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## The Influence of Short Animation Movies Learning Listening Skills of 11<sup>th</sup> Graders at Ma Mu'min Cendekia Bekasi

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### Abstrak

Penelitian ini bertujuan untuk mengetahui ada tidaknya pengaruh yang signifikan penggunaan film animasi pendek terhadap pembelajaran keterampilan menyimak siswa kelas XI Ma Mu'min Cendekia Bekasi. Penelitian ini menggunakan metode Kuantitatif Non Eksperimen. Sampel penelitian tidak ada karena sudah ada di lingkungan sekitar. Peneliti menggunakan statistik, analisis data menggunakan SPSS 27. Peneliti menemukan permasalahan pembelajaran di sekolah yaitu pendengaran siswa kurang jelas, dan tidak dapat mendengar kata "Open" tetapi ditulis dengan kata "Owpen". Hasil penelitian menunjukkan diperoleh bahwa hipotesis H1 : Ada pengaruh antar kelas yang menerapkan tes keterampilan mendengarkan. H0: Tidak ada pengaruh antar kelas yang menerapkan tes film animasi pendek. Dapat disimpulkan bahwa film animasi pendek memberikan pengaruh yang signifikan terhadap keterampilan mendengarkan siswa Ma Mu'min Cendekia Bekasi.

Kata Kunci: *Film Animasi Pendek, Keterampilan Menyimak, Metode Kuantitatif*

## Abstract

This study aims to determine whether there is a significant influence of the use of short animation movies on 'learning of listening skills of class 11 Ma Mu'min Cendekia Bekasi. This study uses a Non-Experimental Quantitative method. There is no research sample because it is already in the surrounding environment. The researcher uses statistics, data analysis using SPSS 27. The researcher found learning problems in schools, namely that students' hearing is not clear, and they cannot hear the word "Open" but are written with the word "Owpen". The results of the study showed that the hypothesis H1: There is an influence between classes that apply listening skills tests. H0: There is no influence between classes that apply short animation movies tests. It can be concluded that short animation movies have a significant influence on the listening skills of students of Ma Mu'min Cendekia Bekasi.

Keywords: *Short Animation Movies, Listening Skills, Quantitative Method*

## INTRODUCTION

English is the most widely used language in communication both nationally and internationally. English is the third most widely used mother tongue in the world, after Mandarin and Spanish. We realize the importance of English in the contemporary world. English is very important in today's modern society. In general, people gather in the world must use English for the need to communicate with others. Likewise, in a country must communicate using English.

According to researchers, English proficiency shows that almost all sources of information around the world use English in various aspects of life including science, technology, and education. And understanding the levels of English has an important role for learners.

Given the importance of English, the Indonesian government has set English as a compulsory subject in official schools. (PERMENDIKNAS No. 22 of 2006 concerning the national education system and PP No. 28 of 1990 concerning Human Resource Development). This makes it so that students in Indonesia must remember the importance of English and learn it at school. Good English skills can help students continue their education, which can get many opportunities to work and aims to create human resources who have optimal English language skills.

English learning in schools is one of the important elements in the framework of educational development where English teaching aims to improve students' ability to communicate well and correctly in English, both orally and in writing, and to improve the assessment of English learning outcomes. In learning English, students must master four English language skills: listening, speaking, reading, and writing.

Based on the results of observations and interviews with English teachers at Ma Mu'min Cendekia, it can be concluded that students are less able to listen in English and have difficulty understanding words in English. This statement shows that teachers know that students have limited speaking skills and very low listening skills.

The researcher found several problems with school learning based on observations and interviews in the classroom. The following problems can be identified: 1) Students' listening skills are still low, which can be seen from the listening test; 2) Students have unclear hearing, and the researcher found that they could not hear the word "Open" and but written in words "Owpen"; and; 3) Students do not have confidence during the listening test process; 4) Lack of desire to be better in English. Researchers want to propose short animation movies as one way to improve the listening skills of Ma Mu'min Cendekia students.

Short Animation Movies media is a learning media that contains images, animal characters, dolls or videos and animations. This media is to find out the knowledge of listening skills in English. In this media, it provides opportunities for students to understand, teach, and apply their listening skills. At this stage, researchers immediately conduct surveys or assessments of students. Starting from listening tests and movie tests. This aims to determine the significant influence of Short Animation Movies on Listening Skills at Ma Mu'min Cendekia.

