

**USING SHORT ANIMATIONS MOVIE TO IMPROVE STUDENTS'  
LISTENING ACHIEVEMENT AT NINTH GRADE OF JUNIOR HIGH  
SCHOOL**

**(Undergraduate Thesis)**

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**2025**

## **ABSTRACT**

### **USING SHORT ANIMATIONS MOVIE TO IMPROVE STUDENTS' LISTENING ACHIEVEMENT AT NINTH GRADE OF JUNIOR HIGH SCHOOL**

**By**

**Mayola Mayang Segara**

Short Animations Movie is a learning media that can be used as an alternative way to improve listening achievement. Therefore, the objective of the research is to find any improvement in students' listening achievement after being taught by using a short animations movie. The research approach is quantitative, with one group's pre-test and post-test design. This research used random sampling to select the subject. The subject is 33 students of class IX C at Junior High School 7 Kotabumi in the academic year 2024/2025. This research focuses on students' listening achievement. A listening test was used to collect the data. The test was objective in the form of multiple-choice questions, where students were asked to listen to a dialogue played by the speaker and then choose the correct answer from the options provided. The result shows that the students' listening scores on the pre-test (41.82) and post-test (93.33) were compared by using the Wilcoxon Signed Ranks Test. The students' listening scores showed a significant improvement, with a gain of (51.51). The results that have been obtained show that the value in the results of this study is Asymp. Sig. (2-tailed) of  $0.000 < 0.05$ . This indicates that there is a significant improvement between the pre-test and post-test results. Therefore, short animation movies can improve students' listening achievement.

**Keywords:** Listening skill, Listening achievement, Short animations movie, Teaching listening

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SCHOOL**

**By:**

**Mayola Mayang Segara**

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



**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTEMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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**2025**

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STUDENTS' LISTENING ACHIEVEMENT AT NINTH  
GRADE OF JUNIOR HIGH SCHOOL**

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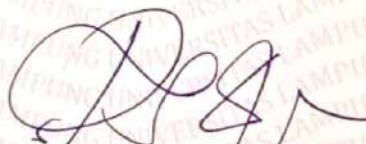


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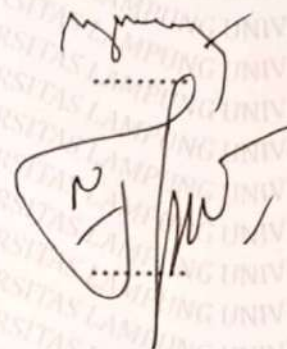
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Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan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

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## **CURRICULUM VITAE**

The researcher was born in Jakarta on May 23, 2003. She is the youngest member of her family. Her father, Kamrus Ibrahim, is self-employed, while her mother, Sri Darwati, is a teacher. Devica Kesuma Ulung and Dea Milano are her elder sisters and brothers, respectively. She currently resides in Kotabumi, North Lampung, with her parents.

The scholar commenced her academic career in kindergarten, where she pursued her studies for two years. She attended SD Negeri 06 Makassar Pagi in East Jakarta in 2009. Nevertheless, in 2011, her family relocated to Kotabumi, North Lampung, and she pursued her primary education at SDN 04 Tanjung Aman. In 2014, she concluded her elementary education and subsequently enrolled in SMP Negeri 7 Kotabumi for her junior high school years. She cultivated a profound enthusiasm for public speaking, particularly in the capacity of a master of ceremonies (MC), during this time. She was frequently chosen to host school events, and her instructors acknowledged her talent.

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The researcher conducted a research study titled "Improving Students' Listening Achievement at the Ninth Grade of Junior High School Through the Use of Short Animation Movies " to satisfy the requirements for her undergraduate degree.

## MOTTO

*“I leave my affairs to Allah. Indeed, Allah is All-Seeing of His slaves.”*

(QS. Ghafir: 44)

*“Like a flower that blooms slowly, hard work will not betray you.”*

-JKT48-

*“Instead of comparing you with others, believe in you in the future, with your own speed run to the goal”*

-JKT48-



## **DEDICATION**

By the name of Allah Subhanahu Wa Ta'ala, she would like to proudly dedicate this script to her beloved parents, sister and brother, all teachers, friends, and students who survive to improve education in Indonesia, her alma mater – Lampung University, her lecturers in English Education Study Program.

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Mayola Mayang Segara

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# **I. INTRODUCTION**

Some points are mentioned in this chapter as prior knowledge from this study. Those consist of: the background, research question, research objectives, uses of the research, scope of the research, and definition of terms.

