

EXPERIMENTAL STUDY OF THE EFFECT OF THE ANIMATED FILM "WALL-E" TO IMPROVE STUDENT LISTENING SKILLS

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Abstract. Listening is one of the most important parts of communication. Listening is the first skill to learn in English. The animated film "Wall-E" is used for listening learning MTs Al-Ishlah Dasan Agung students to improve English listening skills. The method used in this study is quantitative using a quasi-experimental design. The study used films, field notes and material on "English time" as instruments. The sample in this study was all students of grade VIII MTs Al-Ishlah Dasan Agung from grade 8A to 8B. The instrument used is a test question conducted after watching the animated film "Wall-E". The results showed that the average posttest score of the experimental class was higher than the control class. The use of the animated film "Wall-E" has a significant influence on students' listening skills. In addition, after watching the animated film "Wall-E", the students in the experimental class can improve their listening skills well.

Keywords: Animated Movie, Wall-E, Watching, Practice

Abstrak. Mendengarkan adalah salah satu bagian terpenting dalam komunikasi. Listening merupakan keterampilan pertama yang harus dipelajari dalam bahasa Inggris. Film animasi "Wall-E" digunakan untuk pembelajaran listening siswa MTs Al-Ishlah Dasan Agung guna meningkatkan kemampuan listening bahasa Inggris. Metode yang digunakan dalam penelitian ini adalah kuantitatif dengan menggunakan desain quasi eksperimen. Penelitian ini menggunakan film, catatan lapangan dan materi tentang "waktu bahasa Inggris" sebagai instrumen. Sampel dalam penelitian ini adalah seluruh siswa kelas VIII MTs Al-Ishlah Dasan Agung mulai kelas 8A sampai dengan 8B. Instrumen yang digunakan adalah soal tes yang dilakukan setelah menonton film animasi "Wall-E". Hasil penelitian menunjukkan bahwa rata-rata nilai posttest kelas eksperimen lebih tinggi dibandingkan kelas kontrol. Penggunaan film animasi "Wall-E" mempunyai pengaruh yang signifikan terhadap keterampilan mendengarkan siswa. Selain itu, setelah menonton film animasi "Wall-E", siswa di kelas eksperimen dapat meningkatkan keterampilan mendengarkannya dengan baik.

Kata Kunci: Film Animasi, Wall-E, Menonton, Latihan

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INTRODUCTION

As we know listening is one of the most important parts of communication. Even though listening sounds trivial because it looks not as difficult as reading, writing, and speaking it requires a lot of effort in learning and practicing it, in fact, listening is the first skill that must be learned in English. Considering the large number of second language learners who have difficulty understanding what native speakers say. Because maybe besides not being the

language they master, rarely hearing a language is also a factor in the difficulty of learning a language. listening skills is also needed to help them at least know what a native speaker is saying even though they still must look back at the meaning of the utterance.

In fact, there are many ways and media that can be used to improve their listening skills, as we know that watching movies is very popular with students, especially animated movies which are popular among various age groups. Even though they must watch it over and over like twice or thrice to be able to clearly understand the meaning of the movie. Rose and Nicholl (2002) found that learning using videos is fun and interesting if we visualize teaching aids in English, especially in listening lessons. The use of video animation also has many advantages, especially in improving students' listening skills such as students be more interested in learning thanks to video animation. Using animated videos is also a special attraction for students because they can listen as well as get brainstorm through the scenes shown in the movie so that they can find general information when they listen to and watch movies.

In addition, there are also many students who do not pay attention to lessons because there are still many teachers who provide material, especially listening because of the lack of media that interests them in learning. The use of video animation can be used as another way to attract students' interest in learning, coupled with the development of technology, teachers no longer need to look for CDs, VCDs, or sound media because there are so many video animations that can be accessed online.