Teachers can also use audio and movies to help understanding and make students interested in learning. After the stage is complete, they are expected to be able to listen to vocabulary and words with good understanding without repeating words, they immediately understand what the word is. This method can also increase students' self-confidence and motivation. The conclusion is that the application of short animation movies to learning listening skills can make students more active in the teaching and learning process.

Based on the problems that have been explained and considering the importance of listening skills, the researcher wants to conduct a Non-Experimental Quantitative Research entitled "The Influence of Short Animation Movies Learning Listening Skills of Class 11 Ma Mu'min Cendekia Bekasi".

The conclusion is that the application of short animation movies to learning listening skills can make students more active in the teaching and learning process. Based on the problems that have been explained and considering the importance of listening skills, the researcher wants to conduct a Non-Experimental Quantitative Research entitled "The Influence of Short Animation Movies Learning Listening Skills of Class 11 Ma Mu'min Cendekia Bekasi".

## RESEARCH METHOD

The primary tool utilized by researchers to accomplish their objectives and find solutions to the issues they have identified is the research technique (Sukandarrumidi, 2012, 111). Using a survey-style methodology, the research is quantitative non-experimental. This study used a survey method in conjunction with a non-experimental quantitative methodology.

In order to validate or evaluate the hypothesis (transient assumptions) put out in the study, quantitative research methods rely on objective measurements and mathematical (statistical) analysis of data samples collected by surveys, polls, tests, or other research instruments. Research that does not alter the variables that is, merely tests the link between them is referred to as non experimental research.

"Non-experimental designs include research designs in which a researcher simply describes groups or examines relationships between pre-existing groups," according to Neil J. Salkind's Encyclopedia of Research Design.

Experts recognize and even compare this non-experimental method to the survey research method within the parameters of the quantitative approach. This is a result of the two having a lot in common. Non-experimental research is characterized by observation and observations. Unlike Experiments, non-experimental research does not use control groups and experimental groups. The purpose of non-experimental research is not to compare, but only to observe. Therefore, non-experimental research does not use certain treatments or interventions.

In this study, the researcher did not modify the independent variables or assign group members at random. As a result, it is impossible to draw conclusions about the causes of the variables in the study.

## RESULT AND DISCUSSION

### Research Results

The research began on May 19 to June 24 2024 with two meetings. In carrying out the research, the researcher carried out documentation in the form of photographs during the research. This research is located at Ma Mu'min Cendekia. The sample in this research was class XI (Eleven) with 30 students.

The purpose of this study was to ascertain whether listening skills and short animated films had a noteworthy impact on Ma Mu'min Cendekia, class XI (eleven). This kind of research is categorized as non-experimental research since it aims to ascertain how two

samples listening skills and short animation movies differ in terms of influence. Data analysis using statistics version 27.

The questions that will be tested are obtained from Google and YouTube sources. Then the questions were tested empirically, namely the questions were tested on class XI (eleven) students with 30 respondents from different schools.

The researcher employed a post-test consisting of 20 (twelve) multiple-choice questions and 18 (eighteen) descriptive questions about listening skills, specifically related to asking and providing opinions as well as giving opinions and thoughts. And, there are up to 10 (ten) descriptive questions on the short animation movie, which is about Grandpa's birthday. The following is a table of scores from Class 11 group A and Class 11 group B:

Table 1. Group A and Group B score table

Score	Category	FREQUENCY	
		Group A	Group B
		Listening Skills Post test	Short Animation Movies Post test
100 – 81	Very High	0	0
80 – 61	High	1	5
60 – 41	Medium	14	10
41 – 20	Low	0	0
21 – 0	Very Low	0	0
	Highest	65	75
	Lowest Score	45	45

The results of the student scores in Groups A and B are displayed in the table above. There are five categories for student scores: Very High, High, Medium, Low, and Very Low. A student falls into the Very High group if their score is between 81 and 100. And so forth. As noted in the table, none of the students in Group A's results fell into the "Very High" category, while one student was placed in the "High" category and 14 students in the "Medium" category. Group B saw five students placed in the "High" category, 10 in the "Medium" category, and no student in the "Very High" category. Group A's maximum score is 65, whereas Group B's is 75. And 45 is the lowest score for both Group B and Group A. Conducting a Regression Test, Correlation Test, Linearity Test, and Normality Test comes next after learning the outcomes of the student's test scores :

