



The Effect of Using Animation Movies as Learning Media on Students' Listening Skills in Eighth Grade at SMP Negeri 37 Medan

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ABSTRACT

This research focuses on finding out the effect of the Using Animation Movies on students' listening skill. The aim of this research is to find out whether the using Animation Movies affects students' listening performance. This research was carried out as an applied experimental quantitative research type. The research sample consisted of class VIII students at SMP Negeri 37 Medan. The author took class VIII-A, consisting of 32 students, as an experimental class using the Animation Movies, and class VIII-B, consisting of 32 students, as a control group using the Active Listening Skills Approach. The population of this study was 64 students, consisting of class VIII. The author took two classes as a random sample to see the influence of the Using Animation Movies as a medium for developing students' listening skills. Data is taken by giving a listening test. The test was divided into two tests: a pre-test and a post-test for the experimental and control groups. The average pre-test score in the experimental class was 65,6 and the post-test score was 80. The average pre-test score in the control group was 55,9. and the post-test score was 68,9. This shows that the average score in the experimental group was higher than the control group. The result is $t\text{-calculated} > t\text{-table}$ with a significance level of $p = 0.05$ ($2,54 > 1.669$). The alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. It is recommended that English subject teachers apply the using Animation Movies as an alternative teaching medium to help the listening skills of class VIII students at SMP Negeri 37 Medan.

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INTRODUCTION

In Indonesia, the demand for English language skills is on the rise, driven by the dynamics of the job market and the forces of globalization. Most scientific and technological advancements are communicated in English, making it essential for individuals to acquire proficiency in the language. English is becoming increasingly integrated into various aspects of life, from educational settings to professional engagements and daily routines. The

benefits of mastering English are significant, and it is now a standard requirement in Indonesia to present an English language proficiency certificate. This certification is intended to demonstrate an individual's command of the language, as effective communication in professional contexts often relies on English.

It is argued that the Internet, functioning as a global communication tool, has made the teaching and study of languages, such as English, more accessible. A wide array of websites and online platforms can be utilized for research, categorized by various domains, including vocabulary, grammar, and phonetics, as well as by the language skills of speaking, listening, reading, and writing. The researcher concluded that we must harness global media, particularly the accessible nature of the Internet, as technological advancements render our tasks more manageable. Thus, it is essential to be discerning when choosing effective media for educational purposes.

The skill of listening warrants equal emphasis alongside other competencies in educational settings and language educators' training. It is essential for listening to occupy a significant role in the instruction of English, as effective communication is predicated on the ability to listen before speaking.

Listening constitutes over 45% of communication, making it a crucial component in the language learning environment, as it offers necessary input for students. The learning process must commence with comprehending input at an appropriate level. Thus, the importance of listening in acquiring English must be considered.

Nevertheless, developing listening skills for comprehension presents challenges. Ten prevalent issues EFL learners face includes distractions from speaking rates, difficulties in recognizing familiar words, encountering new vocabulary, missing subsequent information, nervousness, complexities in sentence structure, lack of background knowledge, anxiety, frustration, and unfamiliar pronunciation.

The data indicates that many eighth-grade students at SMP Negeri 37 Medan encounter challenges developing their listening comprehension skills. Several factors contribute to this issue, as previously outlined. A notable concern is a need for more resources for practicing listening skills, coupled with a lack of engaging instructional methods, affecting over 45% of students' communication abilities. This highlights the critical role that listening skills play in daily communication, particularly in the context of learning English. Various media, such as animated films, can be practical tools for enhancing English language acquisition. Additionally, the teacher's limited expertise and monotonous content delivery diminish student motivation to engage in

listening activities. The observation that only two students in a class possess an English dictionary, despite the teacher's request, serves as a clear indicator of low motivation among students. This suggests a general disinterest in learning English, even though access to a dictionary could significantly enhance vocabulary acquisition and facilitate the learning process, especially in listening.

Movies are one of the most engaging forms of mass media, capable of conveying messages distinctively. They can serve as a medium for community learning and instilling specific ideals. While a movie can represent the reality of society, it differs from merely reflecting that reality.

Nuansari & Sriyanto (2021) noted that animated movies are popular across all age groups, making them particularly appealing to students due to their captivating visual graphics. Consequently, animation can be an effective tool for English teachers to spark students' interest in learning the language. Animated films provide an entertaining and enjoyable learning atmosphere, helping to create a relaxed and fun environment for students.

