

**THE EFFECT OF USING ENGLISH CARTOON MOVIE TOWARD
STUDENTS' LISTENING COMPREHENSION
AT GRADE X SMAN 1 TEMBILAHAN**

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ABSTRACT

This study aimed at measuring the effectiveness of using English cartoon movies towards students listening comprehension in tenth grade at SMAN 1 Tembilahan. The study included quasi-experimental design, especially a non-randomized control group, a pre-test, and a post-test. The researcher designed the lesson plan, conducted the treatment, and observed the students' scores by pre-test and post-test. The population of study was the tenth graders of SMAN 1 Tembilahan, which consisted of two classes with 47 students. The researchers chose X MIPA 3 as the control class and X MIPA 2 as the experiment class, which are both samples. The sample was determined using the purposive sampling technique. The researcher applied the T-test calculation to test the hypothesis and analyze the data. The result of the T-test using manual calculation found t-observed (10,767) and t-table at a significance level of 5% (1,6793). It meant t-observed > t-table. It was interpreted that the alternative hypotheses (Ha) stating there is a significant effect of English cartoon movies on students' listening comprehension at the tenth grade level of SMAN 1 Tembilahan were accepted and the null hypotheses (Ho) stating there is no significant effect of English cartoon movies on students' listening comprehension at the tenth grade level of SMAN 1 Tembilahan were rejected. It was proved that the value of t-observed was higher than t-table, either at significance level 5% It meant that teaching listening using English cartoon movies had a significant effect on students' listening comprehension in tenth grade at SMAN 1 Tembilahan.

Keywords: *English Cartoon Movie, listening comprehension*

INTRODUCTION

English is one of the international languages that are used by many people around the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries. It means that English is very important for us. In Indonesia, English is a foreign language. English is taught in schools from elementary school up to university. It was just learned at an incompatible time. An English teacher needs to explore effective techniques, methods, and approaches. Moreover, the teacher must guide the students to have creativity in the classroom. If a strategy is not suitable for the situation of the class, the teaching and

learning will not be successful. One of the important language skills that have to be mastered is listening. Listening is the first skill humans use before they can speak, read, or write. By listening, people can hear the words and learn how to pronounce them. Gilman and Moody (1984: 6), as quoted in Vandergrift (1992: 2), state that adults spend 40%–50% of communication time listening. That is why listening plays an important role in English language learning. According to Underwood in Bascule (2004), listening is the activity of paying attention and trying to get meaning from something we hear. Besides, listening is also required to gain information from media, follow instructions, and understand a lesson or lecture (Bascule, 2004:4).

Listening is the first language skill that an individual acquires in their life and the one that they use the most for the rest of their lives. Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, grammar, and vocabulary and grasping the meaning (Howatt and Dakin in Saricoban (1999: 1). Listening starts at the pre-school period with the efforts of the individual on understanding what is happening around them, the information of the universe containing the knowledge, feelings, and thoughts of this era, and the development of the basic mental structures (Arici and Sever in Acat (2016)).

In teaching listening, there are several techniques to increase the students' motivation, to pay attention, and to improve their listening comprehension. One of them is to improve the students' comprehension by using cartoon movies. A cartoon movie is chosen as a medium to overcome the learners' problems during the teaching and listening process. Holmes (1992:285) stated that "cartoon movie is a term we use to describe a particular material and medium of communication that has certain specific properties governed by certain physical laws". The writer uses cartoon movies as a medium for teaching and learning to listen. Ramakumara (2008) stated that "a cartoon movie is an exaggerated, amusing illustration caricaturing in a moving diagram way of cruising a person or event with some thoughts". A cartoon movie is a special form of art that presents an amusing appearance with the help of colorful moving diagrams that are exaggerated. This medium will attract the learners' attention to make them more focused and able to comprehend or catch the message of the listening material.

Even teachers can use this medium, but there are many things that should be considered, including the length and speed of the speaker, the content chosen, and the unfamiliar vocabulary used. The length of the video should not be more than 3 minutes. As Zama et al. (2014:4) said it is not easy for the lower-level student to listen for more than three minutes before completing the desired activities; the content of the movie should be adjusted to the learners' level.