Table 2. Simple Regression Test

ANOVA <sup>a</sup>						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	255.024	1	255.024	12.356	.004 <sup>b</sup>
	Residual	268.309	13	20.639		
	Total	523.333	14			

a. Dependent Variable: Nilai Listening Skills

b. Predictors: (Constant), Nilai Short Animation Movies

From the output, it is known that the largest significant value was obtained as seen from the Anova table, namely  $0.004 < 0,05$ . So the regression model can be used to predict whether the short animation movie variable (x) affects listening skills (y).

Table 3. Correlation Test

Correlations			
		Nilai Listening skills	Nilai Short animation movies
Nilai Listening skills	Pearson Correlation	1	.698**
	Sig. (2-tailed)		.004
	N	15	15
Nilai Short animation movies	Pearson Correlation	.698**	1
	Sig. (2-tailed)	.004	
	N	15	15

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the output or table, Variable X and Variable Y do not correlate or do not correlate, with the form of the relationship between the variables being Positive. Under the degree of relationship, the value of 0,698 is included in the Pearson Correlation Value relationship of 0,61 to 0,80 strong correlation. The Pearson Correlation value is strong. And the sign value. (2-called)  $0,004 < 0.05$  then correlated.

Table 4. Linearity Test

		ANOVA Table					
			Sum of Squares	df	Mean Square	F	Sig.
Nilai Listening skills * Nilai Short animation movies	Between Groups	(Combined)	408.750	6	68.125	4.756	.023
		Linearity	255.024	1	255.024	17.805	.003
		Deviation from Linearity	153.726	5	30.745	2.147	.161
	Within Groups	114.583	8	14.323			
	Total	523.333	14				

From the output, there is a Sig. deviation value from linearity  $> 0,05$ , namely with a value of  $0,161$ . So there is a linear relationship between the independent variable and the dependent variable.

Table 5. Normality test

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Nilai Listening Skills		.214	15	.006	.898	15	.009
Nilai Short Animation Movies		.169	15	.200*	.943	15	.417

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

a. Lilliefors Significance Correction

It can be seen that all data are normally distributed because the data is said to be normal if  $\text{sig} > 0,05$ , and the data is said to be abnormal if  $\text{sig} < 0,05$ . This distributed data shows a significance level for Listening Skills of  $0,009$  and Short Animation Movies of  $0,417$ . So it can be concluded that the data is normally distributed.

## Discussion

From the Regression Test Value, the largest significant value is obtained, namely  $0.004 < 0.05$ . In the Correlation Test, the value of  $0.698$  is included in the Pearson Correlation Value relationship of  $0.61$  to  $0.80$  strong correlation. In the Linearity Test, the Sig. deviation value is obtained. from linearity  $> 0.05$ , namely with a value of  $0.161$ . In the Normality Test, all data are normally distributed because the data is said to be normal if  $\text{sig} > 0.05$ , and the data is

said to be abnormal if sig <0.05. The distributed data shows a significance level for Listening Skills of 0.009 and Short Animation Films of 0.417. The hypothesis obtained is H1: There is an influence between classes that apply the listening skills test. H0: There is no influence between classes that apply the short animation film test. When teaching with animated films, pupils will be engaged and able to comprehend when they participate in listening exercises and learn from the movie. Short animated videos in English can help students become better listeners and more engaged in deciphering the meaning of what they see on screen. Thus, it can be concluded that using English-language animation short movies has a major influence on Ma Mu'min Cendekia class 11 listening skills.

## CONCLUSION

Research data conducted on English language learning shows that learning English listening skills with short animation movies can improve the English listening skills of XI (eleven) class students of Ma Mu 'min Cendekia. Using animation short movies in learning English makes learning fun and they practice with enthusiasm and optimally. The listening test results and the short animation movies have met the research objectives that have been set. Based on the study's findings, it can be said that showing pupils in class XI (Eleven) Ma Mu'min Cendekia Bekasi short animation movies can significantly enhance their learning of English listening skills.

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