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The Effect of Using Short Animation Movie on Listening Comprehension Ability of 8th Grade Students at SMPN 2 Pematangsiantar

Theresa Nanda Kristiani^{1✉}, David Berthony Manalu², Rudiarmann Purba³

Universitas HKBP Nommensen Pematangsiantar

Email: theresananda84@gmail.com^{1✉}

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui penerapan metode film animasi pendek terhadap kemampuan menyimak siswa kelas delapan. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan metode film animasi pendek terhadap kemampuan menyimak siswa kelas delapan SMP Negeri 2 Pematangsiantar. Penelitian ini merupakan penelitian kuantitatif dalam bentuk desain eksperimen. Data yang diperoleh berupa data tentang nilai tes siswa. Pada kelas eksperimen, nilai pre-test berkisar antara nilai minimum 2 sampai nilai maksimum 44, dengan skor rata-rata 19,32 dan simpangan baku 11,545. Setelah intervensi, nilai post-test berkisar antara nilai minimum 24 sampai nilai maksimum 78, dengan skor rata-rata (mean) 51,03 dan simpangan baku 13,205. Peningkatan signifikan ini menyoroti efektivitas penggunaan film animasi pendek dalam meningkatkan keterampilan pemahaman mendengarkan siswa. Sebaliknya, kelas kontrol menunjukkan skor pra-tes berkisar dari nilai minimum 4 hingga nilai maksimum 40, dengan skor rata-rata 21,03 dan deviasi standar 9,061. Skor pasca-tes untuk kelompok ini berkisar dari nilai minimum 20 hingga nilai maksimum 92, dengan skor rata-rata (mean) 58,84 dan deviasi standar 14,531. Sementara kelas kontrol juga menunjukkan peningkatan, kemajuannya kurang menonjol dibandingkan dengan kelas eksperimen, yang menggarisbawahi keuntungan penerapan film animasi pendek sebagai alat pengajaran. Secara keseluruhan, temuan tersebut mendukung kesimpulan bahwa pemanfaatan film animasi pendek secara signifikan meningkatkan kemampuan pemahaman mendengarkan di antara siswa. Hasil tersebut menunjukkan bahwa pendekatan yang menarik dan interaktif ini secara efektif meningkatkan pengembangan keterampilan mendengarkan, yang menyoroti pentingnya metode pengajaran yang inovatif dalam praktik pendidikan.

Kata Kunci: *Film Animasi Pendek, Mendengarkan, Pemahaman Mendengarkan*

Abstract

The goal of this research is to ascertain to implement of using short animation movie method on listening comprehension of students grade eight The objective of this research is to find out whether there is significant effect of using short animation movie method on listening comprehension of grade eight students of SMP Negeri 2 Pematangsiantar. This research was quantitative research in the form of experimental design. The data obtained in the form of data on student test scores. In the experimental class, the pre-test scores ranged from a minimum value of 2 to a maximum value of 44, with a mean score of 19.32 and a standard deviation of 11.545. Following the intervention, the post-test scores ranged from a minimum value of 24 to a maximum value of 78, with an average (mean) score of 51.03 and a standard deviation of 13.205. This significant improvement highlights the effectiveness of using short animation movies in enhancing students' listening comprehension skills. Conversely, the control class exhibited pre-test scores ranging from a minimum value of 4 to a maximum value of 40, with a mean score of 21.03 and a standard deviation of 9.061. The post-test scores for this group ranged from a minimum value of 20 to a maximum value of 92, with an average (mean) score of 58.84 and a standard deviation of 14.531. While the control class also showed improvement, the progress was less pronounced compared to the experimental class, underscoring the advantages of implementing short animation movies as a teaching tool. Overall, the findings support the conclusion that utilizing short animation movies significantly enhances listening comprehension ability among students. The results indicate that this engaging and interactive approach effectively promotes listening skill development, highlighting the importance of innovative teaching methods in educational practices.

