

**USING ANIMATION MOVIES TO ENHANCE STUDENT'S LISTENING
SKILL : A COMPARATIVE STUDY BETWEEN USING AND
NOT USING ENGLISH SUBTITLES**

THESIS



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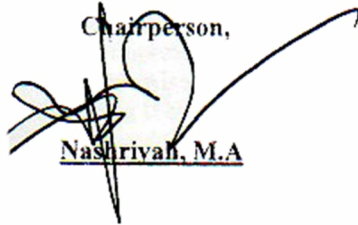
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang di sebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya akan menjadi sepenuhnya tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

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ABSTRACT

This study is entitled “**Using Animation Movies to Enhance Student’s Listening Skill : A Comparative Study Between Using and Not Using English Subtitles**”. This is based on phenomenon of students low ability in critical listening and it needs to be improved. This research was conducted to investigate the extent to which achievement of students between using English subtitle better than that of without English subtitles, and to explore the perceptions of the students in learning listening by using movies with English subtitles and without English subtitles. In obtaining the data, the writer did an experimental study at class XI Merah and XI Putih of SMAN Unggul Tunas Bangsa which involved 32 students in the XI Merah and 32 students in the XI Putih class. The writer used experimental method in experimental and control group which including pre-test and post-test design. The result showed that there was a significant improvement on students’ listening skill by using animation movie as media. It was found by comparing pre-test and post-test score. Based on the data obtained, the writer concluded that their listening skill have increased after using animation movies. In experimental group that without using English subtitle they got higher score than control group with using English subtitle. It can be proved by the pre test and post test mean of students’ listening. From t-test result, it can be seen that the class which is taught by animation movies without using English subtitles get higher score (94.21) than the class which is taught by animation movies with using English subtitle (92.50). it indicates that with using animation movie without English subtitle students more critical in listening than with using English subtitle. Also, the perception of students in learning listening by using animation movies with using and without using English subtitles, both of the classes have different reasons and choices in answer the questionnaire.

Keywords : *Animation movies ; Listening skill ;Subtitles.*

CHAPTER I

INTRODUCTION

A. Background of Study

English listening is might an important language skill and its development is a key factor for language learners. Many learners might consider that studying grammar is very important and sometimes they underestimate the importance of listening skill, because they think that is something easy to learn. On the other hand, many English learners confront difficulties. Instead of trying to improve their listening skill, they tend to neglect the importance of listening skill through guessing.

Listening is the way to identify and understand what people are saying. Without a good listening skill, we can not have a succesful conversation (Howatt & Dakin , 1974). It can involves understanding, a speaker's accent or pronunciation, grammar, and vocabulary and grasping the meaning. Therefore, it is obvious that we can not communicate or learn the english language effectively if we lack good English listening skill.

According to researcher's observation, the listening skill of eleven grade students at SMAN Unggul Tunas Bangsa ABDYA was still low. They had enough difficulties in understanding listening in learning activities. Most of students admitted that they had difficulties in the listening activities. They rarely listening by watching animation movies because before they usually heard listening by audio only. Animation movies is one of media which is very good to

be used to improve student's listening skill. It could help sensitivity to student's sense of hearing.

In the other words, the using of subtitles including English subtitle and without English subtitles has a different impact in watching the movies. Both of that ways can make the improvement in listening activities, it can make students more critical to listen and guess the meaning of the words through listening.

There are a number of relevant studies conducted by other researchers supporting to this reserach. A research was conducted by Ismaili (2013) entitled "The Effectiveness of Using English Movies in The EFL Classroom – A Study Conducted at South East European University". The participants in this study were SEEU undergraduate students between the ages of 18-25. The total sample of participants consisted of 60 students in multicultural classroom setting. The writer in the conclusion of his own study said that, teacher can employ movie based intruction to improve students' interest and learning motivation by incorporating in reading activities. In additon, activities derived from films, such as dictation, group discussion and oral presentation can also enhance students listening skills.

