

**TEACHING LISTENING USING NON-SUBTITLED
ANIMATED DISNEY MOVIES AT SMAN 01 KOTABUMI**

Undergraduate Thesis

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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ABSTRACT

TEACHING LISTENING USING NON-SUBTITLED ANIMATED DISNEY MOVIES AT SMAN 01 KOTABUMI

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This study investigates whether Non-subtitled Animated Disney Movies can improve students' listening comprehension. To achieve the objective, students in class XI Science 1 of SMAN 01 Kotabumi were involved, and the data were obtained by using a listening test. Through data analysis, the mean score between the pretest and posttest was 18.18 (from 66.73 to 84.91). The t-value was higher than the t-table, and the value of the significant level was $0.00 < 0.05$. Identifying the topic and identifying specific information were noted as the most improved aspect among other aspect in listening comprehension. Teaching listening using non-subtitled animated Disney movie is recommended for teachers because it helps the student to pay attention more and improved their motivation to learn listening comprehension.

Keywords: teaching listening, animated movie, listening comprehension

**TEACHING LISTENING USING NON-SUBTITLED
ANIMATED DISNEY MOVIES AT SMAN 01 KOTABUMI**

MUHAMAD BOY SYAHRAGA

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Submitted in a Partial Fulfilment of
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in

**The Language and Arts Department of
Education and Teacher Training Faculty**



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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oranglain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 15 Agustus 2023

Yang membuat pernyataan,

The image shows a handwritten signature in black ink on the left. To its right is a rectangular Indonesian postage stamp. The stamp is yellow and features the Garuda Pancasila emblem at the top. Below the emblem, the text 'METERAI TEMPEL' is printed in black. At the bottom of the stamp, the number '10000' is visible, indicating its value. The stamp also has a unique alphanumeric code '1CA0X0223849481' printed at the very bottom.

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CURRICULUM VITAE

Muhamad Boy Syahraga was born in Kotabumi on July 4th 2001. He is the second child from Hendra and Ega Frihani Wiagi. He also has 2 siblings, 1 older sister and 1 younger brother.

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During his study at University of Lampung, he actively participated in SEEDS (Society of English Education Department Students). He became head of HRD of SEEDS in 2021. To complete his study, he did his research at SMAN 01 Kotabumi. The research related to teaching listening using non-subtitled animated Disney movies at SMAN 01 Kotabumi.

DEDICATION

The writer proudly dedicates this script to:
His beloved parents – Hendra and Ega Frihani Wiagi
His beloved siblings
His Almamater – University of Lampung
His friends in English Education Study Program

MOTTO

“If you are tolerant of everything, then you stand for nothing.”

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I. INTRODUCTION

This section contains important points for a brief explanation of the research. Those points are background of the research, research questions, the objectives of research, uses of the research, scope of the research, and definition of key terms.

1.1 Background

Teaching English using movies has received attention in the EFL classroom, including in Indonesia. Several teachers and lectures choose to use movies to introducing the class with the lesson that usually illustrate real-life content. The use of movies in the classroom is still related to the demand of the curriculum. The goal of teaching could be easily reached when the learners are motivated to study (Amalia, Kusriani, & Ramadhani, 2019). Learners also were encouraging themselves to be actively involved in the learning process.

There are a lot of reasons behind the use of movies in the both teaching and learning activity. Having a rich content of movies is one of them, it introduces the learners to be exposed to a real-life situation and sometimes to the world of imagination. These audio-visual media is leading the learners to use and optimizing their sight and hearing to hold the information delivered by the movies. These senses, both sight and hearing are enabling the learners to absorb the input optimally. Another reason for the usage of movies to teach English is that movies offer the learners for developing fluency. Since the English movies presents the English language spoken by an actual native English speaker, the learners as the audience can notice and unconsciously learn how to speak and use the English language appropriately (Amalia, 2019).

In learning English skills, listening is one the most important skill. But not a lot of students in second language learning is capable of learning these skills. It is mostly caused by the inability to understand the information from the speaker. Listening

skill is the rarest skill to be taught in the field of language teaching and learning class, since the school has not got the appropriate media to teach listening skill.

According to Rivers (1986), we spend much of our time through listening activities, it is estimated by him that adult spends in communication activities is 45% for listening, 30% for speaking, 16% for reading, and only 9% for writing skills. It shows that listening has the same portion of importance as the rest of the skills. More important note, when someone tries to learn something. Especially in language learning. They have to understand it from listening first. They have to understand the sound, words and the speech patterns used in the language first. Therefore, this is why a lot of approach has been made to make listening learning easier.

Without a good listening skill, people were usually be unable to speak fluently with the others. They require a good listening skill to help them understanding what someone says and get the idea from it. That's why Anderson and Lynch (2002, p. 3) says that listening skills is as important as speaking skill, many people unable communicate face to face unless the two types of skills are developed in tandem.