The movie is a living image that is often called a movie, collectively movie is also often referred to as cinema, and cinema itself comes from the word kinematic or motion. Wibowo (in Rizal, 2014) movie is a tool for conveying various messages to the public through the medium of stories and can also be interpreted as a medium of artistic expression for artists and moviemakers to express their ideas and story ideas. According to Arsyad (2003) movie is a collection of various images that are in the frame, where frame by frame is projected through a projector lens mechanically so that the image on the screen looks alive. The movie moves quickly and takes turns giving it its own charm.

There are various kinds of English-language movies that can be used to improve students' listening skills. What attracts the attention of researchers to study is English-language animated movies as a medium to improve their listening skills. Karakas and Saricoban (2012) point out that by watching an English subtitle it can be easier to get meaning from a foreign language in the movie. With visual media equipped with English subtitles, it can facilitate the listening level of understanding English. Bahrani & Sim (2012) said that animation movie is so rich in action and visual aid that it is appropriate for listening and speaking activities to produce an

output. It shows the comprehension of the language used in the movie that is obtained by gaining language input which is a role of listening as a receptive skill. It means that the students get many skills in learning through animation movies, not only learning about listening and speaking but also getting a new vocabulary.

Based on the information above, the researchers are trying to find solutions to improve students' listening skills with animated movies as media. Using animation movies as a strategy in learning English to create a more enjoyable learning atmosphere. Using movie clips allows students to see a whole range of paralinguistic behavior, pick up a range of cross-cultural clues, and enter a whole range of other communication worlds (Harmer, 2007).

The reason why the researcher uses animated movie media to improve students' listening skills are (1) the use of animated movies can increase student interest in teaching learning process, (2) the use of animated movies can attract students' attention and motivation in learning, (3) the use of animated movies can also make students more active and the class atmosphere more lively, (4) the use of animated movies in learning can improve students' ability to collect new vocabulary and be able to pronounce them properly, (5) the use of animated movies can increase student interest in teaching learning process, and (6) the animation movie as an alternative in teaching learning process.

Based on the background of the study that was state above that the research would like to use animation movie to solve student's problem in teaching learning process. It is very interesting because the animation movie can used as alternative strategy in teaching learning process. That was the main reason the researcher would like to use it into a reaserch "the influence of animation movie "wall-e" to improve student listening skill at Mts-Al Ishlah Dasan Agung."

Problem of Study

Based on the background study above, the researcher found that in eighth grades of states Mts AL-Ishlah Dasan Agung, the researcher formulate problem as: is there any influence of using animation movie to improve student listening skill?

Objective of Study

The researcher wants to know whether there is any significant effect on students' listening skills between teaching without using animated movies and teaching by using animated movies in the eighth grade of Mts Al-Ishlah Dasan Agung.

- The researcher was examining whether there is any influence of using animation movie “Wall-E” to improve students listening skills in the eighth grade of MTS AL-Ishlah Dasan Agung.
- The researcher was examining how animation movie “Wall-E” can affect the students listening skills in the eighth grade of MTS AL-Ishlah Dasan Agung

Relevant Research

To provide that this research is qualified, the researcher should present the research that is relevant to this research. Relevant research contains several previous studies that are still relevant to the research being taken which is intended to help other researchers with the same context. Some research has been relevant to this research:

First, the research was done by Ayu Permata Sari (2020) "the use of cartoon movie to improve student listening ability at SMAN 1 rupa". The design of the research was experimental research using two classes, experimental and control classes. The population of the research was the 11th grade student at state senior high school 1 Rupa. the total number of students for the experimental class consisted of 25 students and the control class consisted of 24 students. This research has been successful because the effect size reached 0.15 after calculation using the eta square formula. The guideline used is (proposed by Cohen,1988 in pallant, 2005) for interpreting this value are: 0,01 is small effect, 0,06 is moderate effect, and 0,14 is large effect. It means that the use of cartoon movie has large effect on student listening ability.