## **1.1 Background**

In contemporary society, integrating technology into education benefits students and educators. Modern learning, or acquiring knowledge through technology, has become increasingly advantageous, effective, and comprehensive. Technology has enabled students and educators to access a vast array of information. Additionally, students can acquire knowledge anytime and at any location via mobile devices or the Internet. In addition to literature, educational institutions have implemented a variety of teaching media, including the Internet, social media, music, and videos. Video materials, including movies, television series, and brief clips, are among the most frequently employed teaching tools. These materials incorporate all of the demonstrations above into their structure.

According to Lin (2000), this attribute facilitates the utilization of these audiovisual multimedia tools in instructional activities. There are numerous reasons why video content is an invaluable educational resource. Additionally, Hung (2016) contends that using video films is an exceptionally effective approach to language instruction, emphasizing four benefits. Body language is depicted and imitated in movie sequences. Online videos enable learners to interact with elements within and outside the classroom, generate emotional responses, and subconsciously link their thoughts with emotions. In contrast, videos introduce the real world into the classroom.

Using videos or movies in English to teach foreign languages, such as English, is advantageous due to the direct ability to hear the accents of native speakers. Children receive audiovisual instruction by viewing English-language videos or films. This is highly beneficial for children's auditory skills in recognizing English



words, facilitating their familiarity with them.

Listening is a critical talent in the instruction of the English language. According to Littlewood (1981), listening is an active process that necessitates the recipient to engage with a message and work to convert it into meaning through linguistic and non-linguistic elements. It is one of the most fundamental components of learning and teaching English, as Yılmaz (2015) stated. Nevertheless, many students experience difficulty with their listening and retrieval abilities. This is frequently the result of a lack of comprehension of English vocabulary, which is followed by a lack of opportunities to practice listening to English vocabulary, a lack of feedback, and a lack of teaching media that facilitates the listening of the pronunciation of native English speakers.

A lack of interest in learning is also one of the most significant obstacles, as students are inclined to be lackadaisical when they lack motivation and interest in learning English. Consequently, researchers employed animated short films as educational media, anticipating that they would enhance students' auditory scores and pique their interest in learning English. These shortcomings and obstacles in the acquisition of listening skills influence the development of students' English grades.

Rahayu and Mastuti (2023) conducted an additional comparable investigation that implemented a brief animation film. The study was conducted at SMA Negeri 1 Driyorejo and employed classroom action research methodologies, which included pre-cycle, cycle I, and cycle II. Thirty-five pupils from language classes were involved in this investigation. According to the research findings, using animated films as a learning medium substantially enhances students' listening abilities, as demonstrated by the substantial increase in scores from the pre-test to the post-test I and II.

Similar research was conducted by Putri Yunita et al. (2023) on the use of short animated animations in English to enhance students' listening abilities. Quantitative methods and a pseudo-experiment design with unequal experimental and control groups were employed to conduct this research at SMPN 1 Lingsar during the 2022/2023 academic year. The sample was selected using the cluster random

sampling technique, and the population of this research consisted of all first-grade students at SMPN 1 Lingsar.

The experimental group's t-test results were significant, as the t-test value (5.562) was higher than the t-table value (1.67) for alpha 0.05 and (2.66) for alpha 0.01, as indicated by the analysis results. Conversely, the control group's t-test value (2.057) is less than the t-table value (2.66) for alpha 0.01, indicating that the control group's t-test results are not statistically significant. Consequently, the utilization of brief animated films in English substantially impacts the enhancement of students' auditory abilities in the first grade of SMPN 1 Lingsar.

These two research results can lead to the conclusion that students' listening skills are considerably enhanced by using short animated films in English. The participants, the location of the research, and the selection of short animated films are the distinguishing factors between this study and its predecessors. Consequently, the author plans to evaluate the enhancement of students' performance in English language courses through films and videos. The researcher implemented the cooperative learning method as a teaching guide.

## **1.2 Research Question**

Based on the background of the research above, the researcher can formulate a research question as follows:

- Is there any significant improvement in students' listening achievement after being taught using short animation movies as learning media?

## **1.3 Research Objectives**

Based on the research question, this research aims to find out whether there is a significant improvement in student listening achievement after using short animation movies as learning media.

## **1.4 The Use of the Research**

The uses of this research are as follows:

- **Theoretically**, the findings of this research were expected to contribute to the utilization of learning media in English language teaching and learning. Furthermore, this research could be reviewed by future researchers because there were still many aspects or factors that were not the focus of this study. It was expected that English teachers would gain a better understanding of short animation movies for teaching listening.
- **Practically**, it could help English teachers or anyone who reads this to provide activities and teach differently by utilizing animated short movies that attract children's interest in learning.