Regardless of its strength, the usage of movies in the class activity has increasing controversy among classroom teachers who have implemented curriculum to follow and the limited allocated time. The reason behind this controversy is because several teachers still perceive movies as an entertainment media and for pedagogical setting. This opinion is not completely unacceptable since movies are an authentic material and are not made for learning. Movies are naturally made for both entertainment and pleasure purposes. When movies utilized for learning activity, most of the time it is given outside the classroom setting as an assignment or project. The question is, if teachers want to utilize the usage of movies to teach listening comprehension skill, how should both teaching and learning activities be conducted and what level of students is the most appropriate to teach by using films.

According to Underwood (1989), there are several handicaps to reach effective listening comprehension process. First, listeners are unable to control the speed of the speech. The biggest problem with listening comprehension is that listeners are not able to control how quickly speakers talk. Second, listeners couldn't have the

words repeated and this could cause critical difficulties for the listeners. Learners could not be able to replay a recording section. Teachers decide what and when to repeat listening texts and it is very difficult for teachers to know whether their learners understood what they have heard or not. Third, listeners do not have high knowledge of the vocabulary. Speakers might choose words that listeners do not know them. Listeners may face a new or unfamiliar word which could hold them and think about the meaning of the word for a while and miss the next part of the speech. Fourth, listeners may lack of understanding context of the speech. Equal knowledge and familiar texts could create an easier communication for listeners. Listeners can sometimes understand the surface meaning or the lower level of a passage but they could have significant problems in understanding the whole meaning of a passage unless they are familiar with it. Fifth, it is not very easy for listeners to concentrate on the listening text. Occasionally a shortest break in attention could prevent comprehension. If the listening passage is interesting for listeners, concentration could be easy for them.

Sadiman (2011) divides the usage of instructional media into two patterns. The first one is the use of media in teaching and learning situations in the classroom. There are also several steps that must be examined in the use of media in this class. First one is teacher's preparation, in this step teacher must prepare the material to be described or explained along with his/her strategy; Second one is the preparation of the class, in this step not only prepares the completeness, but also prepares the students using task in order for them to follow, to analyse, to record and to criticize; Third one is the presentation of the media; Fourth one is advanced steps and applications, advance activities as follow-up such as discussions, reports, and other tasks. The second pattern, the use of media outside of the classroom. The pattern of the media used is divided into three parts, i.e., controlled, uncontrolled, and individual, group or mass.

The parameter of a successful learning media in listening skills is apparent from the research conducted by Arono (2014) titled *Improving Students Listening Skills through Interactive Multimedia in Indonesia*. The results came from the research revealed that interactive multimedia is an effective learning media for improving critical listening skills for students. Learning media as a single component in

learning holds an important role for learning and could take place with consistency with the purpose of learning.

Movie is much more attractive than audio-only media because movies contain motion picture that could gain students attention very easily. Moreover, they could listen to language used in the context, it could be enjoyable to learn through a story. When they are listening to a story, they were feeling that they are involved in the story so that their interest could be maintained. Learners not only listen to the audio, but also see the motion pictures so it could be assumed that it makes them easier to understand the material through a story by using film.

Based on the explanation above, the researcher aims to use non-subtitled animated Disney movies to improve student's listening comprehension. In language teaching, movies could be used to motivate students to being active as movies contains interesting pictures and sounds. Because of this interesting content, it is hoped that students could gain a lot more information, learn new vocabularies, grammar, and messages while being entertained at the same time.

1.2 Research Questions

The study's goal is to see the actual effects of using non-subtitled animated Disney movies on student's listening comprehension. It is targeted to observe students' comprehension when movies applied as their one of the learning approaches. Based on the problem mentioned above, the problem formulation of this study:

1. Is there any significant improvement of students' listening comprehension after being taught by using non-subtitled animated Disney movies?

1.3 Objectives of the Research

This study aims at analysing the effects gained from using non-subtitled animated Disney movies on student's listening comprehension and determined whether it could be used as one of the approaches in listening or not. This study also aims to

see the impact on student's listening comprehension gained after using non-subtitled animated Disney movies, whether it is a positive impacts or negative impacts.

1.4 Uses of the Research

Seeing from the objective, the benefits that could be gained from this research is the potential advantage to use movies as a concrete method in listening. The learning material variety is also much wider because there are tons of movies that could be used as a learning material.

1.5 Scope of the Research

This research is focused on analysing the effects of watching non-subtitled animated Disney movies on student's listening comprehension. This research was conducted at the second-grade students of SMA Negeri 1 Kotabumi.

1.6 Definition of Terms

To specify the topic of the research, researcher was providing some definition of the terms related to the research. These are the related definitions of some terms:

Listening: "Listening is an active, purposeful process of making sense of what we hear." (Nunan, 2003:24)

Listening comprehension: Listening comprehension is defined as one's ability to comprehend spoken language at the discourse level – including conversations, stories (i.e., narratives), and informational oral texts – that involves the processes of extracting and constructing meaning. (Kim and Pilcher, 2016)

Movies: Movies means a series of moving picture recorded with sound that tells a story, shown at cinema/movie. Movie or film is a term that encompassed individual motion pictures, the field of movie as an art form, and the motion pictures industry. Movies are produced by recording image from the world with cameras, or by creating images using animation techniques or special effect. (Hornby 2006, p. 950).