Keywords: *Short Animation Movie, Listening, Listening Comprehension*

INTRODUCTION

It is interesting for researchers to take this research because there are still many students who are still lack of interest in studying English subjects, especially in the listening section (Rintaningrum, 2018). Apart from that, the reason is also because the media or tools used in schools are still minimal in supporting this listening skill, and the teachers there are also lacking in improving listening comprehension skills (Gustika, et al, 2024). That is why researchers are interested in problems that occur when the English language teaching and learning process occurs in the classroom and these incidents occur when researchers carry out practical field experiences at the school the researcher is targeting. Researchers try to use other media to support skills listening comprehension of students in class by watching several short animated movie through this media can increase students' knowledge in class in terms of listening comprehension skills.

Before researchers teach listening comprehension skills to students, students must first understand what language is often used in this skill. Listeners or other people will be able

to understand what is conveyed by the speaker through the language used (Munir, 2022). Humans need to learn language to convey their intention or opinion to others in a community (Rabiah, 2018). One of the most commonly used languages in the world and being an International Language is English (Silaban, et al 2023). Learning English is very important because when we learn English, as we travel from country to country, we will be able to easily adapt and speak to anyone (Tillayeva, 2020). In fact, extending our affiliation to the world certainly is our key asset. English is also the main business language and it has become almost a requirement for people to speak English if they want to join (Setiawan & Wahyuningsih, 2023). Expression is the expression or process of expressing or communicating certain emotions, intentions, or ideas (Li, 2022). According to Al-Khuja, et al (2022), the definition of expression is a process of expressing something that shows an intention, idea or goal. Sometimes expressions can be made using the face, but if you express them only with expressions without good pronunciation intonation, most people are confused and don't understand the meaning someone wants to convey, so intonation can also influence the purpose someone wants to convey.

According to (Fatria, 2017: 136) media is anything that can be used to channel messages and can stimulate the mind, can arouse students' enthusiasm, attention and will so that it can encourage the learning process in students. Learning media can be considered as a mediator of the learning process (Hidayah, et al, 2023). In this day and age, there are many media such as music, videos and films that can be used to improve English listening, to absorb English vocabulary through auditory means attentively and to cultivate and enhance students in comprehending spoken English with the most popular media today is movie.

According to Armiun, Rahmatian, Safa, and Shairi (2017) cited in Nurani & Widiati (2021), agreed that factors of listening difficulties are concentration difficulties, high rate of speech, failing to recognize words, fatigue due to the length of texts, failing to construct the general meaning, and ineffective listening strategies use. Listening is one of the skills of the English language, where this skill comes from the word listen, which means to hear, which is a noun and the addition at the end of the wording is a verb, namely, listening can be done through learning media or teaching aids to help the process of understanding listening skills (Gultom, et al, 2023). This means students need comfort and enjoyment to engage with it. Therefore, the media used must follow the latest trends by using social media. The results of this study are intended to provide listening comprehension teachers and instructors with an overview so they can consider appropriate methods and activities for their students.

According to Fauzi & Angkasawati (2019), defined listening comprehension as one's ability to recognize another through sense, aural organs and allocate a meaning to the message to understand. Beyond understanding meanings and supporting details in spoken materials, listening also includes listening for thoughts, feelings, and intentions of the speakers in delivering the message (Silalahi, 2023). Listening comprehension is not only hearing. After listeners hear the message, they should be able to form a meaning in their mind as one of the necessary parts in making successful communication (Rost in Ahmadi, 2016). According to these opinions, it could be deduced that listening comprehension is process that is carried out intentionally and calls for interest by listener which will recognize content material and goals conveyed by the speaker. Many researchers believe that the four main skills taught to English as a Foreign Language (EFL) students are listening and speaking (Bano, 2017) cited in Sanday 7 Nurdawati (2021). Bless states that it is important for humans to listen from infancy before they can speak. He points out that listening should be the most practiced skill for communication (Hazegh, 2020). In the EFL context, because the language is still new, students still lack background knowledge, which can cause listening difficulties in the process.

