



The Using of English Animation Movie to Improve Students' Listening Achievement in the New Normal Era

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ABSTRACT

This study aimed at proving whether or not English animation movies could improve students' listening achievement in SMA Negeri 1 Driyorejo. According to the findings of the pra-cycle of observations, Bahasa students of SMA Negeri 1 Driyorejo had problems assimilating the lesson materials. It was caused by the students' lack of vocabulary and they did not understand what native speakers said. In obtaining the data, there were 35 students contained 9 males and 26 females in Bahasa Class at SMA Negeri 1 Driyorejo. This study used classroom action research. The data in this study were observation, test, and questionnaire. The data analysis techniques used were descriptive qualitative. There were three steps such as pra-cycle, cycle I, and cycle II for collecting the data. The result showed the use of animated movies as media had greatly improved students' listening skills. It was found by comparing the result of pre-test, post-test I, and post-test II. Based on the data obtained, the researcher concluded that students' listening achievement improved after using English animation movie. Students who reached the minimum score criteria were 3% for pre-test, 46% for post-test I, and 77% for post-test II.

Keywords: Animation Movie, Listening, Listening Achievement

INTRODUCTION

Listening is one of the important skills that have to learn by students. If they cannot understand what the speaker says, they will have a different understanding of the speaker. Listening is a very difficult skill, but the percentage of time spent listening is less than learning to read and write. Fatika & Rahayu, (2021) mentioned that particularly among students in Indonesia, listening is undervalued and prevented from being mastered. Saraswaty

(2018) stated that it is essential to learn languages because they allow you to acquire knowledge and information, and to successfully communicate with others. Rivers as cited in Putriani et al., (2013) stated that we must spend much of our time through listening activities. Listening is the process by which listeners understand a particular message, identify the parts that make up the speech, and actively participate in the society in which they participate. Syahria et al. (2021) state that the

low confidence of SMA and SMA students in Speaking courses and their poor performance on quizzes and listening practice are two issues that many SMA/SMK teachers in Surabaya take issue with.

Helgesen and Brown (2007) discovered that listening is a very active skill. The listener must pay active attention and listen with intention. Listening is more difficult than it appears. Because it takes more than just the ear to listen; it also needs thought and background knowledge to comprehend and accurately interpret the verbal input. Abdulrahman, Basalama, & Widodo as cited in Fatika & Rahayu (2021) state that more than 45% of conversational time is spent listening, which demonstrates how crucial this skill is for speaking a language. As a linguistic skill, listening becomes particularly crucial in communication. It requires the capacity to comprehend folks from various perspectives. The new normal era is the situation after the pandemic and there is a transition from the pandemic to after the pandemic so the students had to assimilate into this situation.

According to the findings of the pra-cycle of observations, Language students of SMA Negeri 1 Driyorejo had problems assimilating the lesson materials through a listening session. This situation caused the students to lack vocabulary and they did not understand what native speakers said. It was supported by the students' pre-test scores. There were 3% of 100% of students who could reach the minimum score

criteria. There was 1 student who could reach the minimum score criteria. 34 students could not reach the minimum score criteria. They were not interested in the material yet and didn't pass the acceptance criteria and there was too noisy to listen to the video. Many teachers still used conventional methods that made students feel bored when they studied and learned listening. The teacher rarely used various media in teaching listening. Adnan (2014) stated that there are many benefits of using English animation movies to improve students' listening achievement. Students could learn the correct pronunciation by watching English animation movies.

Tyagi (2013) mentioned that there are several steps in the listening process, such as hearing, the reaction that sounds waves elicit from the sensory receptors in the ear is referred to as hearing. Understanding. It is necessary to analyze the meaning of the perceived stimulus. Remembering is a crucial step in the listening process since it shows that the message was not only heard but also processed and stored in the listener's mental memory. Evaluating. At this point, the active listener examines the arguments, distinguishes between fact and opinion, and assesses whether the communication itself contains any bias. Responding. The recipient must complete this phase by giving feedback, either verbally or nonverbally .