### 1.5 Scope of the Research

This research used a quantitative approach to examining the data. This research focuses on the impact of using animated short films on listening learning achievement. The population of this study conducted ninth-grade students of SMP Negeri 07 Kotabumi with a sample of one class from the last grade of SMP Negeri 07 Kotabumi

### 1.6 Definition of Terms

#### 1) Learning Media

Learning media is a physical tool that a teacher uses to convey information to pupils more effectively and efficiently (Musfiquon, 2012).

#### 2) Short Animation Movie

Selwyn and Facer (2014) define brief animation movies as contemporary media that can increase students' excitement, encompassing audio and visual elements. They are interactive multimedia that typically feature colorful characters and audio-visual images in two or three dimensions.

#### 3) Listening

According to Yilmaz (2015), attentiveness is one of the most essential components of the English language learner and teacher. Listening is a

challenging skill for language learners to acquire despite its importance as a fundamental skill. It necessitates meaningful interaction in the target language, during which speakers focus on the aural input generated by the other speaker and their utterances.

## **II. LITERATURE REVIEW**

This chapter presents some of the theories considered within this framework. Those are : the concept of listening, aspects of listening, process of listening, teaching listening, concept of collaborative learning, advantages and disadvantages of using collaborative strategy, previous study, theoretical assumption, and hypothesis.

### **2.1 Concept of Listening**

Listening involves noticing and identifying a sound to extract its significance. Listening is an activity incorporating the information that has been heard, as Brown (2006). There are still numerous definitions of listening. Another definition of listening is the act of recognizing and comprehending the words of others (Yagang, 1993). Listening is also an active process that necessitates the listener's involvement (Yang, 1999). Listening is a critical skill in the acquisition of English, as it is a receptive skill that provides pupils with input into the language (Wahidah, 2023).

In the past, certain individuals believed that listening was a passive activity. Listening is an active process that necessitates the ability to differentiate between sounds, comprehend words and word structures, discern intonation, and organize the information you have acquired to contextualize it within the environment (Underwood, 1989). One of the most critical skills in the acquisition of English is the ability to attend. Students can comprehend the language more easily if they listen and capture meaning.

### **2.2 Aspects of Listening**

The capacity to comprehend critical information in an oral presentation or conversation is called macro listening skills. Putriani et al. (2013) have identified several macro listening skills, including identifying the main idea, specific information, vocabulary, reference, and inference.

- Identify the core or overall message of a conversation or audio.
- Identify specific information by understanding details mentioned in a conversation or audio. This includes facts, dates, names, places, and



numbers.

- Knowledge of vocabulary and its meaning is important for listeners. To understand conversations from audio, listeners need to have a good and large vocabulary.
- Reference is using words or phrases to refer to something previously mentioned. Pronouns, demonstrative pronouns, ellipses, and substitution necessitate attentive listening.
- The Inference concludes the information given. Inferences are not explicitly stated in the conversation or over audio but can be inferred from the information provided. Listeners need to use their background knowledge and understanding to make inferences.

Based on the above statement, five components or aspects are used in macro listening skills: the main idea, specific information, vocabulary, reference, and Inference.

### **2.3 Process of Listening**

Listening consists of three stages: before, during, and after. These stages are pre-, while-, and post (Underwood, 1989).

- Pre-listening refers to the preparation stage before listening to audio. This stage activates the listener's abilities and knowledge of the issue being addressed.
- While listening: the stage of understanding auditory content. At this point, the listener needs to concentrate on listening carefully.
- Post-listening refers to the stage after listening to audio. This stage determines the listener's overall comprehension of the audio content.

Listening learning employs pre-listening, during-listening, and post-listening techniques to improve listening abilities. Teachers must create lesson plans to structure learning while teaching listening.

## **2.4 Teaching Listening**

Teaching is establishing an intimate relationship between more mature individuals and less mature individuals to enhance the latter's education. Morrison (1934) and Dewey (1934) articulated their teaching philosophy through an equation. Numerous theories exist regarding instruction. Additionally, language instruction presents challenges. Consequently, educators must remain current with the evolving landscape to ensure the teaching method is purified and the material effectively communicated.

Teachers must be aware of their students' abilities and consider their requirements and interests before teaching listening. In order to resolve the challenges, they should identify the most straightforward approach to instructing listening. Many educators maintain that listening is the most critical of the other language abilities, as per Aziez and Alwasilah (1996). Teachers can stimulate children's interest in listening skills by employing educational media in the form of brief animated movies tailored to students' needs and interests.