Animated Movie: A movie consisting of a series of drawn, painted or modelled scenes produced by computer techniques or the image produced. The motion pictures created either by drawn, painted, or computer-generated images, frame rate, or the number of consecutive images that are displayed each second (Britannica: <https://www.britannica.com/art/animation>)

Subtitle: Subtitling could be defined as “the process of providing synchronized captions for film and television dialogue and more recently for live opera” (Shuttle & Cowie, 2014, p. 161)

Non-subtitle: Non-subtitle means that there are no subtitles provided for the audio track of a film or video. This means that viewers who do not speak the language of the film will not be able to understand the dialogue. With regard to subtitling, language diversity can be marked using one of the following techniques: through the use of intralingual subtitles; interlingual subtitles with marked font types, e.g., colour or italics; or non-subtitling (Bartoll 2006).

II. LITERATURE REVIEW

This chapter discusses review of the previous studies which presents several researches that have been conducted by the previous researchers, review of theoretical studies found in the references used in this research, and framework of analysis.

2.1 Review of the Previous Study

A similar study was conducted by Apriyanti (2011). The objective is to find the effectiveness of using Barbie films in improving student's achievement in listening. Researcher applied experimental research in the study to gain both data and information. The population used in the research was the students of Junior High School 1 Jakenan, specifically they eighth year students. There are seven classes and range from 36 to 40 students each class. The total population of the eighth-year students is 266 students. Upon selecting the sample, researcher took one class randomly for the research. The chosen class was VIII G that consist of 36 students. It is equal to 14.5% of the population. After comparing and calculating the difference of pre-test and post-test result using t-test, researcher found there was improvements in post-test results. The post-test results were 74.26, which is higher than the pre-test result 59.35, which means there is an improvement in student's listening skills.

Another similar study was also done by Sulikan (2013). The goal of the study is to find out whether there is any significant increase of students' listening comprehension achievement after being taught through video movie and to investigate the process of teaching listening through video movie in the classroom. Researcher use one group pretest – post-test design as their research design of the study. The population used is students of SMAN 1 Natar Lampung Selatan. there is a significant increase from pre-test to post-test. The average score of pre-tests is 54.83 and the post-test is 72.17 and t-value is higher than t-table.

In 2016, Lestari conducted research which aims to reveal the effect of learning media using video and picture to student's motivation on the students of Eight Grade of SMPN 8 Tangerang Selatan. Quantitative method is implemented in this research by using quasi-experimental design. The population used to conduct the research is students of the eight-grade students of SMPN 8 Tangerang Selatan. For the video technique, researcher chooses VIII 4 as the first class and VIII 5 as the second by using picture technique. Both classes consisted of 32 students. It is proved that there is a significant difference on listening comprehension by video and listening comprehension by picture. Video is much more effective than picture to improve student's listening comprehension.

The differences between this study and the previous study above are on the population and the type of research design. This study used two group control group design and the population is high school students. Meanwhile, the previous study used post-test only quasi experimental design and the population was junior high school and elementary students.

Based on several studies conducted by some researchers above, researcher was trying to use non-subtitled animated Disney movies as the media in teaching listening for SMA Negeri 1 Kotabumi students to find out whether Disney movies is effective to be used as the media in listening for SMA Negeri 1 Kotabumi students or not. In this study specifically, the skill that researcher concern is listening.

2.2 Listening

Listening is an active and purposeful processing of making sense of what we hear (Harmer 2001:199). It's a way which people extract the meaning they heard from a media. Listening and hearing is related, but has a distinct process. Hearing involves merely perceiving sound in a passive way while listening takes an active and immediate analysis of the streams of sounds. Tomatis (2007) says that while listening; the desire to listen, as well as the capability to listen (comprehension)

must be present with the listener for the successful recognition and analysis of the sounds.

Listening plays a crucial role in effective communication and interpersonal relationships. Brown (2007) emphasizes the importance of attitudes, principles, and skills related to listening. The author highlights that listening is not merely a passive activity but requires active engagement and an open mindset to understand and interpret the messages being conveyed.

2.3 Listening Comprehension

Listening comprehension is the ability to understand spoken language and gain meaning from it. It is an essential skill in fluent communication and language acquisition. When we listen, we process information, interpret it, and translate of the given message. Several factors can affect listening comprehension. For example, the speaker's accent, speech rate, and pronunciation can influence understanding. Background noise, distractions, and the listener's own language proficiency also play a role. Additionally, factors such as vocabulary knowledge, syntactic and grammatical understanding, and familiarity with the topic being discussed can impact comprehension.

Listening comprehension means that a person understands the spoken language used after performing a listening session. If he/she learns the text through hearing it, he/she could understand it (Brown and Yule, 1983). Another definition from Rost (2002) and Hamouda (2013) states that listening comprehension as an interactive process in which listeners are involved in constructing meaning. Dirven and Oakeshott-Taylor (1984) defined listening comprehension as a product of teaching methodology and matched by terms such as spoken language understanding, speech understanding, speech perception and speech recognition.