According to Maji, et al (2022), a special study conducted by Lynch found that listening to a second language was not much different from listening to a first language. Still, second language listeners' acquisition of knowledge about the language proved limited. Limited language skills include knowledge of cultural differences, accents, vocabulary, and length or speed of audio input. these are considered to be some of the main problems that language learners face in listening comprehension (Erinta & Listyani, 2022). Increased listening practice can help EFL learners overcome this situation. More listening practice can be done through extensive listening. In this sense, where there are still many in listening, the lack of vocabulary, grammar, and reading is the key problem faced by a teacher.

In Indonesia, the 2013 curriculum has been administered nationally in the first two grades in each stage of high school and primary school in 2014."The reason for 2013 Curriculum as stated is to put together beginners to have the ability and competence as citizens who are faithful, efficient, innovative, and able to contribute to society, state, and mankind's lifestyle."(Permendikbud No.69, 2013).The 2013 curriculum is the 2006 curriculum which has undergone regular changes where it has standards in a government aimed at improving a person's skills. The education system in our country is still facing various problems. This is the. It is never finished because its contents change during the process. The teaching and learning process is always under pressure from scientific progress,

technological, and social progress (Oke & Fernandes, 2022). from our educational problems, even now there is a curriculum that continues to develop and develop so that it burdens children, without showing the direction of development that is truly appropriate and causing the desired curriculum changes (Amiani, 2022; Kim et al., 2021; Rami et al., 2022. (Mawati et al., 2023). Abidin (2014) states "There are five steps of learning that should be performed, inclusive of (1) observing scientifically, (2) growing intellectual curiosity via wondering, (3) building crucial wondering, (4) experimenting, and (5) speaking. This curriculum gives learners incorporated substance to actively take part within the system of learning. Each school has learners with unique capabilities, especially listening. Therefore, a learning method is needed to allow them the listen and understand the lesson. One of the methods used in learning listening is a short animation movie.

Short animation movie is an effective teaching strategy for second language acquisition which emphasizes the comprehensive development of listening, speaking, reading, and writing skills (Liya, et al, 2024). This is mainly derived from principles of behaviorism. In language coaching for non-native speakers, there is a teaching approach that acknowledges the capacity of living beings to develop positive attributes through a reward system. This technique prioritizes oral communication over written expression by implementing a reinforcement system that reinforces listening and speaking skills. The approach involves mainly conversational and drill exercises, as well as pattern practices for exercising. Tabieh, Al-Hileh, Haya, Afifa, and Abuzagha's (2020) study showed that there is a significant effect of using movies (in the form of storytelling) in teaching listening; Dhillon (2015) added the same topic, that there is an improvement effect of using a movie as media on listening comprehension for the faculty students. According to Pratama (2018), Putri et al. (2017), and Pamungkas and Adi's (2020) studies also indicated that movies (with different types, i.e., bibliography, animation, storytelling, etc) affected teaching English.

Bringing technology into the classroom begins when it is used by teachers in meaningful and relevant ways to prepare lessons. Technological aids should support the teaching-learning process. Technology should assist the teacher in creating a collaborative learning environment. Students will be active in captivating the materials and motivated the follow teaching-learning activities by using the media. When learners start to learn a language, they will listen to word repetition before able to realize and say it. Listening is inseparable from English learning in school. Thus, listening comprehension is crucial to enhance learners to study english. It assist learners to understand the material and they can apply it in speech and writing skill or in daily activities.

Now a days, language practice is crucial in language learning because it may assist students to understand english easily. Researcher discovered that learners in SMPN 2 Pematangsiantar are lack in practicing listening skill and have problems to in distinguish how to pronounce words, phrase, or sentence correctly. This research aims to improve their listening comprehension by using the short animation movie. Short animation movie can help students to understand the material that has been delivered and to help them to remember it. The short animation movie is used by making students watching and listen to passages from animation movie, then students will be asked several questions. Based on researcher's experience when conducted internship program at SMPN 2 Pematangsiantar, the learners' listening comprehension in learning english of grade eighth is still relatively less. This was because they were less able to relate the material being taught to real situations in everyday life. In addition it was also because the explanation were still monotonous and boring, so that students were less interested in learning english. They bored because there were dynamics, innovation, creativity, and they have not been actively involved, so it is difficult for teachers to improve learning qualities.