Listening is one of the language abilities taught in junior high school, per the 2013 curriculum and syllabus. In order to enhance the value of listening in children, teachers must develop lesson plans tailored to the material they are teaching. This ensures that the learning process is more structured and efficient. The Merdeka Curriculum was followed for this investigation.

## **2.5 Learning Media**

Learning media is a tool teachers employ to convey material to students, whether physical or non-physical, more effectively. It may also aid in pursuing learning objectives, stimulating students' interest in learning, and motivating students (Musfiqon, 2012).

According to Anitah (2009), there are several types of media widely used in the learning process, including:

- a) Non-projected visual media include caricatures, illustrations, charts, graphs, diagrams, and maps.

- b) Projected visual media, including film frames, slides, overhead projectors, opaque projectors, and film strips (composite films).
- c) Audio media, including radio, optical, cassettes, and telephones.
- d) Audiovisual media, including voice slides, television, and video.
- e) Multimedia encompasses hypermedia, virtual reality, interactive media, and multimedia packages.

Audio, visual, and video are all viable learning media (Yusup, Aini, & Pertiwi, 2016). Students were expected to be more motivated to learn due to using learning media. Audiovisual media, specifically brief animation films, were implemented in this investigation.

### **2.5.1. Short Animation Movie**

A short animation film is an audiovisual production that is typically under 60 minutes long and features animated content. A narrative or concept is presented by integrating visual elements with sound, frequently employing vibrant imagery and engaging characters. In education, short animation movies are employed to enhance the learning process by offering concise, visually enticing content that captivates students' attention. The material is readily digestible and can be covered in a single session due to the brief duration, which is frequently less than 4 minutes for educational purposes. This makes it an effective tool for enhancing students' understanding, particularly in language learning. Animation is a learning media tool that can create a new environment for students and make learning simple and engaging (Firdaus, 2022). Children's interest in learning was heightened by using audiovisual materials in the classroom, as they were more attentive to the content delivered through engaging videos. Javandalasta (2011) defined a short movie as an audiovisual production less than 60 minutes long. The movie is divided into two categories based on duration: 1) a short film and 2) a long narrative film. The duration of a short film is typically less than 60 minutes, while extended story films that exceed 60 minutes are typically 90-100 minutes long.

According to Harmer (2005: 282), using film and audiovisuals in language instruction has been a prevalent practice for an extended period. Movies are a highly effective teaching method and a medium that can captivate children's interest in learning English, as explained by the foregoing theory. The short animation videos from YouTube that lasted less than four minutes were employed in this research. This duration is selected to ensure that the students comprehensively understand the material during a single meeting.

The brief animation film utilized in this instance is an English-language film that can potentially enhance students' listening outcomes during their English language acquisition. According to Mustikanthi (2014), English-animated films can serve as an effective instructional tool for English. Students can practice and become accustomed to listening to native speakers to become familiar with the correct pronunciation of English vocabulary. This brief animation film has the potential to pique the interest of children in the study of English. Their academic performance may improve if their interest in the subject is strong.

According to Adnan (2014), there are numerous benefits to employing English-animated films to enhance students' auditory abilities. An animated film is a film that continuously records images, including voice, or manipulates animated objects individually, as explained by Yatimah (2014).

## **2.6 Listening Achievement**

Hornby (1998:10) defines achievement as completing a task with expertise and effort. The extent to which students have mastered the material and the extent to which they have made progress can be demonstrated by their high levels of achievement. After the learning process has concluded, teachers are required to assess their students.

Therefore, listening achievement is the level of proficiency that students have achieved in listening skill courses, as evidenced by their test scores. Students will only be able to attain success once they have finished their listening course.

## **2.7 Procedures for Teaching Listening**

Several phases of instruction in listening skills must be completed to guarantee the best understanding. Pre-listening, while-listening, and post-listening—each of which is important for students' absorption and processing of the material they encounter—are among these stages. Every stage of this study is carried out to assess how well listening techniques help raise students' scores and comprehension.

### **1. Pre-Listening**

The teacher should comprehend that pupils have varying requirements for the listening experience at this juncture. It is necessary to engage in pre-listening activities to determine the extent of existing knowledge on the subject matter and to establish listening objectives. Some recommended pre-listening activities include examining new words, reading before listening, predicting and speculating, engaging in a group discussion, using a timer, and reviewing items before the test.

### **2. While-Listening**

This section encompasses the following: dictation, note-taking, close exercises, and the completion of gaps with absent words.

### **3. Post-Listening**

In order to elucidate the meaning and broaden their thinking, students must apply the information they have acquired. The activities for the post-listening stage include evaluating, writing, and asking inquiries about the information they have heard.

