

**TEACHING STUDENTS' LISTENING SKILLS THROUGH
WATCHING ENGLISH CARTOON MOVIES FOR THE EIGHTH-
GRADE STUDENTS OF SMPN 1 DARUL KAMAL**

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ABSTRAK

Listening skills are an important component of learning English. Previous studies have identified various difficulties that students face when trying to listen in a foreign language, and numerous methods have been proposed to improve these skills. This study aimed to assess the impact of using English cartoons to enhance students' English listening skills. The research followed an experimental design with a focus on quantitative data collection. The data was gathered through pre-tests and post-tests. The study involved thirty eighth-grade students from SMPN 1 Darul Kamal. The intervention consisted of one pre-test, three teaching sessions for listening skills, and one post-test. The test results were analyzed using SPSS 30 to assess normality and paired t-tests to determine the significance of the treatment. Findings revealed that the average score on the pre-test was 30.67, while the average post-test score was 84.33. The results of the paired sample T-test analysis using the paired sample test showed a t-value is $20.273 > t \text{ table } 2.045$, and the significance value in the sig. (2-tailed) column is <0.01 ($0.000 < 0.05$). So, this means there is a significant difference before and after teaching listening skills through watching cartoon movies. This study concluded that using English cartoon movies effectively improved students' English listening skills and increased their interest in learning English.

INTRODUCTION

English is the most widely used language in the world for communication between countries. People from various countries use English to understand each other when interacting. Among the several important components of English listening is a crucial aspect. Listening to itself is the first skill that humans use before they can speak, read, and write. Therefore, for us to understand what our conversation partner means, good listening skills are necessary.

Listening skills are one of the most important to master, according to Wati & Yeni (2023) Listening is the first language skill a person acquires in life and will continue to use throughout his or her life. The ability to listen is the ability to recognize and understand what is conveyed by others. Sadiku (2015) states that listening is an

important skill to master because listening well is an inseparable part of the communication process. A good listener will show readiness and can turn sounds into words and their contextual meaning. Then, a good listener will associate the meaning with other experiences and share roles with the speaker.

As stated by Nunan (2015) students' listening skills remain very low, which can be caused by several factors. These factors include a lack of interest in learning English and the perception that learning English is very difficult. Four main factors affect listening difficulties. Firstly, the speaker's accent, the number of people speaking, and their speed or slowness in speaking. Secondly, the listener and the listener's response. Thirdly, content, grammar, and vocabulary. Lastly, they support factors such as the presence of pictures, diagrams, or other aids that support the listening process during listening.

Based on the observation during the Kampus Mengajar Program batch 4 2022, there were many issues faced by students when learning English, many students in this school have little interest in learning English as they find it difficult and uninteresting, they believe that English is foreign language that is not necessary to learn, especially in listening. The students' listening skills in this Junior High School are still very low. They do not even understand basic vocabulary spoken in English and find it very difficult to comprehend meaning in English. This is because the students are not accustomed to listening practice, their primary language is spoken and they hear it every day mainly Acehnese, with occasional use of Indonesia so that makes they are mindset to consider English itself as a joke when heard and spoken. The teacher at the school did not use or implement the media optimally in a varied manner.

To be able to attract students' attention to be more interested in listening, several techniques can be used in the classroom such as teaching extensive listening by utilizing audio-visual materials that contain dialogues or monologues and videos that can present more interesting audio and visual effects for students. With the application of this technique in the classroom, it is hoped that listening skills can be further developed and can help students get information correctly because the films watched and listened to not only provide audio information but also visual information.

Improving listening skills can be done in various ways such as always practicing listening to sentences or words in English, having daily conversations with colleagues

using English, and asking for feedback from colleagues, this can help perfect listening skills, listening to podcasts, audiobooks or news to get used to various accents, and utilizing various types of media that can improve listening skills, one of which is by watching English cartoons.

Cartoons are type of animated film that uses hand-drawn or digitally created images to tell a story. Cartoons are often aimed at children, though some are designed for audiences of all ages. These films typically feature a lighthearted, colorful, and entertaining style with characters that are funny, fantastical, or imaginative. David & Kristin (2004) define cartoon or animation as the process by which manually or computer-created images are arranged and displayed in sequence to create the illustration of movement. A cartoon movie refers to a film that uses this technique to tell a story or convey a message.