The application of short animation movie is expected to be able to assist students in understanding the concepts they are learning and help them find links between concepts. This is important for students in studying english. With the application of short animation movie, it is hoped that it can increase learner's activities and their learning outcomes, especially to listen. In this case, teacher is no longer the center of learning, but to facilitate and control learners' learning activities. It is hoped that english lessons will become a fun study by using short animation movie, in order to improve learner's listening abilities. Therefore based on the background, with reference to the exportitorial strategy the researcher conducted a research with title "The Effect of Using Short Animation Movie on Listening Comprehension Ability of Grade 8th Students at SMPN 2 Pematangsiantar".

RESEARCH METHOD

Research consists of quantitative and qualitative. According to Arikunto (2013:28) quantitative research applies to a population and uses the sample as the participants, qualitative research on the other hand does not apply to the population and sample. In this research, researchers will use quantitative research where the research will collect the data from the students as the participants. Instruments are usually utilized to gauge these variables and obtain numerical data, which can be statistically analyzed using various methods. Furthermore, according to the research design used in this research is Quasi

experiment. According to Creswell (2015) quasi an experiment is an experimental design carried out without randomization, but involves assigning participants to group.

The location of this research will be conduct at SMP Negeri 2 Pematangsiantar which is located on Jl. Rajamin Purba, Bukit Sofa, Kec. Siantar Sitalasari, Kota Pematangsiantar, Sumatera Utara 21111. In this research, the class that will be use by the researcher is grade VIII students in the 2023/2024 academic year. The subject of this research is the students at grades VIII-5 and VIII-11, and the object of this research is the students' ability to speak a daily conversation. The tests used as instruments of research were given to the students in the form of listening comprehension questions as many as 20 questions in the form of multiple choice question based on narrative text. The questions for the test are taken and compiled from UN/Ujian Nasional 2019 (Paket 1-4), and ASPD/Assesment Standarisasi Pendidikan Daerah for Junior High School level.

RESULT AND DISCUSSION

Data Description

The research data was collected from 8th-grade students at SMPN 2 Pematangsiantar. The study focused on the effect of using short animation movies on students' listening comprehension ability. For this study, the researcher selected two classes, VIII-8 and VIII-9, totaling 62 students. These students were divided into two groups: a control group of 31 students who used conventional media (handbooks) and an experimental group of 31 students who engaged in watching short animation movies as a method to enhance their listening comprehension skills.

Table 1. Students scores of the Experimental Class

No	Student's Initial Name	Pre Test	Post Test
1.	MAD	32	44
2.	R	20	44
3.	B	24	38
4.	DRN	12	68
5.	PH	24	56
6.	AG	24	68
7.	HP	12	78
8.	ISN	36	68
9.	AA	12	56
10.	IM	16	44

11.	RP	24	36
12.	SA	16	56
13.	CAS	20	52
14.	REP	8	36
15.	TH	16	44
16.	KN	32	52
17.	VP	28	56
18.	NS	12	36
19.	G	8	56
20.	DL	25	68
21.	PA	28	44
22.	BJT	32	48
23.	G	28	52
24.	AZ	20	74
25.	AK	2	36
26.	CA	2	44
27.	K	2	24
28.	R	2	56
29.	S	44	44
30.	O	2	36
31.	F	36	68
Σ		599	1582

Based on the scores of the experimental class, the pre-test results showed that the lowest score was 2, while the highest score was 44. The total pre-test score for the experimental group was 599, resulting in an average score of 19.32. After the intervention, the post-test results indicated significant improvement, with the lowest score increasing to 24 and the highest score reaching 78. The total post-test score was 1582, leading to an average score of 51.03. This notable increase in scores demonstrates the effectiveness of using short animation movies as a teaching method to improve students' listening comprehension skills.

