

Teaching listening using non-subtitled animated Disney movies at SMAN 01 Kotabumi

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ABSTRACT

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

Keywords: *teaching listening, animated movie, listening comprehension*

I. INTRODUCTION

Teaching English using movies has received attention in the EFL classroom, including in Indonesia. Several teachers and lectures choose to use movies to introducing the class with the lesson that usually illustrate real-life content. The use of movies in the classroom is still related to the demand of the curriculum. The goal of teaching could be easily reached when the learners are motivated to study (Amalia, Kusrini, & Ramadhani, 2019). Learners also were encouraging themselves to be actively involved in the learning process. There are a lot of reasons behind the use of movies in the both teaching and learning activity. Having a rich content of movies is one of them, it introduces the learners to be exposed to a real-life situation and sometimes to the world of imagination. These audio-visual media is leading the learners to use and optimizing their sight and hearing to hold the information delivered by the movies. These senses, both sight and hearing are enabling the learners to absorb the input optimally. Another reason for the usage of movies to teach English is that movies offer the learners for developing fluency.

In learning English skills, listening is one the most important skill. But not a lot of students in second language learning is capable of learning these skills. It is mostly caused by the inability to understand the information from the speaker. Listening skill is the rarest skill to be taught in the field of language teaching and learning class, since the school has not got the appropriate media to teach listening skill. According to Rivers (1986), we spend much of our time through listening activities, it is estimated by him that adult spends in communication activities is 45% for listening, 30% for speaking, 16% for reading, and only 9% for writing skills. It shows that listening has the same portion of importance as the rest of the skills. More important note, when someone tries

to learn something. Especially in language learning. They have to understand it from listening first. They have to understand the sound, words and the speech patterns used in the language first. Therefore, this is why a lot of approach has been made to make listening learning easier.

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

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

II. METHODS

This research used quantitative approach with the aims to find out there was significant improvement of the students' listening comprehension after being taught by using non-subtitled animated Disney movies. The research design used One Group Pretest-Posttest Design. The instruments used in this research was listening test in the multiple choice form. The population of this research was the second grade students of SMA Negeri 1 Kotabumi and the sample from one class in the second grade selected by using cluster sampling consisted of 30 students or more. The researcher used Paired Sample T-test with significance level of 0.05 in analyzing the data.

III. RESULTS AND DISCUSSION

Results of Students' Writing Achievement Pre-test and Post Test

Before the researcher gave treatment, the researcher held a pre-test to find out students' listening comprehension of before taught using non-subtitled animated Disney movies. The pre-test was given in listening test in the multiple choice form. After getting the data from the pre-test, the researcher carried out the treatment by teaching listening using non-subtitled animated Disney movies in 3 meetings. After teaching listening, the held a post test to find out students' listening comprehension after being taught by using non-subtitled animated Disney movies. Thus, the distribution frequency results of the pre-test and post test were listed as follows:

Table 1. The Distribution Frequency of Pre-test and Post Test

Students' score interval	Frequency of Pre-test	Percentage	Frequency of Post-test	Percentage
60-65	15	45.5	0	0

66-71	16	48.5	0	0
72-77	2	6.1	0	0
78-83	0	0	13	39.4
84-89	0	0	11	33.3
90-95	0	0	9	27.3
Total	33	100.0	33	100.0
Mean score		66.73		84.91

From the result of pre-test and post-test, it can be seen that there is an improvement in students' listening comprehension after being taught by using non-subtitled animated Disney movies. The mean score improved from 66.73 to 84.91 with the gain score in 18.18 points. To know the significant of students' writing achievement, the data were analyzed using Paired Sample T-test in SPSS version 26.

Table 2. Paired Sample T-test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Post test	-18.182	7.256	1.263	-20.755	-15.609	-14.394	32	.000

Based on the table, it can see that the results showed that the computation of the value of two tailed significance is 0.000. It means that H_1 is accepted because $0.00 < 0.05$. It proves that there is improvement on students' listening comprehension after being taught by using non-subtitled animated Disney movies. Then, if the t-value (14.394) compared with t-table (2.0452), it can be seen that the students' listening comprehension when t-value $>$ t-table. It can be concluded that there is an improvement students' listening comprehension after being taught by using non-subtitled animated Disney movies for the second grade students of SMA Negeri 1 Kotabumi.

Table 3. Improvement of Students in Each Aspects of Writing

No	Aspect of Listening	Mean Score of Pre-test	Mean Score of Post-test	Gain Score (%)	T-value	Sig.level
1.	Identifying the topic in the movie	56.06	86.36	30.3	3.871	0.001
2.	Identifying specific information in the movie	68.64	86.82	18.18	12.083	0.000
3.	Referring specific information in the movie	65.15	78.79	13.54	1.659	0.107
4.	Vocabulary by asking synonyms of specific words	65.80	80.52	14.72	4.032	0.000
5.	Understanding implied meaning and inference	66.67	84.85	18.18	4.519	0.000

From the table showed there was an improvement in students' listening comprehension after being taught by using non-subtitled animated Disney movies. In the first aspects, the mean score improve from 56.06 to 86.36 the increase gained was 30.3. In the second aspects, the mean score improve from 68.64 to 86.82 the increase gained was 18.18. In the third aspects, the mean score improve from 65.15 to 78.79 the increase gained was 13.54. In the fourth aspects, the mean score improve from 65.80 to 80.52 the increase gained was 14.72. The last aspects, the mean score improve from 66.67 to 84.85 the increase gained was 18.18.