Listening is considered a receptive skill, in which people need the ability to receive spoken language. Based on the researcher's observation, the listening skills of the tenth grade students in SMAN 1 Tembilahan were still low. They had enough difficulty understanding the audio. It could be seen from their results of the listening test. Based on the observation in the classroom and the interview with the teacher and the students, the researcher found that the teacher rarely gave the students' listening exercises. This was because of the lack of media (audio, speakers, etc.). When the researcher had a teaching practicum (PPL), surprisingly, the researcher found that the students had their first listening exercise when the researcher gave them a listening exercise. Most of the students admitted that they had difficulties in the listening section. They rarely heard audio in English in the class. This was because the teacher almost never gave them the listening exercise. To overcome those problems, the researcher tries to find a medium for teaching listening to help the students be more active, understand, and improve in the learning process. One of them is teaching listening skills through the use of cartoon movies.

Based on the problem identified, the use of cartoon movies as a medium in teaching listening comprehension at SMAN has never been applied before, and the researcher intended to improve the students' listening comprehension through cartoon movies. Therefore, this study is important for SMAN 1 Tembilahan in order to improve the students' listening comprehension in the teaching and learning process, and this research aims to find out how the use of cartoon movies can improve the 10th grade students' listening comprehension and active participation.

LITERATURE RIVIEW

Listening Comprehension

Listening is the first language skill that an individual acquires in their life and the one that they most use for the rest of their lives. Listening starts in the pre-school period with the efforts of the individual to understand what is happening around them, the formation of the universe containing the knowledge, feelings, and thoughts of this era, and the development of the basic mental structures (Arici, Sever in Acat (2016: 2)), and shows itself in almost all circumstances where learning may occur. In this regard, the time spent improving listening skills will not be a waste of time (Petress in Acat, 2016: 2). Considering the fact that students should listen to the explanation of the teacher in order to understand the lecture topic, it is possible to say that there is a close relationship between academic success and listening skills.

Comprehension is the reception of speech at the syntactic, lexical, pragmatic, and discourse levels. Thus, the last component is comprehension. It involves different steps. The first step is to establish the context. Real language happens within a communicative framework, and the listener should know the framework to recreate the speaker's message. The second step is to activate related background knowledge and use it to predict the ideas the message may have. The third step is to anticipate the general content of the message. Skilled listening requires that the listener look ahead in anticipation of what is coming. They are checking the received material as opposed to trying to make an unexpected and immediate interpretation. The fourth step is to sample the important carrying components of the material. Listeners should expend more energy to understand material about unfamiliar topics, and they should rely more on linguistic clues to make up for their lack of background knowledge. The last step is to use the samples to confirm or reject the previously made assumptions. When the samples are in line with listeners' anticipations, they accept them as being correct. When the samples do not comply with their anticipations, they should reconsider either their anticipation or the material as they look for ways to make the message meaningful (Kaspar in Ahmadi (2016). Rost and Hamouda in Gilakjani and Sabouri (2016) define listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and

other linguistic or non-linguistic clues. Nadig, Gilakjani, and Sabouri (2016) define listening comprehension as the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences. According to Brown, Yule, and Hamouda in Gilakjani and Sabouri (2016), listening comprehension is an individual's understanding of what he has heard, and it is the listener's ability to repeat the text despite the fact that the listener may repeat the sound without real comprehension.