Data Analysis

The pre-test and post-test results for both the experimental class and the control class were collected for this quantitative research, necessitating thorough data analysis. The analysis will be conducted using SPSS version 26, a powerful statistical software widely used for data management and analysis in research. Research Findings.

1. Descriptive Analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest_Experimental	31	2	44	19.32	11.545
PostTest_Experimental	31	24	78	51.03	13.205
PreTest_Control	31	4	40	21.03	9.061
PostTest_Control	31	20	92	58.84	14.531
Valid N (listwise)	31				

- There were 31 students in each class, denoted by the letter N.
- Experimental Class: The pre-test scores had a minimum value of 2 and a maximum value of 44. The mean score was 19.32, with a standard deviation of 11.545 and the post-test scores ranged from a minimum value of 24 to a maximum value of 78, with an average (mean) score of 51.03 and a standard deviation of 13.205.
- Control Class: The pre-test scores had a minimum value of 4 and a maximum value of 40. The mean score was 21.03, with a standard deviation of 9.061 and the post-test scores ranged from a minimum value of 20 to a maximum value of 92, with an average (mean) score of 58.84 and a standard deviation of 14.531.

2. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
PreTest_Experimental	.109	31	.200*	.957	31	.239
PostTest_Experimental	.154	31	.058	.951	31	.165
PreTest_Control	.132	31	.180	.972	31	.571
PostTest_Control	.155	31	.056	.951	31	.166

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Statistics, df, and sig, for the Shapiro-Wilk and Kolmogorov-Smirnov tests can be seen in the table above. If the significant value (Sig) in the Kolmogorov-Smirnov test and Shapiro-Wilk test is greater than 0.05, then the research data is considered normal. The data in this study no more than 50 data, so the focus is on the significant value (Sig.) in the Shapiro-Wilk test. All significant values in the Shapiro-wilk test are normally distributed because the significance value is greater than 0.05.

3. Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Students Learning Outcomes	Based on Mean	2.636	3	120	.053
	Based on Median	2.233	3	120	.088
	Based on Median and with adjusted df	2.233	3	99.664	.089
	Based on trimmed mean	2.632	3	120	.053

Since the significance value (Sig.) based on the mean is 0.053, which is greater than 0.05, we can conclude from the homogeneity test output in the table that the variances of the data are homogeneous. This indicates that the changes in the post-test data of the experimental class and the post-test data of the control class are identical or homogeneous.

4. Paired Samples Test

Paired Samples Test									
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Students Learning Outcomes - Class	35.056	20.929	1.880	31.336	38.777	18.652	123	.000

The Sig. (2-tailed) value of 0.000 leads to the rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha), confirming the effectiveness of using short

animation movies in enhancing listening comprehension ability among 8th-grade students at SMPN 2 Pematangsiantar.

These findings highlight the potential of innovative teaching strategies, such as incorporating short animation movies, in improving educational outcomes in listening instruction. The results suggest that utilizing engaging and visually stimulating media can significantly enhance students' listening comprehension skills compared to traditional methods.

Hypothesis Testing

If the value of Sig. (2-tailed) on the paired samples t-test is less than 0.05, then the alternative hypothesis (H_a) is accepted for the test condition. In this study, the analysis indicated a Sig. (2-tailed) value of 0.000, which is indeed less than 0.05. This leads to the acceptance of H_a , confirming that there is a significant effect of using short animation movies on the listening comprehension ability of 8th-grade students at SMPN 2 Pematangsiantar.

