# The Use of English Short Animation Movies to Improve Students' Listening Skill: A Study at The First Grade of SMPN 1 Lingsar Academic Year 2022/2023

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**Abstract:** This research aims to find out the effectiveness of using English Short Animation Movies to improve students listening skills at SMPN 1 Lingsar academic year 2022/2023. This research uses quantitative method with an experimental design. The design of the research is quasi experimental research with nont-equivalent control group design two group Experimental group and control group. The population and sample of this research are all first-grade students at SMPN 1 Lingsar.The sample was selected based cluster random sampling technique. The data analysed by using Microsoft Excel and the SPSS program. After analyzing the data, the results were compared between t-test and t-table value of the Experimental and Control groups.,in the experimental group the t-test value is 5.562. The table above shows that t-test value in the experimental group (5.562) is higher than the t-value table (1.67) for alpha 0.05 and (2.66) for alpha 0.01 which means that the result of the experimental t-test are significant. Meanwhile, the results of the t-test from the control group (2.057) in the table above shows that t-test value in the control group ( 2.057) is lower than the t-table value (1.67) alpha 0.05 and (2.66) for alpha 0.01 which means that the results of the t-test control group are not significant. This means that the null hypothesis (*Ho*) is rejected and the alternative hypothesis (Ha) is accepted. So it can be concluded that there is a significant effect in the use of English short animation movie to improve students listening skills at the first grade of SMPN 1 Lingsar.

**Keywords:** Animation Movie, Learning Media, Listening Skill.

## INTRODUCTION

Listening is one of important language skills. Listening is the core and very basic needs of students in learning English. According to Downs (2008), listening is making an effort to listen to something to give attention to the speech, in contrast to hearing which is just a physiological process of the ear to absorb sound waves and transfer them along the nervous system to parts of the brain. understand, interpret, respond, and remember. This process is active and involves the use of several attitudes and tools to be effective. Listening capability is one important part in mastering foreign language besides other skills such as reading, writing, and speaking (Apgrianto, 2018). Ginanjar (2010) stated students had a positive response to the use of scenes watching movies in assessing listening competence. Apart from that, watching animation movies can enrich students' vocabulary and become more familiar with the contextual language used. students to understand.

According to Underwood (1989), there are phases of listening activities, those are pre-, while-,and post. Teaching listening,teachers have to plan the lesson activity to make their teaching and learning process go smoothly and structured.

According Ngatifudin firdaus (2022) Animation as a learning media is one of the learning media tools that can be used to facilitate learning for students, so that it is more interesting and gives a new environment, on learning media animation. Animation in learning media can be an added value because animation has quite a large appeal for users, especially students who are the main target of learning media.

Animation movies is so rich in action and visual aids that they are well suited to accomplish outcomes through listening and speaking activities. This demonstrates the comprehension of the language used in the movies, achieved through the acquisition of verbal input, the role of listening as receptivity. This means that students get a lot of skills in learning through the animation movie. Based on the 2013 curriculum

and syllabus, listening is one of the language skills that must be taught at the junior high school level. In the Junior High School Basic Competency Standards, students are expected to have good skills in understanding and responding to spoken language as in conversation. One of the English teachers at SMPN 1 LINGSAR said that students still have difficulty learning English, especially in listening. They often face the greatest difficulty to hear and understand what they hear. It makes them sit bored and not serious in the learning process. According to the researcher's observations, the listening skills of seventh-grade students of SMPN 1 LINGSAR are still low. They are quite difficult to understand English lessons let alone listen. Listening is a receptive skill. That is, people should receive and understand incoming information with understanding, attention and appreciation (Hasyuni, 2006).

Based on the researcher's observations during PPL in class and interviews with teachers and students, the researchers found that teachers rarely gave listening exercise to students. This is due to the need for media (audio, speakers). Most of the students admitted that they had difficulty in listening part. They rarely hear the audio in English in class. Because teachers rarely give them listening practice. teacher does not take advantage of existing facilities in schools.

Sudjana, I M (2023) stated that listening is one of the important language skills in learning English because it is a receptive skill that provides language input for students. However, in reality students have difficulties when learning listening. According Arifuddin (2020), stated having observed the subtance and features of listening, either intensive or extensive listening, using botto-up or top-down approeach, listening skills should be taught, not only tested. So far, the majority of listening classroom are run with listening testing, not listening teaching or learning.