Many movie genres are available online today, with three predominant types: animated, horror, and action films. For this research, the focus is on the animated movie "Zootopia."

"Zootopia" is a 2016 American 3D animated film directed by Byron Howard and Rich Moore and produced by Clark Spencer. It tells the story of a world where animals coexist peacefully. The narrative follows a hare, a police officer, and a cunning fox as they join forces to expose a conspiracy that endangers the lives of predators. Jared Bush and Phil Johnston crafted the screenplay, while the story was developed by Byron Howard, Rich Moore, Jared Bush, Josie Trinidad, Jim Reardon, Phil Johnston, and Jennifer Lee. The film features the voices of Ginnifer Goodwin, Jason Bateman, Idris Elba, Jenny Slate, Nate Torrence, Bonnie Hunt, Don Lake, Tommy Chong, J.K. Simmons, Octavia Spencer, Alan Tudyk, and Shakira. "Zootopia" premiered at the Brussels Animated Movie Festival on February 13, 2016, and in the United States on March 4, 2016. The film received positive reviews from critics and is considered suitable for children, as it promotes the message of perseverance in achieving one's goals.

Based on the explanation of the background above, the researcher became highly interested in conducting this study, mainly because many students currently use animated movies to enhance their English learning. Consequently, the author chose to focus on the research titled "The Effect of Using Animation Movies as Learning Media on Students' Listening Skills in Eighth Grade at SMP Negeri 37 Medan."

The Problem of Study

From the background presented, the researcher aims to address the research problem with the following question: “Does the using of animation movies as learning media affect the listening skills of eighth-grade students at SMP Negeri 37 Medan?”

RESEARCH METHOD

This research employed an actual experimental quantitative design, which allows for controlling all external factors that may influence the experimental process. This design is noted for its high internal validity, reflecting the quality of its implementation. According to Sugiyono (2017), a vital characteristic of a proper experimental design is that the experimental and control group samples are randomly selected from a specific population. Therefore, it can be concluded that a defining feature of this experimental design is the presence of a control group and a randomly selected sample.

In this study, there are two variables: the dependent and independent variables. The experimental class received treatment using animated movies, while the control group did not receive any treatment. Data collection occurred in three stages: pre-test, treatment, and post-test. The pre-test was administered to the experimental group before the treatment to determine their average score—the treatment involved using animated movies to assess the impact on listening skills. Finally, a post-test was given to the experimental group after the treatment to evaluate any differences **in scores and averages**.

Table 1.
Research Design

Group class	Pre-test	Treatment	Post-test
Experimental (VIII-A)	✓	✓	✓
Control (VIII-B)	✓		✓

In this research, the researcher identified both the population and the sample. The sample was selected from the defined population for the study. Sugiyono (2017), a population refers to the generalization of objects or subjects with specific characteristics and qualities determined for investigation, from which conclusions are drawn. Based on this definition, the population in this study consisted of eighth-grade students at SMP Negeri 37 Medan. There were six classes: VIII-A, VIII-B, VIII-C, VIII-D, VIII-E, and VIII-F. Each class contained 32 students, resulting in 192 students across all classes.

Sugiyono (2010) states that the sample reflects the quantity and quality of the population. This is the portion of the population studied so that the

knowledge gathered can reflect the population as a whole, but the population remains defined. The type of sampling in this research is random sampling. Random sampling is a sampling method that is carried out randomly on a certain population, where each member of the population has the same opportunity to be selected as part of the sample. In random sampling, each individual element in the population has the same opportunity to be taken as a sample, without any bias on the part of the researcher. This process is carried out by selecting sample elements randomly, either by using techniques such as using random number tables, using computer software, or other methods that ensure that each member of the population has an equal chance of being selected. The sample chosen in this study was class VIII-A as the experimental group because based on the explanation of the teacher concerned that this class is a class that is quite talented in English compared to other classes and VIII-B as the control group, because this class is quite weak in English and really needs special attention to be able to follow the lesson well. The number of samples in this research was 64 students of SMP N 37 Medan.

After computing the data from the tests, the analysis was conducted through several steps, which included:

1. Calculate the pre-test and post-test scores for the experimental and control groups.
2. Tabulating the data from the scores of the experimental and control groups.
3. A comparative analysis technique used the t-test for independent samples to identify the differences between the experimental and control groups.

RESULT AND DISCUSSION

Data analysis was conducted by administering a listening test to assess students' listening skills. The researcher evaluated the scores from the listening tests for both the control and experimental groups. This analysis aimed to determine whether there was a significant effect on students' listening abilities by comparing the mean scores of the post-test results from both groups.