In this research, pre-listening is the first test they will use for value comparison. While listening, there is group discussion and filling gaps. The post-listening the researcher adopts is giving tests to see the increase in grades and evaluation.

## **2.8 Advantages and Disadvantages of Using Animation Short Movie**

Employing short animation features as educational media has both advantages and disadvantages.

### **2.8.1 Advantages**

The advantages of using short animation movies as learning media include:

1. Boosted students' motivation and enthusiasm for learning. Short animation movies presented information in a manner that was both comprehensible and pleasurable, assuring students that the learning process would be engaging and attentive. Learning media can increase student motivation and interest (Musfiquon, 2012).
2. Establishing the learning scope and activities to be innovative, efficient, and engaging.
3. Students can learn autonomously anytime and from any location by accessing short animation movies online. This allows students to acquire knowledge independently without the need to depend on the teacher. Students can more easily understand the material if they can repeat the videos at a suitable tempo while listening to teaching media that includes brief animation movies.
4. Native speakers produced short animation films to demonstrate the appropriate use of English. By allowing students to practice speaking English, the animation improved their speaking abilities and made them feel more at ease.

As indicated by the aforementioned assertion, the utilization of brief animation films enhanced student attentiveness scores.

### **2.8.2 Disadvantages**

Although short animation movies are effective for auditory learning in the classroom, some issues have been identified in previous studies. The subsequent deficiency is how we allocate time and determine the appropriate duration to ensure that brief animation films can be presented during a single learning session. As per the research conducted by Putriani et al. (2013), who investigated the use of video movies to enhance listening abilities, certain challenges impede learning objectives, including students' limited vocabulary.

## 2.9 Previous study

Numerous studies have examined this topic, and this study cites several of them. Putriani et al. (2013), the initial researcher to be cited, investigated the potential of video movies to enhance students' auditory comprehension. The cohort consists of students from SMAN 1 Natar Lampung. The study was conducted using quantitative research methodologies with a one-group pre-test-post-test design.

The data were analyzed using a repeated measure t-test, and the previous researcher employed an objective listening comprehension test as the instrument. The first-grade students of SMAN 1 Natar Lampung Selatan comprised the population of this investigation. The outcome indicates a substantial improvement in the listening comprehension proficiency of pupils from the pre-test to the post-test. The pre-test average score is 54.83, while the post-test average is 72.17. The t-value is greater than the t-table. The remedies positively impacted the student's achievement, as evidenced by the 17.33 gain between the pre-test and post-test scores. The analysis demonstrates that using video movies as a teaching aid positively impacts students' overall achievement and listening skills.

In 2023, Rahayu et al. conducted a study to ascertain whether English animation movies could enhance the listening achievement of students in SMA Negeri 1 Driyorejo during the new normal era. The second finding pertains to the use of English animation movies. In the Bahasa class of SMA Negeri 1 Driyorejo, students experience challenges in the assimilation of lesson materials due to their inability to comprehend native speakers and their lack of vocabulary, as indicated by the pre-cycle observations. The classroom action research methodology was implemented in the study, which included 35 students, nine of whom were male and 26 of whom were female.

The data were collected through questionnaires, assessments, and observations, and descriptive qualitative techniques were employed to analyze them. The investigation was conducted in three stages: pre-cycle, cycle I, and cycle II. As demonstrated by comparing pre-test, post-test I, and post-test II results, the results indicated that using animated movies as a medium significantly enhanced students'

listening skills. In particular, the proportion of pupils who achieved the minimum score criteria increased from 3% in the pre-test to 46% in the post-test I and 77% in the post-test II.

The researcher concluded that students' auditory achievement improved due to using English animation movies, as indicated by these findings. This enhancement implies that animated films serve as an effective instrument for improving students' listening abilities. Conversely, researchers assert that using brief animated films as an instructional medium for listening has a beneficial effect on improving students' listening scores. By employing this educational medium, students are motivated. They are provided with examples of English speaking by native speakers, which enables them to comprehend and concentrate on the material more effectively.

## **2.10 Theoretical Assumption**

Using short animation movies as teaching tools to improve students' listening abilities has a solid theoretical basis. First, short animated films grab students' attention more successfully than conventional teaching tools. This is so because animation offers fascinating visualizations and narratives that enable pupils to concentrate and raise their curiosity during learning. These driven kids ought to actively take part in the listening class.

Second, short animated films provide pupils with a realistic setting for English acquisition. Students may hear native speakers' daily chats in the animation, which clarifies how the language is utilized in actual life. This background is crucial since it enables students to acquire the skills to identify and comprehend popular idioms, English's sound variations, and intonation.