Another study, "Film Subtitle and Listening Comprehension Ability of Intermediate EFL Learners" by Amin, Mohsen & Arash (2016) showed, "The group with English Subtitle (ESG) had much higher score in the post-test compared to the group without any subtitles (WSG)". The reults also indicated that subtitles in the English language helped student with a better listening

comprehension gave the students the opportunity to receive visual as well as auditory message. Furthermore, most students mentioned that video subtitles in the target language did help them associate the auditory and written forms of words more easily and quickly than did video without subtitles (p.32).

B. Research Question

According to background of study, this research present two research questions :

1. To what extent is the achievement of students with English subtitle better than that of without English subtitles ?
2. What are the perceptions of the students in learning listening by using movies with English subtitles and without English subtitles?

C. Research Aim

This study was conducted as follow :

- To investigate the extent to which achievement of students between using English subtitle better than that of without English subtitles
- To explore the perceptions of the students in learning listening by using movies with English subtitles and without English subtitles.

D. Hypotheses

The research foccuses on hypothesis :

1. H_a : The students' listening skill treated without English subtitles is better than that treated with English subtitles
2. H_0 : The students' listening skill treated without English subtitle is not better than that treated with English subtitles.

E. Research Benefit

It has been mentioned above that “Animation movie” is one of medias which very good to be used to improve students' listening skill, it could help sensitivity to students' sense of hearing.

Hibbing and Rankin-Erickson (2003) explained , “movies provide a good opportunity for students in understanding about a story of concept”. Movies are a features that can help students connect to new information through their suggestion, their own knowledge, and feeling about the movies eventhough they can not see English subtitles on the movies.

Also, this research have a practical significance :

1. For teachers : teachers are easy to teach and interest the students by using animation movies
2. For students : to develop students skill and improving their ability in listening

3. For school : it can be a standard for developing the education quality of the school.

F. Research Terminologies

1. Animation Movies

According to Kristin (1980) states, “animated film” meant not just cartoons but any motion picture film as late as 1912, Fredick A. Talbot makes cartoon a mere subset of his lengthy section on “trick films” in *Moving pictures ; How They Are Made and Worked*. Animation, then , constituted a minor aspect of special effects ; quite possibly the majority of audience member at this period had never seen a cartoon (p. 106-207)”. The animation movies that researcher mean is animated cartoon which entertaining, the voice and video quality is good and easy to understand, in addition it is a movie that gives a moral value to everybody who watch it.

2. Enhance

According to Oxford Learner’s Pocket Dictionary (2008) ,“enhance means improve the good qualities” (p.148). Operationally enhance in this research is improve the ability of the student’s in listening skill of using animation movies by using English subtitles and not using English subtitles.

3. Listening Skill

In terminology, “listening is a complex process due to its double psychological and social nature : listeninng is a psychological phenomenon which

takes place on a cognitive level inside people's heads, between people and the environment surrounding them. It consider listening as a complex process, which needs to be understood in order to teach it, an subsequently, evaluate it before integrating it with phonological aspects and withthe skill of speaking (Bueno, Madrid & McLaren, 2006, p.282). Listening skill in this research means ability of the students to understand what the writer trying to measure with using animation movies.

. 4. Subtitles

According to Geza & Robert (2014) states, "Subtitles is an interactive, web-based foreign-language video viewing tool that aims to maximize vocabulary learning while ensuring that the learner fully inderstand the video and enjoys watching it". Also, it prominently displays a transcript of the foreign-language dialog, to focus learners' attention on forein language (p.1). In this research, subtitles means transcription of the movies which uses English and do not use English subtitles.

CHAPTER II

LITERATURE REVIEW

A. Definition of Listening

Listening is more complex than hearing. Harmer (2001) expresses that, “listening is a “receptive skill” where people obtain the main idea according to what they hear” (p.7). Listening to text is good pronunciation models, in other words, and the more students listen, the better they get, not only in understanding speech, but also at speaking themselves. Indeed, it is worth remembering that successful spoken communication depends not just on our ability to speak, but also on the effectiveness of the way we listen.