Rahayu & Bhaskoro (2022) mention that the use of teaching resources for foreign

language learning is changing as a result of technological advancement and an increase in learning applications. The advantages of language learning increase with the number of applications and permeates everyday life (Astri, Noer, et al., 2022; Astri, Nur, et al., 2022; Syamsir et al., 2021). Rahayu & Bandjarjani (2022) stated that teachers must be prepared for 21st Century Education and sensitive to technology advancements. Gambrell and Jawits as cited in Rawanita (2018) explained that incorporating new ideas, visuals, and emotions into the text at hand is made easier for students by movie features, which also assist them to connect to new information that they may not be familiar with. Rahayu & Bandjarjani (2021) stated that teachers need to be ready, trained, and equipped with the necessary abilities to help them manage the obstacles in their line of work as 21st-century learning presents its own set of changes and challenges. The teacher should understand the needs of students nowadays (Astri, 2018; Astri & Wahab, 2018, 2019; Wahab & Astri, 2022). Yatimah (2014) describes that an animated movie is a type of film that records continuous drawings, including sound, or manipulates animated objects individually. Adnan (2014) explains that a movie can be good and genuine listening comprehension material as it contains dialogues from highly capable English speakers that can help facilitate pronunciation comprehension. In addition, Van Duzer as cited in Ramadhika (2014) claims that the film conveys the real situation,

intonation, and pronunciation and gives the student a real context.

Mustikanthi (2014) described that English animation movies can be used as media for teaching English. Since the video was an extremely engaging medium that offered audio and visual content that might be intriguing to pupils, learning would not get boring for the students. Teachers should consider animated videos when teaching listening, as watching animated videos with audio and images made the story easier to understand. While using animated movies, students could see and understand the context of the text or story that was told.

Harmer as cited in Ramadhika (2014) pointed out that the fundamental benefit of video is that it allows students to not only hear but also see the language. The movie provides visual signals like gestures and expressions that help students grasp the content more fully than they would if they were only listening. Students can observe the language being used in a real-world setting. They can examine words and visuals to better understand how they use language and pick up new words. On the other hand, using video in language education has some disadvantages. The movie addresses the long-term consequences of using video in the classroom. One could argue that since there isn't much concrete data to back up comprehension, video teaching in language learning shouldn't be advised.

Siahaan (2020) conducted a study about the usage of English animation movies. The study concluded that The t-score (2.11) is higher than the t-table (1.667) at levels of 5% significance. This means that using English-animated movies is effective in improving students' listening skills.

Putri et al. (2017) researched to find out whether the use of animation effects students' achievement in listening skills of SMAN 11 Banda Aceh or not. This study discovered that using animated movies in the English teaching and learning process helped students' vocabulary retention and listening skills. The data collection for this study's findings reveals that the average posttest score (75.5) is greater than the pretest score (55.2). The observation (to) computation is greater than the t-table (tt) calculation by 4.20. It denotes that H_0 is disapproved whereas H_a is accepted. In conclusion, animated films are an effective medium for teaching students in listening.

According to the explanation above, the researcher was motivated to research how English animation movies could help students improve their listening skills.

METHOD

Classroom action research was used in this study. To increase students' listening skills, this action research study concentrated on enhancing the actual teaching and learning environments for the English language. Burns as cited in Ramadhika (2014) stated that action research has four distinct qualities. Contextual,

modest in scope, and localized were first. Evaluation and reflection came in second. The third was interactive. Fourthly, action research modified existing practices that were centered on data gathering. The subject of this research was the eleventh-grade students of SMA Negeri 1 Driyorejo. There were 9 males and 26 females in the Bahasa class. The researcher took the school because it coincided with PLP 2.2. This research was carried out from November 21st 2022 to November 28th 2022.

The instruments were observation, test, and questionnaire. The techniques for collecting the data were descriptive. The way it could be used observation as an instrument of research to collect data from teachers and a questionnaire as an instrument of research to collect data from students.

To monitor students in the classroom, the researcher conducted classroom action research. The researcher attended every meeting in addition to the single observation. Knowing how far their actions went was the purpose of observation. The researcher had been helped by the collaborator. The collaborator was Dinda Amelia. Additionally, this observational learning process was performed for 90 minutes in Cycle I and 90 minutes in Cycle II. Several things were observed by the collaborator to the researcher such as, how the researcher gave the material to the students and how the reaction of the students to the material that was given by the researcher.

In this study, there were two kinds of tests such as pre-test and post-test. The purpose of the pre-test was to ascertain the students' prior listening test results. After treatment, a post-test was administered to see whether the students' listening skills had improved. The test was 15 questions and included 2 videos to answer the questions. The type of test was multiple choice.