The researcher found that the mean score for the experimental group's pre-test was 56.6 while the post-test score was 80. In the control group, the mean score for the pre-test was 55.9 and the post-test score was 68.5. The results indicate that the post-test mean score for the experimental group 80 was higher than that of the control group 68,5. The mean scores for the pre-test and post-test for both groups can be found in Tables 2 and 3.

Table 2.
The Data of the Study in Experimental Group (VIII-A)

No	Students Name	The Test	
		Pre-Test	Post-Test
1	AS	65	80
2	AAW	65	75
3	ADS	70	85
4	AF	65	75
5	AA	60	80
6	AY	55	75
7	BW	60	75
8	DIPS	65	80
9	EPS	60	85
10	FN	65	75
11	GIF	60	80
12	HBP	70	85
13	JPS	75	80
14	KAM	60	85
15	MFT	70	75
16	MRS	75	85
17	MVA	65	75
18	MRJ	70	80
19	MVR	65	90
20	NAS	70	85
21	NAF	65	75
22	PK	60	85
23	RF	65	85
24	SFL	70	80
25	SAT	70	85
26	TFA	65	75
27	SWG	70	80
28	SS	65	85
29	SFS	70	80
30	VFT	60	75
31	VSM	65	80
32	LKL	65	70
	Total	2.100	2.560
	Mean	56,6	80

The table below presents the results of the pre-test and post-test scores for the VIII-B class, which served as the control group. A total of 32 students took the test. The results indicate that the experimental group's pre-test score was

55,9, while the post-test score was 68,5. This data is detailed in Table 4.3 as follows:

Table 3.
The Data of the Study in Control Group (VIII-B)

No	Students Name	The Test	
		Pre-Test	Post-Test
1	AS	60	65
2	APC	65	70
3	AEBS	60	75
4	AGN	55	60
5	AA	50	65
6	AR	60	70
7	CSS	60	65
8	DEMS	65	70
9	FG	60	65
10	IST	50	60
11	KK	55	75
12	IST	60	75
13	KK	65	70
14	LSM	60	75
15	MAZ	60	65
16	FAM	60	75
17	IL	55	70
18	KS	65	70
19	LR	60	75
20	MS	60	70
21	NLN	50	65
22	NAL	55	70
23	NRP	60	70
24	PAM	60	65
25	RB	50	70
26	SAJG	60	65
27	SH	55	60
28	SK	60	65
29	YES	50	70
30	ZPS	55	75
31	LRT	50	70
32	CBD	60	65
	Total	1.790	2195
	Mean	55,9	68,5

The validity test was conducted using Microsoft Excel 2010, following these criteria:

1. The statement is considered valid if the r-count exceeds the r-table.
2. The statement is deemed invalid if the r-count is less than the r-table.

Table 4.
r table

No	X	Y	X ²	Y ²	XY
1	65	80	4225	6400	5200
2	70	75	4900	5625	5250
3	75	85	5625	7225	6375
4	60	75	3600	5625	4500
5	65	80	4225	6400	5200
6	70	75	4900	5625	5250
7	65	75	4225	5625	4875
8	70	80	4900	6400	5600
9	65	85	4225	7225	5525
10	60	75	3600	5625	4500
11	75	80	5625	6400	6000
12	75	85	5625	7225	6375
13	70	80	4900	6400	5600
14	75	85	5625	7225	6325
15	65	75	4225	5625	4875
16	75	85	5625	7225	6375
17	70	75	4900	5625	5250
18	70	80	4900	6400	5600
19	75	90	5625	8100	6750
20	70	85	4900	7225	5950
21	65	75	4225	5625	4875
22	70	85	4900	7225	5950
23	70	85	4900	7225	5950
24	65	80	4225	6400	5200
25	70	85	4900	7225	5950
26	65	75	4225	5625	4875
27	60	80	3600	6400	4800
28	65	85	4225	7225	5525
29	70	80	4900	6400	5600
30	75	75	5625	5625	5625
31	70	80	4900	6400	5600
32	65	70	4225	4900	4550
	2195	2560	151225	205500	175925

$$\begin{aligned}
 N &= 32 \\
 \Sigma x &= 2195 \\
 \Sigma y &= 2560 \\
 \Sigma x^2 &= 151.225 \\
 \Sigma y^2 &= 205.500 \\
 \Sigma xy &= 175.925 \\
 N\Sigma xy - (\Sigma x)(\Sigma y) &= 10.400 \\
 \sqrt{((n-\Sigma x^2-(\Sigma y)^2)(n\Sigma y^2-(\Sigma y)^2))} &= 21778,88 \\
 r_{xy} &= 10.400/21778,88 = 0,477526657
 \end{aligned}$$

