menurut saya kita tidak boleh seperti Rocki yang mau menang dengan cara curang.

Saya suka membantu teman di sekolah dan membantu orangtua.

### Informan JA

Menurut saya saya kurang suka film Shiva karna film shiva untuk laki laki karna biasa itu berkelahi dalam ceritanya kak.

Shiva jago karena bisa terbangkan sepeda kaya tadi di batu sama di jembatan yang rusak.

Menurut saya Rocki tidak baik karena dia curang kak.

Saya suka main sepeda seperti Shiva meskipun ceweka kak hahaha.

**Informan TA**

Menurut saya kak cerita film Shiva ini bagus.

Saya suka karakter Shiva karena dia jujur

Sata tidak suka karena Rocki curang

Kalua saya kak jujur, pemberani, dan suka main sepeda seperti Shiva

**Informan KI**

Saya suka film Shiva karena ceritanya menarik.

Saya suka Shiva karena dia jujur dan pemberani.

Kita harusnya jujur tidak seperti roki yang curang.

Suka main sepeda, dan pemberani.

**Informan NA**

Saya suka film Shiva karena menarik

Menurut saya shiva pintar naik sepeda, dan suka membantu

Kita tidak boleh bermain curang seperti roki

Suka main sepeda, jujur, dan suka membantu orangtua.

**Infoeman AI**

Menurut saya filmnya seru apalagi saat Shiva melawan penjahat

Saya suka Shiva karena dia jujur dan juga pintar kak.

Menurut saya kak kita tidak boleh kaya rocki yang mau menang dengan cara curang.

Kalua saya kak biasa jujur, pemberani, dan suka membantu orangtua.

**Informan GT**

Saya suka film Shiva karena menarik

Menurut saya Shiva hebat

Saya tidak suka karena dia cuang.

Suka main sepeda,dan suka membantu orangtua.

## 2. Tabel Informan

No	Name	Gender	Age
1	GT	MAN	12
2	AI	MAN	11
3	NA	MAN	7
4	KI	MAN	10
5	TA	WOMAN	10
6	JA	WOMAN	11
7	HN	WOMAN	9
8	KA	WOMAN	7
9	GI	WOMAN	7
10	GI	MAN	6

## 3. Dokumentasi