Second is Zulkham Fatturrakhman (2013) Pengaruh media pembelajaran film dokumenter terhadap hasil belajar siswa kelas XI IPS SMAN 1 Batang tahun ajaran 2012/2013. The design of the research was quantitative with experimental method. The population of this research is students of class XI IPS 2 and students of class XI IPS 3. This research has been successful as evidenced by the average post test results of the experimental class is 82.06. Other evidence is the results of the t-test calculation obtained t-count value = 2.056, while the t-table is 2.040. Because t-count > t-table is 2.56 > 2.040. So, the average learning outcomes of the experimental group are better.

The difference between that research with this research is in the study above using research design True Experimental Design, with the development of the Pretest-Posttest Control Group Design design. While in this research researchers used quasi experimental research, with the development of a non-equivalent control group design. Another difference is that in the study above the researcher used documentary films as learning media while in this research the

researcher used animation movies as learning media. The similarities of both research above are both using movies as learning media to find out how much influence the movie has on student learning outcomes.

METHOD

This research used a quantitative experimental research design. Experimental research methods can be defined as a method of research used to locate a particular influence on one another in conditions completely (Sugiyono, 2015). In the experimental design, there are 2 variables, namely the dependent variable and the independent variable. Independent variables are variables that affect other variables (x), while Dependent variables are variables that are influenced by experimental (y). These two variables refer to the research are (1) X: the influence of animation movie "Wall-E", and (2) Y: in student listening skill.

An experiment design that used in this research is quasi-experimental design. According to Margono (2005) Experimental research uses a specially designed experiment to generate the data needed to answer research questions. Meanwhile, According to Sugiono (2012) experimental research is systematic, logical, and thorough research in controlling conditions. According to sugiono (2014) stated that quasi experimental design has a control group, but it can not function fully to control external variables that affect the implementation of the experiment non-equivalent control group design.

Tabel 1. Non-equivalent control group design

| Group | Pre-test | Treatment | Post-test |
|-------|----------|-----------|-----------|
| A | 01 | X | 02 |
| B | 03 | -X | 04 |

Where:

A: experimental class

B: control class

01 and 03: pre-test to experimental class

02 and 04: post-test to control class.

X: treatment (giving treatment with watching animation movie)

The subject of the research was the 2nd grade of MTS AL-Ishlah Dasan Agung. The object of this research was Animation Movie and listening skill. The sample of this study is the 2nd students of MTS AL-Ishlah Dasan Agung which consisted of 32 students from 2 classes. According to Siyoto & Sodik (2015), sample is part of the number and characteristics possessed by the population, or a small part of the population members taken according to certain procedures so that they can represent the population. Instrumental research is a technique to gather the data to obtain valid data in research. There are several instruments that can be used

to gather the data, in this research the researcher was use questioners in both class experiment and control, pre-test, post-test, and documentation.

The researcher is using some thechnique to collect data. According to Brown (2003), a test is a method of measuring a person's ability, knowledge, or performance in each domain. This technique is used to determine students' abilities. An explanation of how to collect data is as follows: (1) Documentation; Contains data about preliminary data related to research such as English 1 semester test scores in the previous year. In this research, what was be used as a control class is class 8a while what was be used as an experiment is class 8b, and (2) Test: Used to determine the extent of student mastery of the material by looking at the final learning outcomes between the experimental class and the control class. Tests with the same questions was be held at the end separately for each class, (a) Pre test: initial research test before conducting experiments on samples, and (b) Post test; The final test of the study after the implementation of the experiment which aims to obtain the sample values of the experimental group and the control group after treatment in the form of learning without animation movie media in the control class and learning using animation movie in the experimental class. The questions to be tested are 10 multiple choices with a sample of 28 students. The following are the hypotheses that was be tested in this study:

- Null hypothesis (Ho)

There is no significant effect of the use of animation movies on improving student learning outcomes at MTS Al-Ishlah Dasan Agung.

- Alternative hypothesis (Ha)

There is a significant effect of the use of animation movies on improving student learning outcomes of MTS Al-Ishlah Dasan Agung

According to the type of research, the data analysis that was be used is a comparison of scores before treatment and after treatment to prove statistically that the results of the control class and experimental class scores are different. Researcher used Normality test and Homogeneity to find statistical result before finally using T-test to find data.