Cartoon Movie

A cartoon movie is always associated with kids. Basically, cartoons are entertainment for kids, but nowadays adults are familiar with this term since some cartoon movies are made for adults. Poulson stated that a "cartoon movie is a form of media where, using animation, characters are shown with simplified features while still maintaining their ability to be recognized". Margono (2010) also makes the statement that cartoon movies are a good alternative media for teaching vocabulary. It is an interesting film that gives audio-visual examples through the acting in the scenes. Another expert, Holmes (1992: 285), stated that "cartoon movie is a term we use to describe a particular material and medium of communication that has certain specific properties governed by certain physical Movie is also the term we use to describe both a single work and an entire body of works through the material and the medium. The movie is not only its material and medium but also their use to produce particular communicative texts that formulate particular fields of symbolic meaning and effects and meet particular sets of criteria that give them particular value. Meanwhile, cartooning is a form of two-dimensional illustrated visual art. While the specific definition has changed over time, modern usage refers to a typically non-realistic or semi-realistic drawing or painting intended for satire, caricature, or humor, or to the artistic style of such works. Dalton (1997:98) A cartoon movie is made for different kinds and purposes. Kinds of cartoon movies are broken down into: animated films, documentary films, experimental films, and Avant-grade films.

According to Hamalik (1982: 102), a movie is a combination of movements, words, music, and colors. There are many tools that can be used to deliver messages to

students. In this research, the writer uses cartoon movies as the medium to teach the language. A movie is a kind of visual aid. Movies here are just like the movies in the theater or on video. Movies are able to communicate better than other media because, by using movies, they will present language in context in ways that a cassette cannot. Students can see who is speaking or what is speaking, where the speaker is, and what they're doing. A movie is a useful tool to deliver a message to learners, in addition to video. Aside from the use of visual aids as media, they can also be used as a way to transform messages or learn information. By using movies, learners are not only learning about the messages, but they also need to learn some characters' expressions from the movie presented. By using movies as media, a teacher was able to deliver messages to the learners, whether visually, orally, or aurally, or even all three of them. This can be done to avoid verbal abuse that might happen to the students. A film or movie is a medium that has a very big ability to help the teaching and learning process. So, we can call a movie or film an educational medium.

RESEARCH METHOD

In this research, the researcher used experimental research, specifically quasi-experiments. According to Arikunto (1990: 272), "experiment research is a research method used for finding the effects of treatments on another in a controlled condition". On the other hand, there are some essential characteristics of experiment research. According to Fraenkel (2006: 262), who stated that "there are comparisons of groups, manipulation of the independent variable, and randomization". Sugiyono (2007: 107) defines experimental research as the research used to look for the effect of certain treatments on others under certain controlled conditions. The way to find out is to compare one or more experimental groups that are given treatment with one group comparator who will not give treatment. Based on Creswell (2008), quasi-experimental research involves testing an idea (practice) to determine whether it influences an outcome or dependent variable. The characteristics of quasi-experimental design are: 1) having more than one variable; 2) having a control group; 3. The independent variable is manipulated, and the other variables are controlled (Sukardi, 2007:186). The design consisted of two groups that were chosen at random: the experiment group and the control group. Then, Cohen (2007:278) also said that this design is commonly used in

educational experiments. This research design involved an experimental group and a control group; both groups were given a pre-test before treatment. The experiment group was given treatment (teaching by using a cartoon movie), and the control group was taught as usual by the English teacher before this study. After treatment, both groups (the experiment and control groups) were given a post-test. Finally, the results of the post-test were compared using the T test. In conducting this research, the students of SMAN 1 Tembilahan were given a pre-test at the beginning to assess their ability to comprehend the cartoon movie. After that, they were given the treatment in the middle. At the end, they were given a post-test. The researcher used a kind of quasi-experimental design with a non-equivalent control group. In this design, the researcher used two classes as samples: a control class and an experimental class. Both groups took a pre-test and a post-test. There are two variables: an independent variable (X) and a dependent variable (Y). Variable x refers to the effect of using a cartoon movie, and variable Y refers to students' listening comprehension. Therefore, the experimental class was treated by using the cartoon movie strategy, and the control class was treated without using the cartoon movie strategy. This research design involved an experimental group and a control group, both of which were given a pre-test and post-test. The design can be seen in the following:

Table 1. Scheme of Quasi-Experimental Design

Group	Pre-Test	Treatment	Post-Test
A	Y 1	X	Y 2
B	Y 1	-	Y 2

Where:

- A : Experimental Group
- B : Control Group
- X : Treatment
- Y1 : Pre-Test
- Y2 : Post-Test