The questionnaire was administered to validate the result data about the students' responses towards English animation movies in listening achievement. The researcher used a closed-ended questionnaire to collect the data from the students. The researcher used a Likert scale which had five scores. It is used to find out students' experiences in doing listening sessions using English animation movies, their perception of using English animation movies, and what changes they felt while using English animation movies, especially in their listening ability. The questions of the questionnaire were about whether the students were given the material using animated movies or not in the listening section and what the students felt when they got the animated movie to learn the listening section.

Three cycles were done in this study named pra-cycle, cycle I, and cycle II. Alda & Wati (2021) stated that the action cycle is carried out in a coordinated manner. Planning, action, evaluation, and reflection were the four stages that each cycle of this research technique action consisted of.

In the pra-cycle, Pre-test was given before the treatment. In this cycle, the pre-test was given to students to know the students' previous results of their listening achievement. The pre-test was done for 30 minutes. Four phases make up one cycle of classroom action research. They were planning, acting, observing, and reflecting. The execution of the action cycle is coordinated.

In cycle, I, four activities were done in this cycle. (1) Planning, at this planning stage, the researcher planned what would be taught as well as existing problems, and ways of solving them. First, the researcher prepared teaching plans, teaching media, and students' worksheets that would be used for the research. In addition to creating lesson plans, observation sheets were also created to monitor student and researcher activity during the teaching and learning process. The researcher selected the videos from YouTube. The researcher also prepared pre-test and post-test I to collect the data to find the students' improvement to do the listening test. The minimum criteria for mastery listening were 75. (2) Acting, the researcher as a teacher explained to the students about the explanation text. The researcher gave the material based on lesson plans. (3) Observating, while observing students, the teacher kept track of their activities to collect information on their learning outcomes. (4) Reflecting, at this point in the reflection process, the teacher and observer convened a discussion to assess the outcomes of the pre-test and post-test that the students had administered. According to the result of the

analysis of students' listening scores in the pre-test, many students could not reach the minimum criteria of mastery of listening. The usage of English animation movie could not be claimed success so, the researcher had to move to the next cycle.

Cycle II, the activities in this cycle consisted of four activities same as the previous cycle. (1) Planning, at this planning stage, the researcher planned what would be taught as well as existing problems related to listening. To ensure that student and researcher activity in the teaching and learning process adhered to previously made lesson plans, researchers additionally generated observation sheets in addition to lesson plans. The post-test II was created by the researcher to gather information to confirm that the student's score raised from Post-test I to Post-test II. In this cycle, the researcher used a different video from the previous cycle. (2) Acting, the researcher gave the material based on lesson plans. (3) Observating, a final observation was made. The observer was Dinda Amelia. The observer who observed students' activities showed that after using English animation movies as media learning, the educational conditions were much better, students were more motivated, and students actively participated in the learning process. Activities provided by teachers so that the classroom atmosphere stimulated students' interest in participating in learning. Students could answer the questions given by the researcher. (4) Reflecting, after confirming the

improvement in students' listening with a second post-test, the researcher found that the student's scores improved. Based on observation and test results, students could use English animation movies to learn how to remember and understand the context of the text. According to this, using an English-animated movie could help students develop their listening skills. The minimum score that had to be achieved was 75. Most students could get over the minimum score.

FINDING AND DISCUSSION

1. Finding

In the pra-cycle, there was pre-test was given to the students. The results of the tests given to the students were quantitative data, which would then be analysed into descriptive quantitative data. The test focused on the informed material taught and discussed in class at each cycle.

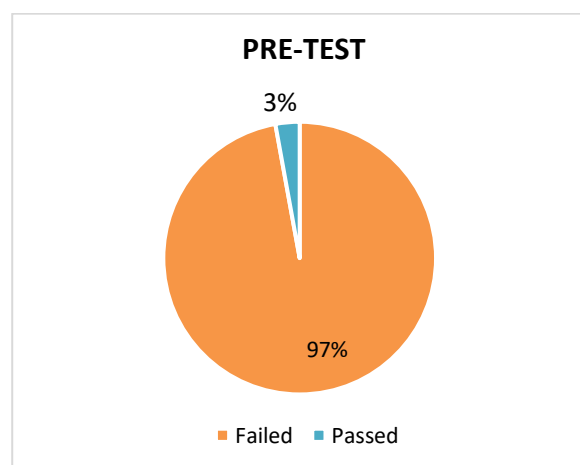


Figure 1. Students Score in Pra Cycle

From the data above, most students were unable to achieve the required minimum score, as could be seen. There were 3% of 100% of

students who could reach the minimum score criteria. There was 1 student who could reach the minimum score criteria. 34 students failed to reach the required minimum score. Because they were still uninterested in the subject matter and it was too noisy to see the movie, they were unable to reach the minimum score requirements.