2.4 Teaching and Learning

Teaching is guiding, facilitating, learning, enabling the learner to learn, and setting the condition for learning (Brown 2000, p. 7). From the sentence, teacher has four responsibilities for succeeding the learning process. Teachers in teaching process acts as a facilitator for students and guide them to understand and know the topic clearly and purposefully.

Brown (2000:7) also states that teaching could be defined as delivering instructions, assisting someone in their study of something, or supplying them with knowledge that they could use to know or understand something. From the sentence, it could be concluded that the teacher is authorize to assist the students in learning by giving them instructions for the lesson of the day, giving students direction according to their level of learning, and help students to understand the previous learned lesson. Language teaching should be concerned with real life (Halliwell 1992, p. 7). From Halliwell it is known that teaching language must be based on everyday life so teachers could explain the material easily and transfer it to the learners very well.

Klein (1996: 13) states that learning is an experimental process that produces relatively permanent behaviour changes that are impossible to explain by transient circumstances, maturation, or tendency to innate response. Learning is a process that any human could be experienced by humans directly or indirectly and has no limited by age nor time. Brown (2000: 7) also states that “Learning is a relatively permanent change in behavioural tendency and it is the result of reinforced practice.” From that statement, it could be learned that learning starts from birth to an end of a person. Learning is a process that we continue to live and understand without the need for formal education. In other words, a person could be learning something if they always change their behaviour and abilities for the better every time.

2.5 Teaching and Learning Listening

Teaching listening needs a little more attention from teacher rather than from the learners. Feyten (2010) said that listening used more than 45% of the percentage in

communication. That percentage shows that listening is important in overall language ability.

Rost (1994) in Cahyaningrum (2010) stated there are several reasons to make listening so important in language learning. Listening is vital in the language classroom as it provides input for the learner. If there is no understandable input at the right level, any learning simply could not begin. Spoken language provides a means of interaction for the learner. As learner must interact to achieve understanding, access to speakers of the language is important. Furthermore, learner's failure to understand the language they hear is a stimulus, not an obstruction, to interaction and learning.

Authentic spoken language presents a challenge to attempt to understand language for the learner as it is actually used by native speakers. Authentic spoken language is the language that is used naturally and informally in real-life communication by native speakers or fluent speakers of a particular language (Tao, 2018). Listening exercises provide teachers with a means for getting learner's attention to new form in the language. There are three main stages that we should construct in teaching listening. They are Pre-listening, listening tasks, and post-listening (Helgenson and Brown, 2007)

Pre-listening

Pre-listening involves warming up before the learners met the real listening task. It deals with the setting of the context, activating current knowledge, and activating vocabulary or language (www.teachingenglish.org.uk)

Listening task

There are three types of listening task, such as listening for gist or global listening, listening for specific information, and inferencing. For example, students asked to listen a specific scene in a film where there is a conversation of two people about playing games. We could make a listening for gist or global listening type by asking "what is the topic of the conversation?" The students then only have to get the point of the conversation and no need to listen every single word. If the question changes to "what game are they going to play?" it refers to listening for specific information. Students have to hear the conversation carefully to gain the information. Whereas,

for inferencing type of question could be asked with “can they play the game together?” Students should conclude on their own based on the conversation.

Post-listening

Post-listening is more like a discussion session about student’s answer in the task. According to Helgesen and Brown (2007:17) post-listening may be as simple as checking the answers to comprehension questions, either by teacher telling the students what the correct answers are, or by having students compare their answers in pairs or in small groups.

2.6 Teaching Listening Using Movie

Audiovisual such as movies can increase students’ motivation and make students active and happy when doing listening exercises (Hruby, 2010). Presenting English movies in class for teaching requires several media. Teacher should have a laptop or computer, a movie, a projector and a speaker. Teachers can select various of movie genre such as drama, fiction, romantic, action, comedy and so on depending on the themes and interests of the learners. Lonergan (1984) shows that by using movie as a teaching tool, it can provide a complete communicative attitude. Students will watch the movie, even though their understanding is limited.

King (2002) says that showing complete film enhances student motivation to such an extent that students are visibly impressed with how much English they can figure out. While watching the film, they can enjoy the visual motion pictures telling the story which they can understand. After the whole film is played, their confidence soars when they realize that understanding a movie is not as difficult as they had imagined before. So far, EFL learners have limited listening input to learn the current usage of English. As EFL learners do not listen to English directly as much as ESL learners, they are lack of exposure to the real English usage by the native speakers. This limits their acquisition of the English language. The whole film approach with abundant exposure to authentic listening not only facilitates learners'

listening strategy training but also achieves awareness of pragmatics as an essential component of communicative competence (King, 2002).

Movie reflects real-life communication, providing another reason why it is more beneficial than other forms of authentic material. Normally, teachers use dialogue on audiotapes or textbooks. However, movie presents a more contextual communication (Allan, 1985). Underwood (1989) in Gilakjani and Ahmadi (2011) mentions seven causes of obstacles to efficient listening comprehension; 1) listeners cannot control the speed of delivery, 2) listeners cannot always have words repeated, 3) listeners have a limited vocabulary, 4) listeners may fail to recognize the signals which indicate that the speaker is moving from one point to another, giving an example, or repeating a point, 5) listeners might have lack of contextual knowledge, 6) it can be difficult for listeners to concentrate in a foreign language, and 7) students may have established certain learning habits such as a wish to understand every word. Such obstacles need a strategy to solve as Vandergrift (1999) in Gilakjani and Ahmadi (2011) states that strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their comprehension and responses.