In the other side, Lindsay (2006) states that, “we were listened to a wide variety of things” (p.45), for example; what someone says during a conversation, face to face or on the telephone; announcements giving information, for example, at an airport or railway station, the weather forecast on the radio, a play on the radio; music; someone else’s conversation a lecture, professional advice, for example, at the doctor’s, in the bank, instructions, for example, on how to use a photocopier or other machinery; directions; a taped dialogue in class.

Besides Nunan (2001) states that, “listening is a six-staged process, consisting of hearing, attending, understanding, remembering, evaluating and responding” (p.23). These stages occur in sequence and rapid succession.

The first one is hearing and has to do with the response caused by sound waves stimulating the sensory receptors of the ear; hearing is the perception of

sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear. For this, we have Attention. It refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus. The third stage is understanding, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have perceived. Symbolic stimuli are not only words, they can be sounds like applause or even sights, like a blue uniform that have symbolic meanings as well. To do this, we have to stay in the right context and understand the intended meaning.

The meaning attached to these symbols is a function of our past associations and of the context in which the symbols occur for successful interpersonal communication: the listener must understand the intended meaning and the context assumed by the sender. After following with the next stage, it is necessary to make a remark: as it has mentioned previously, the background knowledge is important and people have to take into account several points: general factual information, local factual information, socio-cultural knowledge and knowledge of context. With these factors, the information will be correctly received. The next step is remembering, it was an important listening process because it means that an individual, in addition to receiving and interpreting the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind.

But just as our attention is selective, so too is our memory, what is remembered may be quite different from what was originally heard or seen. In the

penultimate stage, Evaluating, the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she does not begin this activity too soon, as beginning this stage of the process before a message is completed results in no longer hearing and attending to the incoming message and, as a result, the Listening process ceases.

In the last, we have responding, a stage in which, according to the response, the speaker checks if the message has been received correctly. This stage requires that the receiver complete the process through verbal or non verbal feedback, because the speaker has no other way to determine if a message has been received. Therefore, it is sometimes complicated as we do not have the opportunity to go back and check comprehension.

Gonzales and Moncada (2006) supports that, “listening helps learner to be flexible listeners, to know how to listen in order to get the general idea or the specific information needed to understand movie” (p.7). Similarly, Van Duzerr (1997) argue that, “although listening is a passive skill it is very much an active process of selecting and interpreting information from auditory and visual clues”.

Listening as a basic input material is very important for the students in learning English. It is a highly complex process that draws on knowledge of the linguistic code (language form) and cognitive processing skill (the skill process in the mind).

B. Type of Listening

According to Groom (2014), there are different types of listening :

1. Appreciative Listening

Appreciative listening is when listening for pleasure including listening to music for enjoyment, to speakers because you like their style, and their voice. It is the response of the listener, not the source of the message.

2. Critical Listening

Critical listening is when listening to weigh up whether the speaker is credible. The subject of critical listening deserves much more attention than we can afford. For example, when the listener tries to guess the meaning of words based on their prior knowledge.

3. Discriminative Listening

Discriminative listening is when listening to identify and distinguish inferences or emotions through the speaker's change in voice tone, their use of pause, it is also the ability to discriminate among the different sounds. It may be the most important type, for it is basic to the other four. By being sensitive to changes in the speaker's rate, volume, force, pitch, and emphasis, the informative listener can detect even nuances of difference in meaning.

4. Emphatic Listening

Emphatic listening is when the listener tends to listen rather than talk, their non-verbal behavior indicates that the listener is attending to what is being said. The emphasis is on understanding the speaker's feeling and being supportive and patient.

In this research, the writer foccuse on critical listening.