According to Saricoban & Karakas (2019) watching a movie cartoon with English subtitles can make it easier to understand a foreign language movie. Visual media accompanied by English subtitles can help students understand and listen to English movies. Animation with English subtitles can help students learn to listen in English without realizing it. This means that students can focus not only on reading the subtitles but also on listening to the pronunciation of the words spoken by native speakers in the movie. English subtitles can be used to enhance students' vocabulary, listening, and reading skills.

A study by Rawanita (2017) entitled *Using Animation Movies to Enhance Student's Listening Skills* used the experimental method on the experimental group and a control group which included a pre-test and post-test design. The results showed that there was a significant improvement in students' listening skills by using animated film media. This was found by comparing pre-test and post-test scores. Based on the data obtained, the author concluded that their listening skills improved after using animated films.

Another study by Firmansyah (2022) entitled *Students' Perception in Learning Extensive Listening by Using Cartoon Movies* also showed that the students agreed to learn English through extensive listening by using cartoon movies as the listening materials helped them a lot to develop their listening skills.

The difference between this study and the previous one is the location where the data was collected. The researcher collected data in a remote school, where many students had never even watched an English cartoon movie before, and with diverse academic abilities, more new perspectives were discovered in this research, as well as having different age groups and education levels compared to previous studies.

Therefore, the researcher used this medium to improve the student's listening skills at SMPN 1 Darul Kamal, as it is not only an engaging tool but also captures the students' attention. The students are no longer bored with learning English by just reading and writing, but they can learn by listening with watching together. Additionally, this medium is easy to implement, allowing students not only to watch but also to see and directly understand the content of the movie which can lead to better comprehension. It will aim to examine whether there is any significant difference in achievement before and after using cartoon movies on students' listening skill. A positive atmosphere is expected in the classroom. It can also be an alternative way to maintain students' listening skills.

METHOD

The researcher used a quantitative research method to conduct this study. Cresswell (2015) states that quantitative research is a correlation statistic used by researchers to measure the degree of relationship between two variables. This research is experimental research, that is conducted to find or determine the effect of an action on the use of one variable or several variables. This research is experimental research, that is conducted to find or determine the effect of an action on the use of one variable or several variables. Fraenkel (2015) states experimental research enables researchers to go beyond description and prediction, beyond the identification of relationships, to at least a partial determination of what caused it.

The population in this study were students from the junior high school of SMPN 1 Darul Kamal, where this school is located in the Aceh Besar region, precisely located on Jl. Tgk Fakinah No. Km. 7, Neusok village, kec. Darul Kamal, school is still a remote school but it is very easy to access this school because of its strategic location. The author chose this location because she conducted prior observation during Kampus

Mengajar Angkatan 4 of 2022, and the author found out that the students had difficulty learning English, especially in listening skills.

The research used one group post-test and pre-test to see the improvement of the two tests, if the score in the post-test is improved after treatment then it can be ascertained that this media is effectively used to improve students' listening skills. The model of true experimental design can be seen below:

Research Design

Pre-test	Treatment	Post-test
O1	X	O2

O1 = Pretest
X: Treatment
O2 = Posttest

The technique of collecting data

To obtain data, the researcher met the students in 5 meetings, where 1 meeting for the pre-test, 3 meetings for treatment using English cartoon films, and 1 last meeting to conduct a post-test. In the treatment, the researcher will teach students listening skills using English cartoon movies.

Technique of data analysis

The scoring of the students' correct answers

After the data was obtained and collected, the researcher analyzed the scores from the test by the formula measured by (Burhan Bungin, 2010) the formula to measure the student's score.

$$S = \frac{c}{N} \times 100\%$$

Where:

S: The Score of each student

C: The number of the correct

N: The number of the test items

After that, the researcher administered the scale for classifying the students' scores based on Brown and Abeywickrama (2004) the student's score can be seen in the table below:

The Classification of students' score

Score	Category
90-100	Excellent
80-89	Good
70-79	Adequate
60-69	Inadequate
0-59	Failing

Normality Test

The purpose of the normality test is to determine the normality of a data set, so it can be identified whether the class has a normal data distribution or not. In this research, the researcher used the Shapiro-wilk test in SPSS 30 to analyze the normality of the data.