Data Analysis

The researcher found that the mean score for the pre-test in the experimental group was 56.6, while the post-test score was 80. In contrast, the control group's pre-test mean score was 55.9, and the post-test mean score was 68.5. The results indicate that the post-test mean score for the experimental group 80 was higher than that of the control group 68.5. The mean scores for the pre-test and post-test in both groups can be found in Tables. 5 and 6.

Table 5.
The Calculations of Experimental Class

No	Students Name	The Test		Deviation d ₂ -d ₁ (d)	Square of Deviation d ²
		Pre-Test (d ₁)	Post-Test (d ₂)		
1	AS	65	80	15	225
2	AAW	65	75	10	100
3	AZS	70	85	15	225
4	AF	65	75	10	100
5	AA	60	80	20	400
6	AY	55	75	20	400
7	BW	60	75	15	225
8	DIWS	65	80	15	225
9	EPS	60	85	25	625
10	FN	65	75	10	100
11	GIF	60	80	15	225
12	HBP	70	85	15	225
13	JPS	75	80	5	25
14	KAM	60	85	25	625
15	MFT	70	75	5	25
16	MRS	75	85	10	100
17	MVA	65	75	10	100
18	MRJ	70	80	10	100

19	MVR	65	90	25	625
20	NAS	70	85	15	225
21	NAF	65	75	10	100
22	PK	60	85	25	625
23	RF	65	85	20	400
24	SFS	70	80	10	100
25	SAT	70	85	15	225
26	SWG	65	75	10	100
27	SS	70	80	10	100
28	SFS	65	85	20	400
29	TFA	70	80	10	100
30	VFT	60	75	15	225
31	VSM	65	80	15	225
32	LKI	65	70	5	25
	Total	2.100	2.560	455	7.525
	Mean	65.6	80	14.2	235,1

Based on the table above, the deviation score for the experimental group was calculated using the following formula:

$$Mx = (\sum d) / N$$

$$Mx = 455 / 32$$

$$Mx = 14,21$$

The square of the deviation for the experimental group was then calculated as follows:

$$d^2 = (\sum x^2) - ((\sum x)^2) / N$$

$$d^2 = 7.525 - ((455)^2) / 32$$

$$d^2 = 7.525 - 6.469$$

$$= 1.056$$

Table 6.
The Distributions of Students' Score Frequency in Listening
(Post-Test of Experimental Group)

X	F	FX	X	x^2	fx^2
70	1	70	-10	100	100
75	10	750	-5	25	250
80	10	800	0	0	0
85	10	850	5	25	250
90	1	90	10	100	1.000
	N= 32	$\sum FX =$ 2.560			$\sum fx =$ 1.600

Calculate the average student score after given treatment :

$$\bar{X} = (\sum fx) / (\sum f)$$

$$\bar{X} = 2.560 / 32 = 80$$

The results using this formula are 2.560 by adding up the total student scores for five aspects of speaking are then divided by the number of students was 32 and obtained a result of 80.

Calculate the standard deviation post-test :

$$[SD] _X = \sqrt{(\sum [fx] ^2) / N}$$

$$[SD] _x = \sqrt{(1.600 / 32)} = 50$$

Calculate the standard error post-test :

$$[SE] _(MX) = [SD] _x / \sqrt{(N-1)}$$

$$[SE] _MX = 50 / \sqrt{(32-1)} = 8,99$$

Calculating the standard error of group X and Y

$$[SE] _(M1-M2) = \sqrt{([SE] _M1)^2 + ([SE] _M2)^2}$$

$$[SE] _(M1-M2) = \sqrt{([1.600])^2 + ([8,99])^2}$$

$$[SE] _(M1-M2) = \sqrt{([2,560])^2 + (80,8)}$$

$$[SE] _(M1-M2) = \sqrt{83,36} = 9,13$$

This research aims to determine the experimental group using animated movies significantly impacted students' listening skills. This is evidenced by the increase in student scores after the implementation of this media, as well as the data derived from comparing the scores of the experimental and control groups using the t-test formula. The t-test results showed that the t-observed value 2.54 was more significant than the t-table value 1.669 at a significance level of $p < 0.05$, with a degree of freedom (df) calculated as $n_x + n_y - 2 = 32 + 32 - 2 = 62$. When the t-observed value exceeds the t-table value, it indicates that animated movies as a learning medium significantly affected students' listening skills.