Third, brief cartoon movies in listening learning let students review the course of instruction as needed. They can view parts of the animation they do not get again. This capacity for repetition helps them better grasp the content and progressively enhance their listening techniques. Additionally, they are readily available online, letting pupils study alone at home.

Fourth, by listening to native speakers and acquiring the proper pronunciation,



rhythm, and intonation, the short animation movie offers pupils a decent model of spoken English. It also benefits students' speaking abilities since they can replicate and practice what they hear through the animation. This mix of listening and speaking was supposed to improve students' general English competency, influencing their listening scores.

## **2.11 Hypothesis**

Setiyadi (2018), According to a theory, this is only a transient response to a research query addressed by consulting theory and past studies. In research, hypotheses are questions concerning the distribution of a variable or the interaction among two (or more) variables to be investigated. Based on the issues mentioned in the first chapter, the theories suggested in this work correspond to:

- a. H<sub>0</sub>: There is no significant improvement in students' listening achievement after using a short animation movie.
- b. H<sub>1</sub> : There is significant improvement of students' listening achievement after using short animation movie.

Thus, the hypothesis was developed depending on theory and scientific facts (Setiyadi, 2018).

### **III. METHODS**

This chapter discusses the research design, variables of research, population and sample, data collecting technique, research procedures, research instrument, reliability and validity, scoring criteria, and hypothesis testing.

#### **3.1 Research Design**

Research design is a strategy or set of actions intended for data collection in a study. Usually, experimental research can obtain accepted conclusions to establish legitimate correlations between many variables. Setiyadi (2018) set the one-group pretest-post-test design for the quantitative study the researcher did. In this study, the students underwent a pretest previous to the treatment and a posttest following it. The study methodology followed this:

#### **TI X T2**

Note :

TI = Pre-test

X = Treatment

T2 = Post-Test

TI refers to the pretest given before teaching research using short animation movie learning media to measure student learning achievement before being given treatment.

X is the treatment researchers administer using short animation movie learning tools to raise pupils' listening ability scores.

T2 is the posttest administered after a short animation movie implementing learning to gauge students' grade improvement following therapy.

### 3.2 Variable of Research

Setiyadi (2018) defines a variable as a feature of a group of individuals, their actions, or their surroundings that differ from one person to another. Before entering the subject of study, a quantitative researcher must be familiar with variations. Independent (X) and dependent (Y) variables are different. The variables of this research are characterized as follows:

1. The independent variable is the impact of using a short animation movie.
2. The dependent variable is listening achievement.

With the statement above, the variables of this research have been determined.

### 3.3 Population and Sample

The research sample comprised the individuals who provided data, while the population comprised all targets in this research (Setiyadi, 2018). This research's population was composed of students from SMP Negeri 7 Kotabumi, while the sample consisted of students from classroom IX C.

### 3.4 Data Collecting Technique

The researcher employed a test as an instrument for data collection. The examination was administered in the following manner:

a. Pre-test

Before treatment, students were administered a pre-test to evaluate their listening capabilities.

b. Treatment

The researcher conducted three treatments, each of which lasted three hours. The meeting was divided into three sections:

**Treatment 1:** The researcher presented the narrative text by elucidating its definition, structure, and examples. They also administered individual assessments and provided group worksheets to assess students' comprehension.

**Treatment 2:** The researcher employed brief animated films to review prior material, introduce new concepts regarding narrative sentences and linguistic features, and promote analytical skills and comprehension through group work.

**Treatment 3:** The researcher concentrated on the differentiation of narrative texts from other categories, the facilitation of group discussions, and the reinforcement of students' comprehension and application of the features of narrative texts through a final assessment.

c. Post-test

A post-test was administered to assess the improvement in students' listening abilities following the treatment.

### 3.5 Research Procedures

The procedures that the researcher used were as follows :

- **Selecting and determining the population and sample**

The researcher selected one of several classes of last-year students from the institution chosen to serve as the research sample. The experimental class was selected.

- **Giving a Pre-Test**

Before the intervention with short animation movie learning media, students were administered initial assessments to assess their listening abilities. The pre-test instrument was a listening examination consisting of 10 multiple-choice items.

- **Treatment and Arranging the Teaching Material**

Arranged the teaching materials used during the treatment and conducted the treatment for three meetings using brief animated film learning media.

- **Giving a Post-Test**

The objective of administering a post-treatment test was to assess the extent to which students' listening abilities had improved after the intervention. The post-test instrument consisted of an auditory test with ten multiple-

choice items, and the audio used was distinct from the pre-test questions.