In cycle I, before, during, and after the use of an English animated movie for treatment, observations were made regarding the behaviour of the students and teachers as well as their problems during the teaching and learning process. The observer helped the researcher at the first meeting to observe both students and teachers (researcher). As a result, the students became more interested in the lessons conducted through English animation movie, but there were still problems such as, the class being noisy, and students could not concentrate on the material. The post-test I was given to the students after watching the animated movies. There were 15 questions, and the type was multiple choice.

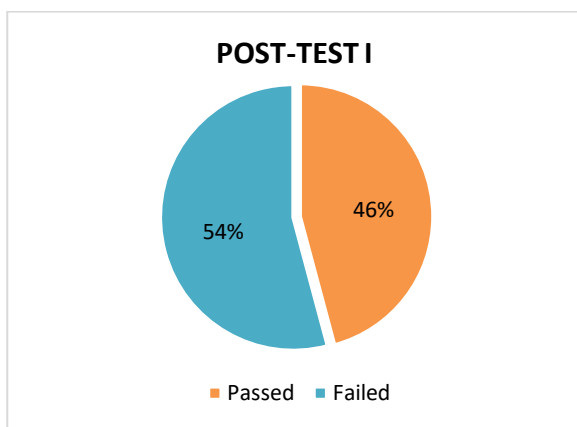


Figure 2. Students' Score on Post-test I

Based on the result of the post-test I, there were 46% of the student reached the minimum score or it could be said that there were 16 students could reach the minimum score. There here were 54% of the students or 19 students failed to reach the minimum score. It could be summarized that listening achievement in class Bahasa at SMA Negeri 1 Driyorejo was low.

In Cycle II, this activity involved observing the situation of the learning process. Dinda Amelia, the observer, completed an observation sheet. At the second meeting, the observer confirmed that the students' situation had improved. The researcher knew how to interact with students, and students were interested in the material given to them by the researcher, the class was calmer than before. Students' scores on post-test II were better than before. Students were more interested in the media that used by the researcher.

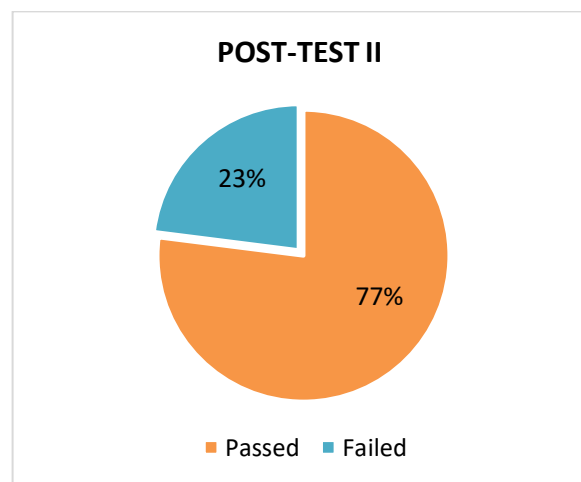


Figure 3. Students Score on Post-test II

There 77% of the students or 27 students reached the minimum score and there were 23% of the students or 8 failed to reach the minimum

score. It was evident that the students' post-test II scores had significantly increased. The researcher knew how to interact with the students, and the students were interested in the information that was provided to them. One could conclude that showing English animated movies to students enhanced their listening skills.

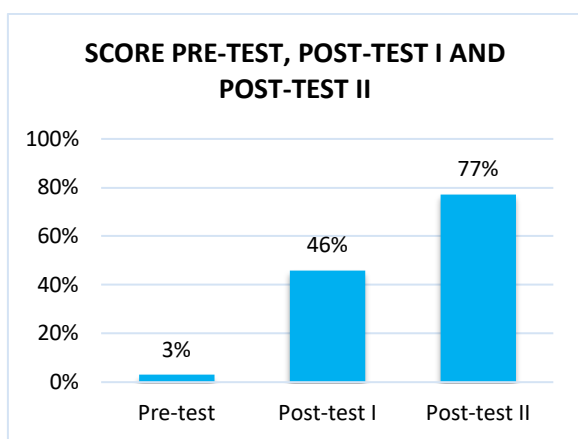


Figure 4. Students Score in Pre-test, Post-test I, and Post-test II

By comparing the results from the pre-test, post-test I, and post-test II, it was possible to see that students' listening achievement had improved.