Paired Samples T-Test

In this research, the researcher statistically analyzed the data by using the SPSS (Statistical Product and Service Solution) 30 version. The researcher used paired samples T-test because the researcher wanted to compare the averages of two measurements taken on the same individuals. Field (2013) states that the paired samples T-test is very useful when the data is paired, such before and after an intervention on the same individuals. Thus, based on this, it can be seen whether there is a significant difference between before and after using English cartoon movies to improve listening skills.

The paired sample test (Sig. (2-tailed)) was used to draw the hypothesis area. If Sig. (2-tailed) < 0.005 means that H_0 is rejected and H_a is accepted. Then, if Sig. (2-tailed) > 0.005 means that H_0 will accept and H_a will be rejected.

RESEARCH FINDINGS

This chapter contains: (1) The students' pretest score, the mean and standard deviation and the normality test of pretest score (2) The students' posttest score, the

mean and standard deviation and the normality test of posttest (3) The sample paired t-test.

1. Pre-test

Students Pre-Test Score

NO	STUDENTS NAME	SCORE	CATEGORY
1	Wilda Lusvia	40	Failing
2	Akmalur Rizky	20	Failing
3	Muhamad Nabil	10	Failing
4	Rani Khairani	60	Inadequate
5	Abdul Rajab	40	Failing
6	Dimas Syahputra	40	Failing
7	M. Alfais	20	Failing
8	Arif Maulidi	30	Failing
9	Syahril	50	Failing
10	Baihaqi	20	Failing
11	Akmal Qucairi	30	Failing
12	Zulil Makmura	30	Failing
13	Dzakia Ulfaki	40	Failing
14	M. Suhil Al-Faizi	20	Failing
15	Saira Hayati	40	Failing
16	Muhammad Afzal	30	Failing
17	Irfan	30	Failing
18	Khabibullah	20	Failing
19	Muhajir	30	Failing
20	Shakira Ulfa	10	Failing
21	Husna	10	Failing
22	Raihan Al-Ikhlas	30	Failing
23	Egi Juanda	10	Failing
24	Muhammad Suhil	20	Failing
25	Ikhsan	30	Failing
26	Ayu Sukma	70	Adequate
27	Ahmad Ridha	30	Failing
28	Kausar	30	Failing
29	Sekar Tiara	50	Failing

30	Annisa Kamila	30	Failing
Total		920	Failing
Mean		30.67	

According to the pre-test results, there were 30 students in all, and the total score was 920, with a mean score of 30.67, putting them in the Failing category. In the student pre-test column, most students' scores are very low or classified as "Failing"; there are 28 students in the failing category, 1 in the inadequate category, and 1 in the adequate category.

Mean and Standard Deviation Pre-Test

Mean	N	Std. Deviation
30.67	30	14.368

Based on the data in Table 4.2.2, with a standard deviation of 14.368, which is below the mean of 30.67, the standard deviation score is smaller and closer to the mean score. This indicates that the pre-test scores of all students are relatively similar and acceptable. The smaller the standard deviation, the more similar the values on the item or the more accurate the mean.

Normality Test of Students' Pre-test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pretest	.128	30	.200	.963	30	.370

a. Lilliefors Significance Correction

According to Table 4.2.3, the significance value of the pretest learning outcomes for the experimental class is $0.370 > 0.05$, indicating that H_a is accepted. Based on the test results, it can be concluded that the posttest data is normally distributed.

2. Post-test

The student's Post-Test Score

NO	STUDENTS NAME	SCORE	CATEGORY
1	Wilda Lusvia	90	Excellent
2	Akmalur Rizky	80	Good
3	Muhamad Nabil	80	Good
4	Rani Khairani	90	Excellent
5	Abdul Rajab	70	Adequate
6	Dimas Syahputra	90	Excellent
7	M. Alfais	90	Excellent
8	Arif Maulidi	90	Excellent
9	Syahril	90	Excellent
10	Baihaqi	80	Good
11	Akmal Qucairi	90	Excellent
12	Zulil Makmura	90	Excellent
13	Dzakia Ulfaki	80	Good
14	M. Suhil Al-Faizi	70	Adequate
15	Saira Hayati	90	Excellent
16	Muhammad Afzal	70	Adequate
17	Irfan	80	Good
18	Khabibullah	80	Good
19	Muhajir	90	Excellent
20	Shakira Ulfa	90	Excellent
21	Husna	90	Excellent
22	Raihan Al-Ikhlas	70	Adequate
23	Egi Juanda	80	Good
24	Muhammad Suhil	80	Good
25	Ikhsan	100	Excellent
26	Ayu Sukma	90	Excellent
27	Ahmad Ridha	90	Excellent
28	Kausar	80	Good
29	Sekar Tiara	90	Excellent
30	Annisa Kamila	80	Good
Total		2.530	Good
Mean		84.33	