After the researcher applied the strategy well, the writer provided the test for both the control and experimental classes. After the students administered the test, the writer took the total score from the result of the listening comprehension test. There were 20 questions in each test in the form of multiple choices to obtain students

listening comprehension using cartoon movies at SMAN 1 Tembilahan. The participants choose the answer by choosing (A, B, C, or D) based on the true answer. The classification of the students' scores is shown in the table below:

Table 2. The Classification of Students' Score

Score	Categories
80 – 100	Excellent
60 - 79	Very good
40 - 59	Good
20 – 39	Enough
Less than 20	Bad

(Harris, 1969:27)

In order to find out whether there is or is not a significant effect of using animation movies to improve students' listening comprehension, the data from this research were analyzed statistically. To analyze the standard deviation of the experimental class and control class, the researcher used the following formula:

$$S = \sqrt{\frac{\sum x^2}{N - 1}}$$

Where:

S : standard deviation

$\sum x^2$: total of post-test

N : total of students

Then, to find out, Standard Error of Difference between the Means the researcher used statistical method that is using formula:

$$SE(x_e, x_c) = \sqrt{\left(\frac{Se}{\sqrt{n_1}}\right)^2 + \left(\frac{Sc}{\sqrt{n_2}}\right)^2}$$

SE(xe.xc) = Standard Error different Mean

Se = Deviation Standard of Experimental class

Sc = Deviation Standard of Control Class

n1/n2 = Students of Experiment & Control groups

If t-observed is greater (\geq) than t-critical value (table); null hypothesis is rejected and alternative hypothesis is accepted, and vice versa.

FINDINGS AND DISCUSSION

Based on the data presentation, the researcher found that there is an effect of using English cartoon movies on students' listening comprehension at SMAN 1 Tembilahan. It is proven by the data obtained from the tests. Based on the data from the pre-test and post-test, students have shown an increasing score in listening comprehension. From the first meeting until the fourth meeting in the classroom, the researcher noted that animation movies to enhance students' listening comprehension had been implemented and their listening was increasing. As the result of the research can be seen above, there is a significant difference between the pre-test and post-test between the two classes. After the writer gives the treatment to the experiment class, it can be seen that there is significant improvement from pre-test to post-test in the T-test result. The experimental class got the mean (43.48) in the pre-test and the control class got the mean (41.25) in the pre-test. The students who are taught using cartoon movies (experiment class) get a higher score in the post-test with a mean of 75.22 than those who are taught using audio (control class) with a mean of 45.21. Moreover, after the data is calculated using the T-test, it is found that the t-observed is 10,767 and the t-tables 1, 6793, and 2, 41212. It means that $t\text{-observed} > t\text{-table}$. To support the result of testing hypotheses, the researcher also calculates the hypotheses manually.

The result of the analysis shows that the students who are taught by using cartoon movies have a significant effect on their listening comprehension. It is proved by the fact that the value of t-observed is higher than t-table at 5% and 1% significant levels. This finding indicates that the alternative hypothesis stating that there is a significant effect of using cartoon movies on students' listening comprehension in tenth grade is accepted. On the contrary, the null hypothesis is rejected.

CONCLUSION

Based on the research findings from the previous chapter, the researcher draws the following conclusions: After going through the analysis and discussion of all the data obtained through the pre-experimental study at SMAN 1 Tembilahan, there are several important points that can be concluded to answer the intended research questions. The result shows that there was a significant effect on students' listening comprehension by using cartoon movies as media. It was found by comparing the pre-test and post-test scores. Based on the data obtained, the researcher concluded that their listening comprehension increased after using cartoon movies. And in the experiment class without using English subtitles, they got a higher score than the control class with audio.

Furthermore, watching cartoon movies without English subtitles makes the students more critical listeners. They do not just watch but also guess the meaning of the plot of the story. Some students in the experimental class are really interested in watching the cartoon movie without English subtitles because it can make them more critical and pay attention to learning activities about listening. On the other hand, some students in control class enjoy listening to audio. It makes the students in control class just listen to the audio.

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