Following the use of English animation movies as a treatment to enhance the students' listening skills, a questionnaire was presented to them. The results obtained after distributing the questionnaire to the students showed that they preferred to use English animation movies as the media of the listening sessions. Questions related to improving students' listening ability also received positive feedback. Following the implementation of the first and second cycles of classroom action research, questionnaires were taken. Students were given questionnaires by

the researcher. There were 8 questions on the questionnaire. 71.4% of students or 25 students highly agreed that they enjoyed learning from animated movies and students showed enthusiasm for learning when teachers used animated movies when teaching listening. Several students believed that watching an English-language animated film helped them improve their listening skills, and they found the listening test to be enjoyed while watching the movie. Ismaili

2. Discussion

The usage of English animation movies could provide many benefits for students. This was supported by Hibbing & Rankin as cited in Rawanita (2018) stated that movies can provide a great opportunity for students to gain foundational understanding to combine with their understanding of a story or concept. Ismaili as cited in Pratama (2018) stated that the activity of watching movies in English is an effective way to improve students' language skills, particularly their listening skills. Because the movies expose students to the target language, which is English, they gain benefits such as increased understanding of spoken languages, improved pronunciation, and unconsciously adapting to the language's grammatical forms and sentence patterns.

The outcome of observations showed that English animation movies had improved the students' listening achievement. The topic of discussion was based on how English animation movies could improve students' listening

achievement at SMA Negeri 1 Driyorejo. The finding of this study proved that English animation movies could improve students' listening achievement.

When comparing the learning that was done in pra-cycle, cycle I to cycle II, the learning outcomes for learning using English animation movies indicated a considerable increase. The minimum score criteria were 75 so the students who got 75 or more, passed the minimum score criteria of the listening test. In the pra cycle, there were 3% of 100% or there was 1 student out of 35 students who reached the minimum score criteria in the listening test. In cycle I, there was 46% of 100% or 16 students of 35 students could reach the minimum score criteria. In cycle II of the learning process, utilizing English animation movies as a medium to enhance listening ability produced satisfactory learning results, and learning could be stated to be complete, reaching 77% of 100% students or 27 of 35 students, which indicated that learning through English animation movie was complete. This was supported by Siahaan (2020) that using animated movies is effective in improving students' listening abilities.

There was a significant increase in the rating reached because the researcher knew how to handle the students, students enjoyed using English animation movies for media to study and learn listening sessions and the class was calmer than in the cycle I and pra-cycle. The questionnaire was given in the last meeting to students. The questionnaire results showed that

71,4% of 100% or 25 of 35 students strongly agreed that they enjoyed learning from animated movies. There were 71,4% of 100% or 25 students out of 35 students who highly agreed that students showed enthusiasm for learning when teachers used animation movies while teaching listening (Sihombing, 2018).

CONCLUSION

According to the research result, using English animation movies could help the eleventh-grade students of SMAN 1 Driyorejo to improve their listening ability. It meant that the English animation movie helped students to understand what the story was about.

First, observations about student behavior during the learning process using English animation movies suggested that students became more engaged and that student activity dominated the entire learning process from question-and-answer and discussion to the presentation of discussion results. There 71,4% of students or 25 students enjoyed using English animation movies to learn and do the listening sessions. According to the questionnaire's findings, watching English-language animated movies inspired students to learn, and they also acknowledged that these movies improved their listening skills.

Second, it is based on student performance. This was reflected in improved student performance. The percentages for the first and second cycles, respectively, were 46% and 77%. The second cycle's scores appeared to have improved from the first cycle's score. The

students who achieved 75 or more points or who met the mastery learning minimal criteria (KKM) automatically experienced higher than before. One out of 35 students (3%) who took the pre-test received 75 or more points. 16 out of 35 students (or 46%) who took the post-test were able to achieve the required minimum score. This indicated 43% increase in the students' scores. On post-test II, 27 out of 35 students (or 77%) achieved the required minimum score.

From all the research results above, it could be inferred that the students' listening achievement improved by using English animation movies.

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