2.7 Movies as Teaching Media

Nowadays, movie is not only a media for entertainment purpose, but also for learning purposes. Other learning subject such as math, biology, history and more that has side language learning also use movie as one of the media in the teaching learning process. The usage of movie in ESL and EFL classroom acquired positive feedback from teachers. Ismaili (2013) conducted an experiment entitled *The Effectiveness of Using Movies in EFL Classroom* shows that movies could improve students' both listening and communication skill. In addition, there are some benefits of watching film in foreign language. For example, it could increase the ability in comprehending spoken language, improve pronunciation, acquiring new vocabulary, developing students' self-expression ability, and unknowingly adapt to the language's grammatical forms and sentence patterns in context.

From the statement above, we could make a conclusion that we could use movie as a media in teaching language specifically teaching listening as students do not merely hear a language but also, they could see the gestures, facial expressions, and other visual clues of the characters that could help them understand the meaning easier.

Movie, also called film, motion picture, moving picture, or photo play, is a series of moving pictures which usually shown in a cinema or on television and often telling a story (<https://dictionary.cambridge.org/dictionary/english/film>). These days, movie is deemed an important form of art and a powerful medium for educating the public. The visual basis gives it a universal form of communication. The usage of subtitle or dubbing to translate the dialog into other language also makes some films to become popular in a worldwide scale. Barsam and Monahan (2010) stated that the way the story in a movie is told is called its narrative.

Movie could be an excellent media in learning, specifically language learning. Moreover, it makes delivering a message easier, it is interesting and fun as well so the learners could not get bored. Champoux (2007) stated that several films lead themselves to inclusion in experiential exercises. Using movies instead of printed materials adds another advantages and extraordinary qualities of film to the exercise. Furthermore, using movie clips allows learners to see a whole new paralinguistic behaviour, pick up a range of cross-cultural clues, and entry into a whole range of other communication worlds (Harmer: 2007). As the result, I choose movie as the media in teaching listening because it could be a good media in language learning.

2.8 Movies in Teaching Class

Kusumarasdyati (2004, cited in Martinez, 2010:19) suggests a technique of presenting videos in EFL listening classes. From her study in Listening, Viewing and Imagination: Videos in EFL Classes, she stated that the use of audio-visual media in the classroom could guide the study activities in the interesting way. Audio-visual media gives information to both eyes and ears, that way students could see communication in action and it presents language. Arsyad (2018) said that

teachers should be able to choose and use audio visual media in learning process in order to achieve the goals. This is because audio visual media could be served as a learning medium that could assist teachers in delivering messages or lessons so that learners could understand the lessons delivered.

The use of audio-visual in the learning process is described by Amaliyah (2013) as follows: teachers prepare the audio-visual equipment and media and supporting facilities, teachers also prepare the learning space, conditioning children's' readiness to follow the learning process, review and evaluate and hold plan follow-up activities. From the explanation, it could be said that audio-visual media could be a medium of learning and by using the tools of infrastructure that supports it, teachers was be able to convey learning messages to learners.

2.9 Advantages of Using Animated Movies in Teaching Class

Using animated movies in a listening class offers several advantages that contribute to improved results in learning. First, animated movies have a unique ability to catch students' attention through their visually engaging and dynamic nature (Johnson, 2017). The colourful animations, expressive characters, and imaginative settings create an immersive learning environment, which promotes active engagement and sustained focus. This improved attention allows learners to concentrate more effectively on the audio content, enhancing their listening comprehension.

Additionally, animated movies applied exaggerated visual and auditory cues to convey meaning and enhance understanding (Smith & Chen, 2020). Through the use of vibrant visuals, animated movies provide learners with clear and precise representations of concepts, actions, and emotions. These visual cues get along with the audio input, making it easier for learners to decode meaning, follow storylines, and obtain abstract ideas. The combination of exaggerated visual and auditory cues creates a multimodal learning experience, which has been found to facilitate language learning and retention (Zhang & Li, 2018).

Furthermore, animated movies often blend with engaging narratives, relatable characters, and compelling storytelling techniques, which foster emotional connection and motivation among learners (Johnson, 2017). Students develop a sense of empathy and identification with the animated characters, making the learning experience more enjoyable and meaningful. This emotional engagement helps sustain learners' interest and intrinsic motivation throughout the listening class.

2.10 Theoretical Assumption

It is already said that listening is one of the important parts of language as a communication. It's a skill that could be both learned and practiced. To gain fluency, students need practice. That's why teaching listening must be pushed hard. If listening skill hasn't been mastered yet, then the process of understanding a language could be significantly difficult. Referring to the literature review, it is believed that if we use a new and correct method of teaching listening. Then listening fluency could be gained.