Normality Test

The normality test is a test conducted to check whether our research data comes from a population with a normal distribution. The researcher was using a normality test with manual calculations using the Chi-square test model.

Homogeneity Test

Homogeneity testing before the T-test aims to determine whether the data is homogeneous or not. Researchers was using a homogeneity test with manual calculations with the fisher test model. If the result of $F_{hitung} < F_{tabel}$ means that the data group has a homogeneous variance with a real level of 5%.

T-test

The t-test was used to continue data analysis after the normality and homogeneity tests were conducted. The use of the t-test aims to determine whether there is a significant difference between the two mean samples. The researcher was comparing the score between experimental class and control class in pretest and posttest.

RESULTS

Research Finding

In this study, the researcher used quasi-experimental research involving two classes, namely classes 8a and 8b as experimental and control classes. The treatment given to the experimental class was the use of animation movies, while in the control class no treatment was applied but used short stories. The data collection technique used in the experimental class and control class is to mention the words they hear. From the tests that have been carried out there are several listening errors, for example on the word confirm but written conferm, on the word earth written eart and several other listening errors.

Pretest Post Test Data Results Experiment Class

Researcher used pre-test and post-test data to obtain results on student listening skills, the test was from the material entitled "it's English time". The table below is the score of the experimental class pre-test and post-test.

Table 1. Results of descriptive analysis of experimental classes

| Category | Pre-Test | Post-Test | Post - Pre |
|-----------------|-----------------|------------------|-------------------|
| Total Score | 700 | 805 | 105 |
| Mean Score | 50 | 57.5 | 7.5 |
| Min | 30 | 45 | -5 |
| Max | 60 | 70 | 20 |

From the data above, the total pre-test score of the experimental class students was 700 and the average of the experimental class pre-test score was 50. The lowest score of the experimental class pre-test was 30 and the highest score was 60. From these data there are still

many students who still do not master listening. Meanwhile, the total post-test score of the experimental class was 805 and the average of the experimental class post-test score was 57. The lowest score of the experimental class post-test was 45 while the highest score was 70. That way, it can be concluded that there are differences in pre-test and post-test scores in experimental classes.

Pretest Post Test Data Results Control Class

Researcher used pre-test and post-test data to obtain results on student listening skills, the test was from the material entitled "it's English time". The table below is the score of the control class pre-test and post-test.

Table 2. Results of descriptive analysis of control classes

| Category | Pre-Test | Post-Test | Post - Pre |
|-------------|----------|-----------|------------|
| Total Score | 650 | 645 | -5 |
| Mean Score | 46.43 | 46.07 | -0.36 |
| Min | 20 | 25 | -30 |
| Max | 60 | 65 | 15 |

From the data above, the total pre-test score of control class students is 650 and the average of the control class pre-test score is 46.43. The lowest score of the control class pre-test was 20 and the highest score was 60. From this data there are still many students who still lack mastery of listening. Meanwhile, the total post-test score of the control class was 645 and the average of the control class post-test score was 46.07. The lowest score of the control class post-test was 25 while the highest score was 65. That way, it can be concluded that there is a difference in pre-test and post-test scores in the control class.

From the data above, it can be concluded that the difference between the experimental class and the control class is that the experimental class score is much higher after using the animation movie compared to the control class.

Table 3. Data tabulation results

| | N (Total Student) | Min | Max | Mean |
|---------------------|----------------------|-----|-----|-------|
| Pretest experiment | 14 | 30 | 60 | 50 |
| Posttest experiment | 14 | 45 | 70 | 57.5 |
| Pretest control | 14 | 20 | 60 | 46.43 |
| Post test control | 14 | 25 | 65 | 46.7 |

The descriptive statistic table above shows the total number of students from the experimental class and control class which consisted of 14 students each. The highest pre-test score of the experimental class was 60, and the lowest score was 30 the mean score was 50

with standard deviation was 7.826. The highest post-test score of the experimental class was 70, and the lowest score was 45 the mean score was 57.5 with standard deviation was 3033.3. The highest pre-test score of the control class was 60, and the lowest score was 20 the mean score was 46.43 with standard deviation was 11.5. The highest post-test score of the control class was 65, and the lowest score was 25 the mean score was 46.7 with standard deviation was 10.68.