According to Heinic, Molenda & Russell (1982), Animation movie is the technique by which film makers give movement to inanimate objects. Movies are becoming more popular in English classes. Movies, videos and cartoons can be used for classroom listening activities. Moving images are also called motion picture films. From the above, we can see that animation movies are also recommended media for the listening process.

Lynne (2001) stated the students interest is one of the main factors to achieve the goal of teaching and learning English, for the reason, animation movies is a media that can be used to increase students motivation in learning listening becase the students can hear the voice but they will see the situations that happen in the story, then they will be more interested and motivated in using animation movies in the class. Melandri (2017) stated that the media, if used in education the arrangement will complement the teaching and learning process. This will make teaching English better and more effective, and will also increase students' ability to understand experiments with the language.

There are several previous studies related to find out wether there is significant effect using English Short Animation Movies in improving students listening skills. Previous studies conducted by Nuraisya (2020), Liza (2016), and Boris Ramadhika (2014). These researchers were succesful in improving that the use of English short animation movies had a positive effect on students listening skill. Related to the explanation above, the researchers is motivated to find out wether English short animation movies is effective or not in improving students listening skills of the first-grade students of the SMPN 1 Lingsar in academic year 2022/2023.

## METHODS

This research was conducted to find out the effectiveness of using English Short Animation Movies to improve students listening skills. It is experimental research which is a type quantitative research. This also used quasi experimental consist of two group, experimental group and control group. This research was carried out using pre-test, treatment, and post-test to obtain scores and statistical data, this research consist of an experimental group and a control group.

This research used cluster random sampling technique. The population of this research are all first grade students of SMPN 1 Lingsar in Academic year 2022/2023 totaling 138 students. The samples of this research were 56 of the 7th grade (VII 2) as the experimental group and 7th grade (VII 4) as the control group. The groups were given pre-test and post-test. The listening pre-test was carried out before the treatment, while the listening post-test was given after the treatment.

There were two kinds of test those are pre-

test and post-test, in this research. The pre-test and post-test were the most important instrument to collect the data. It was used to know the improvement of students' listening skill. The pre-test was conducted before treating the students. The time allocation for the pre-test was given 35 minutes to answer all of these questions. The students answer sheets were corrected by the researcher. The questions of listening in pretest were true/false consisted of 10 numbers and essay consisted of 10 number too, so that the researcher found the results of each student's pre-test, and the result of the student's post-test were found later.

After collecting the data, this research was computed by the statistical calculation There were 25 true or false and essay questions consisted of 10 numbers, essay consisted of 10 numbers and multiple choice consisted of 5 numbers too in one test, and students were getting 4 points for every correct answer. They got 0 for the incorrect answer. To determine the scores for each students, the following formula is used scores = total correct answer x 4. Classification of the score after scoring the data, the students scores were classified into 6 categories, excellent,

very good, good, enough, less, and fail. After scoring the data, t-test was used to compare the data between the experimental and control groups. Data in the form of pre-test and post-test result were compared using the microsoft office excel program and the SPSS program.

## RESULT AND DISCUSSION

In this part the researcher had been analyzed the data that has been obtained from the pre-test and post-test result from Experimental and control groups that is students of class VII 2 and VII 4 at SMPN 1 Lingsar. The results from this data can be seen from the comparison of the two test results, from experimental group and control group. The data had been analyzed by using statistical calculations with the help of the SPSS program. So the results of the data analysis have proven wether the use of English Short Animation movies is effective or not in improving students listening skills. Before carrying out the paired sample test, students scores were first classified into several categories.

Table 1. The results of students test scores

| CATEGORY | SCORE | FREQUENCY | | | |
| --- | --- | --- | --- | --- | --- |
| | | Experimental group | | Control group | |
| | | Pre-test | Post-test | Pretest | Post-test |
| Excellent | 90-100 | 0 | 20 | 0 | 9 |
| Very Good | 80-89 | 1 | 2 | 2 | 4 |
| Good | 70-79 | 1 | 3 | 3 | 6 |
| Enough | 56-69 | 18 | 2 | 13 | 6 |
| Less | 41-55 | 4 | 1 | 5 | 3 |
| Fail | 0-40 | 4 | 0 | 5 | 0 |
| Highest | | 80 | 100 | 80 | 92 |
| Lowest score | | 20 | 52 | 20 | 60 |