2.11 Hypothesis

The researcher was analysing the hypothesis by using Paired Sample T-test of Statistical Package for Social Science (SPSS). Based on the previous explanation, the researcher formulates the following hypothesis:

H₀: The learners' listening comprehension does not improve after being taught using non-subtitled animated Disney movies as treatments

H₁: The learners' listening comprehension does improve after being taught using non-subtitled animated Disney movies as treatments

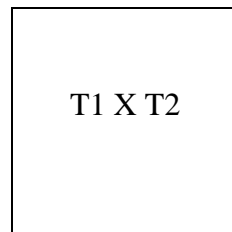
III. METHODOLOGY

This chapter provides an overview of research design, research population and sample, data collecting technique, research procedure, validity, reliability, and data analysis.

3.1 Research design

The researcher uses a quantitative study that intends to see the effect of using non-subtitled animated Disney movies in listening class and the result of students' listening comprehension that could be improved. The research design is a pre-test and post-test that is given to the chosen students. The design was used to see the result of the students after they get the treatment.

According to Hatch and Farhady (1982:20), the research design that the researcher was use is represented below:



Notes:

T1: The pre-test

X: Treatment by using non-subtitled animated Disney movies as media in teaching

T2: The post test

In this research, pre-test (T1) is given before the research teaches by using the non-subtitled animated Disney movies in order to measure the student's competencies before the treatment. Then, treatment is given three times by using non-subtitled animated Disney movies to enhance students' listening comprehension. Post test

(T2) is given to the students after giving the treatment and to measure the final results of listening test.

3.2 Population and sample

A population could be defined as the whole subject of the research. A population is all individuals who are being targeted in research, while a research sample is an individual who gives the data (Setiyadi,2006:38).

The population of this research was the second-grade students in the second semester of SMA Negeri 1 Kotabumi in academic year 2022/2023. The sample of this research was be the students from one class in the second-grade and was selected by using cluster sampling with the requirement of the class should have consisted of 30 students or more.

3.3 Data collecting

This research gains the data on students listening comprehension after being treated by using non-subtitled animated Disney movies in listening class. The data was be gained from:

1. Tryout

Tryout was conducted before doing pre-test. This step allows researcher to test the validity and reliability of an instrument and filtered the test. This step also helps the researcher to gain maximum result of the research.

2. Pre-test

The pre-test was given to the students before the treatment. This test was helping the researcher to know the student's competency in listening skill before the treatment. The pre-test was be a common listening test which consists of 36 numbers to finish.

3. Treatment

Treatment was conducted after giving the pre-test. Treatment is the process of teaching the student by using non-subtitled animated Disney movies as media. The treatment was conducted three times during the research.

4. Post-test

The students performed the post-test after the treatment of using non-subtitled animated Disney movies in listening class. This test helped the researcher to get the result of students' listening comprehension after applying the treatment. The post-test was be a common listening test which consists of 36 numbers to finish.

3.4 Research procedures

In collecting the data, the researcher was following these procedures:

1. Determining the population and selecting the sample

As a starting point, the researcher determined the population and sample of this study. The researcher chooses SMA N 1 Kotabumi, and the population is all the second-grade students in year academic of 2022/2023. The sample of the study is 30 students or more from the one selected class with the criteria that has been set.

2. Preparing the materials

The researcher prepared the appropriate listening materials. The materials were related to the treatments, and also the pre-test and post-test. The materials were the combination of internet sources and researcher's work which definitely is in accordance with the syllabus at the grade level that is concerned.

3. Giving pre-test

After all the materials are well-prepared, the sample was given a pre-test by the researcher. This pre-test could help the researcher to know the listening competencies of the sample before conducting the treatments.

4. Conducting the treatments

The researcher conducted the treatments to the students in listening class. The students were be given the treatments by using non-subtitled animated Disney movies. The treatment was be conducted in three meetings. In each meeting, the students were getting the activities of listening works and supporting the students to be more interested and motivated in listening class.

5. Giving post-test

The next procedure after conducting the treatments is the post-test was given by the researcher. This given post-test was show the improvement of the students and help the researcher to know the result of their listening comprehension after giving the treatments.

6. Analyzing the results

The result of the pre-test and post-test was analyzed by the researcher using SPSS 16.0 software program. This is meant to get the means of the pre-test and post-test, and prove that the result of students listening comprehension is improved.

3.5 Try out the instrument

In this research researcher wanted to find out students' skills improvement in listening skills before and after treated with non-subtitled animated Disney movie. Researcher organize a try-out test in order to prove whether the test has good quality or not. These tests have several questions and are given at the first meeting. The test can be said to be of good quality if it has good validity, reliability, level of difficulty, and discrimination power. Below are the elements that were tested:

3.5.1 Validity

Hatch and Farhady (1982:281) stated that there are two basic types of validity; content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity are analyzed.

Content Validity

Content validity means that the test that was tested should have represented of what has to be tested, which is the intended content area. Bachman (1990) states that since content validity asks if the test content matches the content of the course of the study, teachers able to match the course objectives and syllabus design with the test items. The material used in the research is narrative text that appropriate for senior high schools.