Discussion

The researcher had the opportunity to observe the teaching and learning situation in the class. The mood in the classroom is noticeably different from normal teaching methods, with the excitement and anticipation coming from the students. Based on student's experience, listening was rarely taught in class. They use projector but only for presentation purpose. This explains why they are excited to do listening test, and because the media is using animated movie, they were more than happy to do the test. Van et al. (2021) states that using media to help students learn English will bring a strong potential to enhance language skills for learners and promote the process of learning English. This is in line with Brian et al. (2017) that states in their findings that after studying with videos and students with optimistic attitudes towards the use of videos in listening skills, the ability of students to listen to English has improved significantly. In conclusion, to enhance students' comprehension, teachers should use video resources as a replacement for teaching. Because of this, students started to making noise and losing focus on the test, whereas Rawanita (2018) states that animated movies were more engaging and motivating than other types of materials, and they provide students with opportunities to learn in a safe and supportive environment. However, the researcher found the solution by changing the speaker into a proper one. After calculating all of the data, the researcher found the answer to the research question. The researcher found out that teaching listening using non-subtitled animated Disney movie could improve students' listening comprehension. Based on the result that has been calculated, the researcher found that there is an improvement in students' listening comprehension after being taught using nonsubtitled animated Disney movie in class XI science 1. However, the findings corroborate the previous findings. Putriani (2013) stated that video movie improved the students' listening comprehension in all aspects of macro skill types of listening comprehension, such as identify main idea, identify specific information, vocabulary, reference, and inference. Moreover, video movie mostly improved the students' listening comprehension in identify main idea aspect, in which their ability in that aspect was 33 % improved significantly. Comparing the score between pre-test and post-test, it could be concluded that there was a significant increase in students' listening comprehension after being taught through non-subtitled Disney movies. By using non-subtitled Disney movies, students learned listening comprehension easier since it is a great combination. It is stated by Vandergrift (2012) that movies can significantly enhance listening comprehension skills due to their visual context, contextual clues, and the ability to pause, rewind, or use subtitles. This combination of audio and visual aids makes 40 the language input more accessible and easier to understand, allowing learners to grasp meaning, decipher unfamiliar words, and develop their listening skills.

From the explanation above, it is obvious that non-subtitled animated Disney movie could improve students' listening comprehension. By using the movies in learning listening comprehension, the students could encourage their attention and become motivated in learning listening comprehension.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

After conducting research procedure in grade XI science 1 SMA Negeri 1 Kotabumi, researcher obtained the results of data analysis and discussion. Researcher want to state the following conclusions: There was a significant improvement of the students' listening comprehension after being taught by using non-subtitled animated Disney movie. Movies were applicable to encourage the students to improve their listening comprehension since it was proved by the increase of the students mean score in the post-test which was higher than in the pre-test. The students mean score was increased from 66.73 to 84.91 with gained gain was 18.18 specifically. Learning process using non-subtitled Disney movie made the students able to understand listening comprehension because they could enjoy the learning process activity.

Suggestions

In reference to the conclusions, the researcher gives some suggestions as follows:

1. Suggestions for English Teachers
 - The English teacher can select movies in teaching listening as the alternative ways because using movies can motivate the students in mastering listening comprehension. It has been proved by the technique that the writer used by using non-subtitled animated Disney movies in teaching listening to improve students' listening comprehension.
 - The English teacher should be able to manage the time when using movies as media in teaching listening and the teacher should choose the right movie that has easy to listen pronunciation and has interesting story in order to attract students' attention in teaching learning process.
 - The English teacher need to prepare that can be used for implementing movies in class such as good audio system and LED projector so that students can hear and see clearly the movies.
2. Suggestions for Further Researchers
 - In this research, researcher only focused on finding out the increase of students' listening comprehension using animated movies made by Disney only. Therefore, the researcher recommended for further research to use another movie studio such as Warner Bros., Pixar, and more since movies can help students to improve their listening comprehension.
 - Further research should use different types of question, preferably based on a verified test questions for a better result in students' listening comprehension.
 - Facilitate the students with a wider variety of teaching materials so that the students can get a much more knowledge from the treatment.
 - Researcher suggest to expand the scope of the research to fully optimized the usage of non-subtitled animated Disney movies for teaching listening.
5. Researcher suggest to use a low light intensity class if possible. Class with high light intensity causes the projector to be less visible. Resulting in students unable to see the content of the projector.

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