The table above shows the results of students scores of pre-test and post-test of experimental group and control group. Students' scores are categorized into 6 categories, Execellent, Very Good, Good, Enough, Less, and Fail. If a students' score is 86 to 100, the categories is Very Good. This table also shows the results of the students' pre-test scores. No students received the "Execellent" categories, 1 students received the "very good and Good" categories, 18 students received the "enough" categories, and 4 students received the "less" and ''fail'' categories. and for student post-test results, 20 students received the "Execellent" categories, 2 students get ''very good" 'Enough"

categories, 3 students get "Good" categories, 1 students received the "Less" categories, and 0 students received the "Fail" categories. The highest score for the pretest is 80, while for the post-test is 100.And the lowest score for the pretest is 20, while for the post-test is 52. The result of pre-test from the control group,no students get the "Excellent" categories, 2 students received the "very good'' categories, 3 students and Good" categories, 13 students received the "enough" categories, and 5 students received the "less" and ''fail'' categories. and for student post-test results, 9 students received the "Execellent" categories,4 students received the ''very good", and 6 students received the ''Good

and Enough" categories, 3 students get "Good" categories, 3 students received the "Less" categories, and 0 students get "Fail" categories. The highest score for the pretest is 80, while for the post-test is 92. And the lowest score for the pretest is 20, while for the post-test is 60. After knowing the results of students test scores, the next step is to compare the t-test scores with the t-table values.

Table 2. The results of t-test and t-table

| | t-test | t-table | | | |
| | | Df | 0.05 | 0.01 | |
|---|---|---|---|---|---|
| Experimental group | 5.562 | 55 | 1.673 | 2.668 | Significant |
| Control group | 1.057 | 55 | 1.673 | 2.668 | No Significant |

The table above shows a comparison between the t-test result of the experimental group and control group,in the experimental group the t-test value is 5.562,it shows that t-test value in the experimental group 5.562 is higher that the t-table value 1.673 for alpha 0.05 and 2.668 for alpha 0.01 which means that the result of the experiemental t-test are significant. Further,the results of the t-test from the control group 1.057 shows that t-test value in the control group 1.057 is lower than the t-table value 1.673 alpha 0.05(95%) and 2.668 for alpha 0.01 (99%) which means that the results of the t-test control group are not significant.This can seen from the result that the experimental group succeeded in improving that use english short animation movies is effective to improving students listening skills.

**Discussions**

Based on the findings, it can be found that there are significant differences in the test results of students in the experimental group and the control group.The t-test value of experimental group 5.562 was higher than t-test value of control group 1.057.The t-test value of experimental group was higher than t-table,the t-test value of experimental group and t-table value was compared from two significance level of 0.05(95%) and 0.1(99%) .Therefore, based on the hyphothesis criteria which was mentioned in chapter III : if t-test ≥ t-table at the significance level 0.05 *Ha '' The use of English Short Animation movies is effective to improve students' listening skill''* is rejected while the Ha (Alternative Hypothesis) is accepted. Further,the *H0* (Null hypothesis) ''The use of English Short Animation movies is not effective to improve students' listening skill is rejected.

The result of this research was relevant to the result of research conducted by Nur Aisya (2020) on her thesis which proved that the use of English short animation movies is effective in improving students listening skills, and the result of English short animation movies is effective on students listening skills. This research is also relevant to one of the points in Lavery (2008) theory that animation movies are effective way in motivating and helping students to understand language. In teaching using animation movie,students will get interest, help students to to be able to comprehend when thay are conducting listening activity and the students get information from the movie. English short animation movies media can help students improve their listening skills and make students more active to find out what the meaning from what they hear through animation movie. English Short animation movies made students very interested and enjoy learning English Therefore, it can be stated that the use of English short animation movies have a significant effect on students listening skills the first grade at SMPN 1 Lingsar. It can be interpreted that the use of English short animation movies was effective to improve students' listening skill at the first grade of SMPN 1 Lingsar in academic year 2022/2023.

**CONCLUSION**

Based on the findings and the discussions, of the use of English short animation movies is effective in teaching of listening, for class VII students, shows that students' in experimental group which was given treatment using English short animation movies is more effective to improve students listening skills, then it can be concluded that, the results of the test calculations with the help SPPS program with using the t-test

value of experimental group and t-table value was compared from two significance level of 0.05(95%) and 0.1(99%).the value of t-test Experimental group 5.562 was higher than t-table value at 0.05(95%) was 1.673 and 2.668 in the 0.01(99%) of significant level. Here it has been proven, seen from the result that the experimental group succeeded in improving the use English short animation movies is effective to improve students listening skills. So that the alternative hypothesis is accepted. This can be concluded that the use of English short animation movies was effective to improve students' listening skills at the first grade at SMPN 1 Lingsar academic year 2022/2023.

## ACKNOWLEDGMENT

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