Normality test

Normality test is used to determine whether the research population is normally distributed or not. In this normality test, the researcher uses manual calculations using the chi-square test model. The researcher used chi-square test model, the criteria acceptance or rejection hypothesis H_0 is accepted if $(X^2 \text{ count}) < (X^2 \text{ table}) \alpha: 0.05$ and H_a is not accepted if $(X^2 \text{ count}) > (X^2 \text{ table}) \alpha: 0.05$. The results of this normality test calculation were carried out on the experimental data class and control class with the results below.

Table 4. Pretest data normality test results

| | X² count | X² table (0.05) |
|--------------------|----------------------------|-----------------------------------|
| Pretest experiment | 1.7025 | 5.9915 |
| Pretest control | 3.9944 | 5.9915 |

In the data above, the researcher used the chi-square test to calculate the normality test and get the data results (X^2 count) pre-test experimental class was 1.7025 which is smaller than (X^2 table) 5.9915 so, it can be said that the data is normally distributed, and the result of the control class pre-test data (X^2 count) was 3.9944 which is smaller than (X^2 table) 5.9915 so, it can be said that the data is normally distributed.

Table 5. Posttest data normality test results

| | X² count | X² table (0.05) |
|----------------------|----------------------------|-----------------------------------|
| Post test experiment | 1.6763 | 5.9915 |
| Post test control | 1.1616 | 5.9915 |

In the data above, the researcher used the chi-square test to calculate the normality test and get the data results (X^2 count) post-test experimental class was 1.6763 which is smaller than (X^2 table) 5.9915 so, it can be said that the data is normally distributed, and, the data result (X^2 count) of the control class post-test was 1.1616 which is smaller than (X^2 table) 5.9915 so, it can be said that the data is normally distributed.

Homogeneity Test

In this homogeneity test, based on the calculation of normality test the researcher uses the calculation results to determine whether the two classes are homogeneous or heterogeneous. The researcher uses manual calculations using the fisher test model. H_0 is accepted if $(F_{\text{count}}) < (F_{\text{table}})$ $\alpha: 0.05$ and the result can be seen the table bellow:

Table 6. Pretest data homogeneity test results

| | Variable 1 | Variable 2 |
|---------------------|------------|------------|
| Mean | 45.769 | 46.071 |
| Variance | 191.026 | 185.302 |
| Observations | 14 | 14 |
| Df | 13 | 13 |
| F | 1.031 | |
| P(F<=) one-tail | 0,476 | |
| F Critical one-tail | 2.604 | |

Based on the table above, it can be concluded that the data is homogeneous because the result of (F_{count}) pre-test from experimental and control class was 1.03, with (F_{table}) 2.60.

Table 7. Posttest data homogeneity test results

| | Variable 1 | Variable 2 |
|---------------------|------------|------------|
| Mean | 50 | 57.5 |
| Variance | 84,62 | 64,423 |
| Observations | 14 | 14 |
| Df | 13 | 13 |
| F | 1.313 | |
| P(F<=) one-tail | 0.315 | |
| F Critical one-tail | 2.577 | |

Based on the table above, it can be concluded that the data is homogeneous because the result of (F_{count}) pre-test from experimental and control class was 1.31, with (F_{table}) 2.58. With the criteria that the data can be declared homogeneous if $(F_{\text{count}}) < \text{than } (F_{\text{table}})$.

T-test

The researcher performs hypothesis calculations using the T-test to determine whether there is a difference in student listening after using the treatment using animation movie "wall-E" at MTs Al-Ishlah dasan agung. The hypothesis test was done after the data was tested by using normality and homogeneity tests with the results of normally distributed and homogeneous data. Significant value (α) is 5% or 0.05 by calculating the mean of the pre-test and post-test of the gained in the experimental and controlled classes is below.