Research Findings

After conducting the data analysis process, several findings were obtained that could answer the research problems:

1. The analysis indicated that the use of short animation movies significantly affects listening comprehension ability among 8th-grade students at SMPN 2 Pematangsiantar. The value of Sig. (2-tailed) on the paired samples t-test was 0.000, which is less than 0.05, thus meeting the condition for accepting H_a . This result suggests a significant effect of the intervention.
2. Experimental Class: The pre-test scores had a minimum value of 2 and a maximum value of 44. The mean score was 19.32, with a standard deviation of 11.545, and the post-test scores ranged from a minimum value of 24 to a maximum value of 78, with an average (mean) score of 51.03 and a standard deviation of 13.205. This indicates a notable improvement in listening comprehension ability after the intervention.
3. Control Class: The pre-test scores had a minimum value of 4 and a maximum value of 40. The mean score was 21.03, with a standard deviation of 9.061, and the post-test scores ranged from a minimum value of 20 to a maximum value of 92, with an average (mean) score of 58.84 and a standard deviation of 14.531. The improvement in the control class was less pronounced compared to the experimental class.

4. The hypothesis testing results support the conclusion that the use of short animation movies has a significant impact on students' listening comprehension ability. Since the Sig. (2-tailed) value was 0.000, which is less than 0.05, we accept H_a , indicating that the intervention was effective in enhancing listening comprehension skills among the students.

In summary, the findings demonstrate that the implementation of short animation movies positively influences listening comprehension ability, with the experimental group showing a significant improvement compared to the control group.

Discussion

This research aimed to evaluate the impact of using short animation movies on listening comprehension ability among 8th-grade students at SMPN 2 Pematangsiantar. The analysis indicated a significant effect of the intervention, as evidenced by the Sig. (2-tailed) value of 0.000, which is less than 0.05. This result supports the acceptance of the alternative hypothesis (H_a), demonstrating that the treatment positively influenced students' listening comprehension performance.

In the experimental class, the pre-test scores ranged from a minimum value of 2 to a maximum value of 44, with an average (mean) score of 19.32 and a standard deviation of 11.545. Following the intervention, the post-test scores ranged from a minimum value of 24 to a maximum value of 78, with an average score of 51.03 and a standard deviation of 13.205. This significant improvement highlights the effectiveness of using short animation movies in enhancing students' listening comprehension skills.

Conversely, the control class exhibited pre-test scores ranging from a minimum value of 4 to a maximum value of 40, with a mean score of 21.03 and a standard deviation of 9.061. The post-test scores for this group ranged from a minimum value of 20 to a maximum value of 92, with an average score of 58.84 and a standard deviation of 14.531. While the control class also showed improvement, the gains were less pronounced compared to the experimental class, underscoring the advantages of implementing short animation movies as a teaching tool.

Overall, the findings support the conclusion that utilizing short animation movies significantly enhances listening comprehension ability among students. The results indicate that this engaging and innovative approach effectively promotes listening skill development, highlighting the importance of creative teaching methods in educational practices.

CONCLUSION

This research aimed to evaluate the impact of using short animation movies on the listening comprehension ability of 8th-grade students at SMPN 2 Pematangsiantar. The analysis indicated a significant effect of the intervention, as evidenced by the Sig. (2-tailed) value of 0.000, which is less than 0.05. This result supports the acceptance of the alternative hypothesis (H_a), demonstrating that the treatment positively influenced students' listening comprehension performance. In the experimental class, the pre-test scores ranged from a minimum value of 2 to a maximum value of 44, with a mean score of 19.32 and a standard deviation of 11.545. Following the intervention, the post-test scores ranged from a minimum value of 24 to a maximum value of 78, with an average (mean) score of 51.03 and a standard deviation of 13.205. This significant improvement highlights the effectiveness of using short animation movies in enhancing students' listening comprehension skills. Conversely, the control class exhibited pre-test scores ranging from a minimum value of 4 to a maximum value of 40, with a mean score of 21.03 and a standard deviation of 9.061. The post-test scores for this group ranged from a minimum value of 20 to a maximum value of 92, with an average (mean) score of 58.84 and a standard deviation of 14.531. While the control class also showed improvement, the progress was less pronounced compared to the experimental class, underscoring the advantages of implementing short animation movies as a teaching tool. Overall, the findings support the conclusion that utilizing short animation movies significantly enhances listening comprehension ability among students. The results indicate that this engaging and interactive approach effectively promotes listening skill development, highlighting the importance of innovative teaching methods in educational practices.

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