In a study evaluating the effect of animated films as a learning medium on students' listening abilities, the findings of most of the experimental groups showed favorable results: Significant Improvement: Compared with previous test scores, the experimental group likely showed significant improvement in test scores after listening skills. This shows that watching animated films improves their comprehension and verbal recall. Level of Engagement: Students in the experiment reported that they were more engaged and enjoyed the lesson. This increase in motivation can be attributed to better listening skills.

In the experimental group, several factors could contribute to improved listening ability: Positive results from the experimental group indicate that the use of animated films as a learning medium can effectively improve students' listening skills. The combination of engaging content, multisensory experiences,

and a supportive learning environment contributed to this increase, demonstrating the value of using multimedia resources in educational practice.

in a study evaluating the influence of animated films as a learning medium on students' listening abilities: No Significant Change, the control group received conventional instructions and did not see the animated film. As a result, changes in their listening skills may be small or not statistically significant compared to their pre-test scores. Consistent Performance: Students in the control group showed stable performance in listening skills; This shows that conventional teaching methods do or do not work well without the engagement factor provided by animation.

In the control group, several factors could contribute to improved listening ability: Various factors related to traditional teaching and learning environments may still improve the control group's listening skills, even though they may not enjoy the engaging aspects of animated movies. Analysis of these findings helps emphasize the possible benefits of incorporating animation media into educational settings as well as how important it is to have good teaching strategies.

Explanation of the frequency distribution of students' scores in the experimental group's listening skills assessment: By analyzing the distribution of students' scores in the experimental group's listening skills assessment, educators can gain important insights into how effective animated films are as a learning medium and how different students respond to this method. This information can improve student performance and help develop better teaching approaches.

Explanation of the frequency distribution of students' scores in the experimental group's listening skills assessment: By looking at how students' scores were distributed in the control group's listening skills assessment, teachers can find out how well traditional teaching is doing and find areas that need improvement. Understanding how students perform can contribute to better teaching approaches in the future and help overcome listening difficulties.

As a teaching tool, the experimental group used animated films. The results showed that they were better than the control group. This study shows that animated films can improve students' listening skills because watching animated films positively influences students' listening abilities and encourages students to improve their active listening skills. Animated films also make listening practice more interesting and fun, so students don't get bored during class. Students end up finding new ways to master their listening skills.

For the data section, I used sugiyono to analyze the experimental and control group data, arikunto to validity, and sudijono for the frequency distribution of scores.

Previous studies I write about used animated films as the methodology; the first study by Hermansyah and Hasan (2020), the second study by Maydina Putri (2020), and the final study by Nisa (2020). This research is different from the previous one because it uses a qualitative approach, while this one uses a quantitative approach. According to this research, animated films help students learn more than traditional teacher-led explanations. Student enthusiasm will help evaluate how effective the research is. Although both studies use film as a method, they differ in research design; Previous research used a classroom action research (PTK) design, while this research used an experimental design. Additionally, previous research provides a thorough explanation of how films can improve students' understanding and provide direction that can be applied to a variety of skills. according to study, but both have something in common: they use a quantitative approach. The second utilizes pre-tests and post-tests for data collection and aims to assess the impact of films on students' listening abilities. The research hypothesis will be evaluated using the t-test. This will allow testing of significant differences in students' listening skills after the intervention. Researchers can discover new contributions to educational literature and practice by comparing this research with previous research.

CONCLUSION

After conducting this study, the author concluded that using animated movies significantly enhanced students' listening skills. The details of the conclusion are as follows:

1. Animation movies are a popular form of media that assist students in developing their listening skills. Students show a keen interest in the features of animated movies, with many expressing enthusiasm for learning English as they can engage with this medium.
2. The experimental group, taught using animated movies, achieved an average score of 80 notably higher than the control group's score of 68.5 obtained without using animated movies.
3. The hypothesis was validated by the observation that the t-value (2.45) exceeded the t-table value (1.669) at a significance level of alpha 0.05 and with 62 degrees of freedom (df). This result supports accepting the alternative hypothesis (H_a) while rejecting the null hypothesis (H_0).
4. Overall, animated movies significantly influence students' listening skills at SMP Negeri 37 Medan.

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