Table 8. T-test results

| | Variable 1 | Variable 2 |
|----------------------|-------------------|-------------------|
| Mean | 50 | 57.5 |
| Variance | 84,62 | 64,423 |
| Observations | 14 | 14 |
| Pearson Correlations | 0.7293 | |
| Hypothesized | 0 | |
| df | 13 | |
| t _{stat} | -4.364 | |
| P(t<=) one-tail | 0.000 | |
| t Critical one-tail | 1.771 | |
| P(t<=) two-tail | 0.001 | |
| t Critical two-tail | 2.160 | |

In the table above, it can be concluded that the P value with df 13 is 0.001. The result of comparing the P value with the significant value (α) is 0.05 where the P value is smaller than the significant value or $0.01 < 0.05$. It can be concluded that, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, which means that there is a significant difference in students' listening skills by using animated films.

DISCUSSION

Control Class

At the first meeting on August 8, 2023, in the control class, the researcher gave a pre-test before carrying out the learning process, the researcher made introductions and opening, then the researcher explained the purpose of his arrival at the school. From the pre-test, the average score was 46.43. In the second meeting to the third meeting, on August 16 and August 22, 2023, researchers provided material that had been adjusted to the lesson plan. Researchers think about how to write down what they hear correctly. At the fourth meeting on the 30th of August 2023 the researcher still conducted the learning process as usual and in the last 20 minutes the researcher gave a post-test. And in the post-test the researcher got a mean score of 46.07.

Experimental Class

The first meeting in the experimental class was held on 9th, august 2023 the researcher did the introduction and told the purpose of coming to school and then gave the pre-test that had been prepared. Then proceed with discussing the material that is adjusted to the lesson plans. After discussing the material, the researcher provides an assessment to rewrite the example sentences mentioned by the researcher and see how good their listening skills are before treatment. In the pre-test, the mean score obtained was 50.

In the second and third meetings, on the 18th, August 2023 and 23rd, August 2023 at the second meeting to the third meeting, on the 16th, August and 22nd August 2023 the researcher provided the materials that had been adjusted to the lesson plans. The researcher thought how to correctly write down what they heard. The students very enthusiastic when paying attention to the animated movie that was being played and wrote back the vocabulary they heard and then matched it with how to write correctly after the movie was finished playing. At the fourth meeting on the 30th of August 2023 the researcher conducted the learning process as usual and in the last 20 minutes the researcher gave a post-test. And in the post-test the researcher got a mean score of 57.5.

CONCLUSION

This research was conducted to using animation movies to improve student listening skills at MTs Al- Ishlah Dasan Agung. After doing several things to get results such as determining the research design, collecting the data, and analyzing the data and finally the researcher completed the research with positive results. As explained in the point research findings, it can be concluded that the results of the mean post test of the experimental class are greater than the control class $57.5 > 46.07$. And the significance of P value and α is smaller, namely $0.01 < 0.05$. So, it can be concluded that the results of the hypothesis test are H_0 is rejected and H_a is accepted and concluded that there is a significant influence of using animation movies to improve student listening skills. Experiment class students can improve their listening skills well after getting the treatment of watching animation movies. That means that using animation movies as English learning media to help improve students' listening skills and memorize vocabulary is effective.

RECOMMENDATIONS

In this research there is evidence of effectiveness in the use of animation movies to improve student listening skills. Thus, the researcher wants to recommend this research to (1) for schools, based on the results of the research, learning English using animation movies can add strategies and knowledge to English lessons at school, (2) for teachers, this research can be used as one of the strategies in learning English, especially in listening, (3) for student, this research can improve the student listening skill by using animation movie, (4) for the next researcher, it is hoped that this research can be used as a reference in making other research, and (5) for researchers, it is hoped that this research can be used as a reference in making other research

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