- **Analyzing the Data**

Analyze the data obtained from the pre-test and post-test to ascertain the effectiveness of brief animation movies in enhancing students' listening abilities.

### **3.6 Instruments of the Research**

To ascertain whether the objectives of this investigation had been accomplished, the researcher implemented a listening test. To acquire data, a pre-test and a post-test were implemented. This assessment aims to assess the improvement in students' listening skills by using brief, short animation movies as instructional media.

### **3.7 Validity and Reliability**

Two things inseparable from measuring tools in research are validity and dependability.

#### **3.7.1 Validity**

A measuring tool used to indicate how the findings could depict reality is validity (Setiyadi, 2018). Validity reveals the degree to which the measuring tool detects something that ought to be measured. Although a trustworthy measuring tool is not always valid, if it is valid, it is most certainly reliable. Setiyadi (2018) also said that, in foreign language study, there are five kinds of validity: face, content, predictive, construct, and concurrent, the same as in other social scientific studies. This study utilized two forms of validity to assess the instrument's validity:

- **Content validity**

Content validity affects every item on a measuring tool used in a test. The content validity of the research tool in this study was derived from its fit with the school syllabus. One of the main questions was whether the Merdeka Curriculum and narrative text were taught in the school. To guarantee good content validity, the researcher checked the institution's

syllabus. The results revealed that narrative material was essential for English language education at the pertinent grade level, as clearly stated in the school's curriculum. Moreover, national education policies carried out the ideas of the Merdeka Curriculum. The strong content validity of the research instrument in gauging the targeted constructs was established by the recorded evidence from the school curriculum supporting that the instrument's design had been in line with the real instructional material.

- **Construct Validity**

Measuring instruments with numerous dimensions requires construct validity; each element is calculated using several indicators, so related indications must have a positive relationship. This study assessed the construct validity of the research tool depending on whether the test items fit the main elements of listening skills. Concept validity is the degree to which an instrument fairly gauges the theoretical concept it is meant to evaluate. The researchers created a Table of Specifications (ToS) as a validation framework to ensure that every test item fairly reflected several elements of listening abilities. Acting as a thorough mapping tool, the Table of Specifications methodically connected every test item to particular listening aspects—such as listening for major ideas, spotting details, drawing conclusions, and grasping the contextual meaning. The researcher confirmed by this method that the test items fully addressed the required facets of listening ability. This validation approach proved that the instrument was theoretically and practically sound in gauging students' listening abilities, proving its construct validity.

### **3.7.2 Reliability**

According to Setiyadi (2018), reliability is the consistency of a measuring tool—the degree to which it measures the same thing several times yet generally generates the same results. Rank Spearman correlation was applied in this work. Furthermore, it is used as a formula that follows:

$$p = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

Note :

$p$  : Coefficient of rank order

$d$  : Differences of rank correlation

$N$  : Number of students

1-6 : Constant number

The researcher analysed the reliability coefficient using the reliability standard set by Setiyadi (2018) after obtaining it from the experimental results. The analysis process was as follows:

- a. 0.000-0.200 refers to very low reliability
- b. 0.200-0.400 refers to low reliability
- c. 0.400-0.600 refers to medium reliability
- d. 0.600-0.800 refers to high reliability
- e. 0.800-1.00 refers to very high reliability

The listening tests reach the range of (0.60-1.00) and are judged dependable based on the previously mentioned reliability criterion. Cronbach's alpha with SPSS 25 allows one to examine data dependability. Tables 3.1 and 3.2 present computed findings of dependability.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.600	10

Table 3. 1 Reliability of Pre-test

#### Reliability Statistics

Cronbach's Alpha	N of Items
.609	10

Table 3. 2 Reliability of Post test

Table 3.1's computation indicated that the pretest result's reliability

coefficient is 0.600. Table 3.2 shows the posttest results with a 0.609 dependability coefficient. According to the results, the pretest's dependability falls between 0.60 and 0.80, which denotes strong dependability. Consequently, the posttest reliability falls between 0.60 and 0.80, representing great dependability.