The posttest results show that out of 30 students, the total score was 2.530, with a mean score of 84.33, placing the students in the "good" category. After receiving treatment by learning listening skills through cartoon movies, the students' scores improved significantly. Specifically, 16 students were in the excellent category, 10 students were in the good category, and 4 students were in the adequate category.

Mean and Standard Deviation Post-Test

Mean	N	Std. Deviation
84.33	30	7.739

The standard deviation of 7.739 is below the mean of 84.33. The smaller standard deviation score indicates that the pre-test scores of all students are relatively similar and acceptable. A smaller standard deviation means that the values on the item are more similar or the mean is more accurate. The posttest mean score was good based on the categorization, which suggests that the students' categorization score is also good.

Normality Test of Students' Post-test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttest	.124	30	.200	.940	30	.089

a. Lilliefors Significance Correction

The significance value for the posttest learning outcomes of the experimental class is 0.089. This value is greater than 0.05, indicating that H_a is accepted. The test results suggest that the posttest data is normally distributed.

Significant Effect of Using Cartoon Movies in Students Listening Ability T-Test

To analyze the difference between students' scores before and after learning through watching cartoon movies, the researcher used SPSS 30 and a Paired Sample T-test. Since the data showed a normal distribution, the T-test was applied. The results are displayed in the following table:

Statistics of Paired Samples

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	30.67	30	14.368	2.623
Posttest	84.33	30	7.739	1.413

The paired sample statistics show a difference in values between the pre-test and post-test means. The pre-test mean is 30.67, and the post-test mean is 84.33, indicating a higher post-test average. There are 30 students in total in the study. The pre-test standard deviation is 14.368, and the post-test standard deviation is 7.739. Additionally, the pre-test standard error mean is 2.623, and the post-test standard error mean is 1.413.

Paired Samples T-test

Paired Samples test

Paired Differences

	Mean	Std. Dev	Std. Error	95% Confident interval of the difference		t	df	sig. (2-tailed)
				Lower	Upper			
Pair 1 Pretest Posttest	53.667	14.499	2.647	- 59.081	-48.253	20.273	29	.001

Based on the statistical calculation using SPSS 30 in Table 4.2.7, the significant value (sig. 2-tailed) of the scores is <.001, and it is lower than 0.005 ($0.000 < 0.005$). If the p-value from the paired sample t-test is <.001, this indicates that there is a very significant difference between the two groups being compared.

It means there is a significant difference between the initial variable and the final variable. This also means that the null hypothesis (H_0) was rejected in support of the alternative hypothesis (H_1). This indicates that there is a statistically significant difference between before and after. This shows that the use of cartoon movies is effective in improving students' listening skills.

CONCLUSION

The listening skills of eighth-grade students before being instructed via cartoon movies was classified as “Failing” with average score of 30.67, and after being instructed via cartoon movies, it was classified as “Good” with a score of 84.33. Therefore, the use of English cartoon movies as a medium to improve listening skills can be considered successful. The students’ listening skills after using English cartoon movies achieved an average score of 84.33. The results of the paired sample T-test analysis using the paired sample test showed t-value is $20.273 > t_{table} 2.045$, and the significance value in the sig. (2-tailed) column is <0.01 ($0.000 < 0.05$). This indicates that there is a significant effect on the listening skills of the eight-grade students at SMPN 1 Darul Kamal in the 2024/2025 academic year through the use of the English cartoon movies. Using cartoon movies has a good impact on the listening skills of students at SMP N 1 Darul Kamal. The use of English cartoon movies helps students improve their English language skills, including listening and vocabulary. Additionally, these movies make it easier for students to understand the content of the stories due to their attractive and age-appropriate visuals.

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