Test validation was performed by two teachers from SMAN 01 Kotabumi and then calculated using index validity from Aiken V resulting resulting with a mean of 0.8 that indicates the test score is high and valid for testing (Aiken, 1980; 1985; Kumaidi, 2014).

To ensure the research is valid, it is important for the researcher to make sure that the study materials is suitable with the school curriculum. As pointed out by Hatch and Farhady (1982:251), the content validity should cover a representative sample of the subject matter, and it mainly focuses on how the test appears. In this study, the researcher carefully designed the tests based on the curriculum used for second-grade students in SMA Negeri 1 Kotabumi. Additionally, to assess the content validity, the researcher plans to create a listening specification table that will help determine whether the test accurately reflects the content being taught.

Table 3.1 Table of Specification of Listening Test of Try-out

No.	Aspect or content	Number
1.	Identifying the topic in the movie	12,23,38
2.	Identifying specific information in the movie	2,5,6,11,13,14,15,16,18,21,22,26,27,28,29,30,31,33,34,35,37,41,42,43,45
3.	Referring specific information in the movie	19,25,39,40

4.	Vocabulary by asking synonyms of specific words	1,4,8,17,20,24,36
5.	Understanding implied meaning and inference	3,7,9,10,32,44

Construct Validity

Brown (1996) defines construct validity is the accumulation of evidence to support the interpretation of what a measure reflects. According to this theory, a test that was be used to measure the students' cognitive knowledge and skills has to cover the construct validity. The construct validity is concerned with the type of test used to measure abilities, especially when there are multiple indicators in the research.

Setiyadi (2006:26) suggests that if the instrument focuses on measuring a single aspect, such as listening in this study, the construct validity can be evaluated by assessing the items included in the test. If all the items effectively measure the intended construct, then the instrument's construct validity is considered satisfactory. In this particular study, the researcher utilized a listening test as the sole instrument, and all the items in the test were carefully designed to assess listening proficiency, as the result ensuring the construct validity was met.

Table 3.2 Table of Specification of Listening Test of Pretest and Posttest

No.	Aspect or content	Pretest	Posttest
1.	Identifying the topic in the movie	12,23	4,15
2.	Identifying specific information in the movie	2,5,6,11,13,14,15,16,18,21,22,26,27,28,29,30,31,33,34,35	3,6,9,10,13,14,17,18,19,20,22,25,26,27,30,31,32,33,34,35
3.	Referring specific information in the movie	19,25	23,29

4.	Vocabulary by asking synonyms of specific words	1,4,8,17,20,24,36	5,8,12,16,21,24,28,
5.	Understanding implied meaning and inference	3,7,9,10,32	1,2,7,11,36

3.5.2 Reliability

Reliability refers to the extent of consistency in the score, which gives one indication of how accurate the score is (Shohamy, 1985:70). A student's score consists of a true and false score. Reliability helps estimate the error part of the score because there are various sources of error in different types of tests. Of the various types of reliability, researcher use the Split Half Method to find out the reliability of this test, which has two steps, namely:

$$r1 = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

With the following explanation:

r1 = coefficient of reliability between odd and even number.

x 2 = total square of x (total score of odd number)

y 2 = total square of y (total score of even number)

xy = total Score of odd and even number items

After getting the reliability of half the test, the researcher used "Spearman Brown's Prophecy Formula (Hatch and Farhady, 1982:286) to determine the reliability of the whole test, as follows:

$$rK = \frac{2rxy}{1 + rxy}$$

With the following explanation:

rK = the reliability of the whole class

r_{xy} = coefficient of reliability between odd and even number

And the criteria of the reliability as follow:

0.90-1.00 = high

0.50-0.89 = moderate

0.0-0.49 = low

3.5.3 Level of Difficulty

The difficulty level of the item describes whether it is difficult or easy for the item to be performed by the participants. Such items should not be too easy or too difficult for students. The researcher uses the following formula to find out the level of difficulty of this test:

$$LD = \frac{R}{N}$$

With the following explanation:

LD = level of the difficulty

R = number of the students answer correctly

N = total number of the students

The criteria of level the difficulty:

<0.30 = difficult

0.30-0.70 = average

>0.70 = easy

(Shohamy, 1985:79)

3.5.4 Discrimination Power

Discrimination power refers to the extent to which the items differentiate between high and low-level students on that test. A good item, which, according to this

criterion, is one in which good students did well and bad students failed (Shohamy, 1985:81). The formula is:

$$DP = \frac{Upper - Lower}{1/2N}$$

With the following explanation:

DP = discrimination power

Upper = proportion of “high group” students getting the items correct

Lower = proportion of “low group” students getting the items correct

N = total number of the students

The criteria are follows:

DP = 0.00-0.20 = poor

DP = 0.21-0.40 = enough

DP = 0.41-0.70 = good

DP = 0.71-1.00 = excellent

3.6 Scoring System

In scoring students’ test results, the researcher uses Arikunto’s formula. Ideally in a test the highest score is 100. The scores of the pre-test and post-test were calculated by using the formula as follows:

$$S = \frac{R}{N} 100$$

With the following explanation:

S= denotes as score of the test

R= relates to total of the right answer

N= refers to total items (Arikunto, 1997:212)

3.7 Research Procedure

The procedure of the research is as follows:

1. Identifying the population and sample. The research sample was determined randomly, and there was no priority class at SMA Negeri 1 Kotabumi.