### 3.8 Normality Test

Before hypothesis testing, the data normality test comes first to ascertain whether the data is regularly distributed. Nasrum (2018) claims that choosing the appropriate statistics for the study depends much on the data normality test. Parametric tests are a better fit if the data is regularly distributed; nonparametric statistics are more suited for data not normally distributed. This research took advantage of the Shapiro-Wilk test included in SPSS version 25. Samuel Shapiro and Martin Wilk devised the Shapiro-Wilk test in 1965; Dahlan (2010: 48) claims that Kolmogorov-Smirnov is used when the sample used in the research is less than 50, and Shapiro-Wilk is utilized when the sample used in the study is more than 50. Table 3.3 below shows the outcomes of the normality test:

Tests of Normality						
	Statistic	Kolmogorov-Smirnov <sup>a</sup>		Statistic	Shapiro-Wilk	
		df	Sig.		df	Sig.
Pretest	.213	33	.001	.883	33	.002
Posttest	.440	33	.000	.574	33	.000

Table 3. 3 Result of Normality Test

Singgih Santoso (2016: 393) states that the significant probability of asymptotics is the foundation for making decisions. Should the probability surpass 0.05, the population distribution exhibits a normal distribution. Should the probability be less than 0.05, the population lacks normal distribution. The Sig. Values of 0.002 and 0.000 are lower than 0.05. Hence, the pretest and posttest scores are not usually distributed. The pretest and posttest scores deviate from their usual distribution.

### 3.9 Scoring Criteria

Scoring criteria are guidelines used in the evaluation of the study outcome. Mimin



Haryati (2007: 27) claims that criteria are standards for assessing student performance expressed as scores. Using criteria, teachers might more quickly evaluate student performance. Kunandar (2013: 66) claims that assessment is a set of actions involving data collecting, analysis, and interpretation of the learning process and results. The following is the rating for student worksheets:

Criteria of Mastery	Level
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

Table 3. 4 The rating scored for listening test

In conclusion, it is simpler for teachers to consider since the evaluation criteria used to evaluate student learning outcomes include a precise range of scores to determine the degree of satisfaction with the content.

### 3.10 Data Analysis

This study investigated the impact of short animation movies on enhancing students' listening ability scores. The researcher computed the enhancement in auditory comprehension scores resulting from the utilization of brief animation movies in educational activities through the following procedures:

- a. Scoring the pre-test and post-test.
- b. Tabulating the result of the test and calculating the score of the pre-test and post-test.
- c. Drawing the conclusion to answer the research question.

### 3.11 Hypotheses Testing

Upon examining the data, the researcher computed the results to evaluate whether there was a significant enhancement in listening achievement through short

animation movies. Hypothesis testing was employed to ascertain the acceptance of the hypothesis in this investigation. The investigator computed the data utilizing the Wilcoxon Signed Ranks Test. The Wilcoxon signed-rank test evaluates the presence of a significant difference between two sets of measurements for data that do not follow a normal distribution. The Wilcoxon test employs IBM SPSS Statistics version 25. Decision-making relies on probability (asymptotic significance):

$$H_0 = \text{Sig.} > 0.05$$

$$H_1 = \text{Sig.} < 0.05$$

Notes :

- $H_0$  means that there is no significant improvement of students' listening achievement by using short animation movie.
- $H_1$  means that there is significant improvement of students' listening achievement by using short animation movie.

## **V. CONCLUSION AND SUGGESSTIONS**

The conclusion and suggestion all covered in this chapter.

### **5.1 Conclusion**

The results of the studies on the impact of short animated movies on enhancing students' listening performance in Class IX C address the study questions raised in the previous chapter and hypotheses derived from statistical computations. Consequently, short animation movies can help students in Class IX C of SMP Negeri 7 Kotabumi in the 2024/2025 school year to attain better listening performance; this study reveals that students' listening achievement improved notably before and after using short animation movies. Short animation movies enable pupils to listen to native speakers, get acclimated to precise pronunciation and improve their English language skills.

### **5.2 Suggestions**

Concerning this study, the researcher has some recommendations:

1. During the research period, the researcher struggled with time management, particularly while aiming for grade 9 pupils who were more concerned with preparing for their final tests. To guarantee flexibility in class schedules and research activities, the researcher thus advises that the researcher consider grade 7 or 8 pupils in the next studies.
2. The researcher advises teaching listening skills utilizing brief segments from kids' movies using movie media. Students find the video more fascinating and unforgettable, which helps to make learning fun and efficient.
3. The researcher advises creating a pilot test first to raise pre-test quality. This will provide better research data and help increase the test's accuracy in gauging pupils' first listening capacity.
4. Short animation movies can teach future generations of researchers other English skills, including speaking, reading, and writing. Investigating

several approaches can help us better grasp the efficiency of short animations in English language instruction, enhancing learning results.

5. The researcher also advised that subjective tests should be included in the evaluation instrument rather than concentrating solely on listening performance. Future research should also look at enhancements in listening elements to acquire a more complete picture of the intervention's success.

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