2. Selection of instrument material. The material was taken from the streaming service for the movie and internet.
3. Administering the pre-test. The pre-test is given before treatment for about 60 minutes in the first week to check students' listening comprehension. It contains 36 questions with four options, namely A, B, C, and D.
4. Giving treatment. Treatment is a class activity given by the teacher to teach listening using the media of non-subtitled Disney movie. Given during three meetings for treatment.
5. Conducting Post-test. Post-test was conducted to find out whether there was an effect of the students listening comprehension achievement after the treatments. It is administered for 60 minutes.
6. Analyzing the data. This step is to find out the students' listening comprehension achievement using non-subtitled Disney movie as the media of teaching. The data will be computed through the statistical package for social sciences (SPSS) version 16.0.
7. Hypothesis Testing. The hypothesis test would be taken from the comparison mean of the pre-test and post-test of the experimental class.

3.8 Data analysis

To get the final results of this research, the data was be analyzed by the researcher following these steps:

1. Scoring the students' listening pre-test and post-test.
2. Putting the students' scores of pre-tests and post-test into a table.
3. Finding the mean of students' listening pre-test and post-test by using this formula:

$$\bar{X} = \frac{\sum x}{N}$$

Notes:

\bar{X} = denotes as mean relates to total score

N = refers to number of students

4. Drawing the conclusion from the results of pre-test and post-test administered. Researcher performed statistical analysis using SPSS version 16.0 for Windows to answer the question "Is there any significant improvement of student's listening comprehension after being taught by using non-subtitled animated Disney movies?" In order to know whether the students were making any progress, the formula was as follows:

$$I = X_2 - X_1$$

With the following explanation:

I = relates to the increase of students' listening comprehension

X_2 = denotes as the average score of post-test

X_1 = refers to the average score of pre-test

3.9 Hypothesis Testing

Hypothesis testing is a method used to determine whether the hypothesis suggested in this study is valid. In this study, the hypothesis is that students' listening comprehension will improve when they are taught using non-subtitled Disney movies as a teaching media. To assess the validity of the hypothesis, researcher conducted statistical analysis using software called SPSS version 16.0. The significance level was set at $p < 0.05$ to answer the question: "Is there any significant improvement of student's listening comprehension after taught by using non-subtitled animated Disney movies?". Therefore, the hypothesis, which can be stated as follows:

H1: The learners' listening comprehension does improve after using non-subtitled animated Disney movies as treatments. The criteria H1 is accepted if the alpha level is lower than 0.05 (0.05).

H0: The learners' listening comprehension does not improve after using non-subtitled animated Disney movies as treatments. If the alpha level is greater than 0.05 (> 0.05), the H0 (null hypothesis) criteria is accepted.

V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusions of the results of the research and also the suggestions from the researcher to other researcher and English teacher who want to apply the songs in teaching listening.

5.1 Conclusions

After conducting research procedure in grade XI science 1 SMA Negeri 1 Kotabumi, researcher obtained the results of data analysis and discussion. Researcher want to state the following conclusions:

There was a significant improvement of the students' listening comprehension after being taught by using non-subtitled animated Disney movie. Movies were applicable to encourage the students to improve their listening comprehension since it was proved by the increase of the students mean score in the post-test which was higher than in the pre-test. The students mean score was increased from 66.73 to 84.91 with gained gain was 18.18 specifically. Learning process using non-subtitled Disney movie made the students able to understand listening comprehension because they could enjoy the learning process activity.

5.2 Suggestions

Considering the result of the research, the research would like to purpose some suggestions as follows:

5.2.1 Suggestion for the teacher:

1. The English teacher can select movies in teaching listening as the alternative ways because using movies can motivate the students in mastering listening

comprehension. It has been proved by the technique that the writer used by using non-subtitled animated Disney movies in teaching listening to improve students' listening comprehension.

2. The English teacher should be able to manage the time when using movies as media in teaching listening and the teacher should choose the right movie that has easy to listen pronunciation and has interesting story in order to attract students' attention in teaching learning process.
3. The English teacher need to prepare that can be used for implementing movies in class such as good audio system and LED projector so that students can hear and see clearly the movies.

5.2.2 Suggestion for further research:

1. In this research, researcher only focused on finding out the increase of students' listening comprehension using animated movies made by Disney only. Therefore, the researcher recommended for further research to use another movie studio such as Warner Bros., Pixar, and more since movies can help students to improve their listening comprehension.
2. Further research should use different types of question, preferably based on a verified test questions for a better result in students' listening comprehension.
3. Facilitate the students with a wider variety of teaching materials so that the students can get a much more knowledge from the treatment.
4. Researcher suggest to expand the scope of the research to fully optimized the usage of non-subtitled animated Disney movies for teaching listening.
5. Researcher suggest to use a low light intensity class if possible. Class with high light intensity causes the projector to be less visible. Resulting in students unable to see the content of the projector.

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