C. Micro Skills and Problem in Listening

Richards's (1983) detailed taxonomy of what he termed 'micro skills'. These skills are derived from his analysis of the listening process with it's emantic, pragmatic and sociolinguistics components, along with the unique features of oral discourse. According to Brown (2007 p. 308) there are some skills of micro-skills of listening :

1. Discriminate among distinctive sounds of English
2. Retain chunks of language of different lengths in short-term memory
3. Recognize English stress patterns, word, in stressed and unstressed positions, rhythmic structure, intonational contours, and their role in signaling information
4. Recognize reduced forms of words
5. Distinguish word boundaries, recognize a core of words, and intepret word order patterns and their significance
6. Process speech containing pauses, errors, corrections, and other performances variables
7. Process speech at different rates of delivery
8. Recognize grammatical word classes (nouns, verbs, etc), systems (e.g. tense, agreement and pluralization), patterns, rules, and elliptical forms
9. Detect sentence constituents and distinguish between major and minor constituents
10. Recognize that a particular meaning may be expressed in different grammatical forms

The evidence that shows why listening is difficult comes mainly from four sources: the message to be listened to, the speaker, the listener, and the physical setting. The message ,many learners find it more difficult to listen to a taped message than to read the same message on a piece of paper, since the listening passage comes into the ear in the twinkling of an eye, whereas reading material can be read as long as the reader likes. The listening material may deal with almost any area of life. It might include street gossip, proverbs, new

products, and situations unfamiliar to the student. Also, in a spontaneous conversation speakers frequently change topics. The content is usually not well organized.

In many cases listeners cannot predict what speakers are going to say, whether it is a news report on the radio, an interviewer's questions, or an everyday conversation. Messages on the radio or recorded on tape cannot be listened at a slower speed. Even in a conversation, it is impossible to ask the speaker to repeat something as many times as the interlocutor might like.

D. Definition of Animation Movies

Movies provide a wonderful opportunity for students to gain background understanding to combine with their own understanding about a story or concept (Hibbing & Rankin, 2003, p.123). Gambrell and Jawits (1993) states that, "movie features can help students connect to new information they may have not had background in and adapt their new thoughts, images, and feeling to the text at hand". It also can build students ability in predictions, confirm understandings and increase their imagination through movies (Rankin – Erickson, 2003).

Meanwhile, there are many definitions of animation. Webster says "animation is a motion picture made by photographing successive positions of inanimate objects (as puppets or mechanical part), then Animated cartoon is a motion picture made from a series of drawings simulating motion by means of slight progressive changes. Also, Academia uses definition like "created performance", that are carefully worded to establish validity and secure resources for an animation program or class. These definitions function within an

environment where animation is often an element that helps flesh out a school's curriculum.

Yatimah (2014) states that, "animation movie is kind of movie which involves sounds, recording a series drawing or manipulating in animate object one frame in one time". When projected, the sequences of frames take on the solution of motion. It use computer graphic in creating animated image. It also teach students about history, culture, science, human behavior, moral value and any other subjects.

The researcher uses animation movies with five titles for each meeting, there are : " Inside Out", "Tinker Bell and The Great Fairy Rescue", "Home", "Kungfu Panda 3 ", and "Smurfs : The Lost Village". It is appropriate for the students in Senior High School because it is interesting for them and has a meaningful story. Besides that, the movie has a moral value and the pronunciation is easier to be understood. Animation movies can be an effective media in listening, it provides students in an idea to listen, share their opinion in writing and stimulate their interest in teaching and learning process.

E. Advantages and Disadvantages of Animation Movies as A Media of Teaching

One major advantage of movies is that students or learners not only can listen the language but also they can see it, in order to support comprehension (Harmer, 2001. p. 25). As we know that movie contain visual clues such as gestures and expression which allow student to go beyond what they listen and

interpret the video in a deeper way. Also, with the movies they can use natural context such as making connections between words and images which help them to analyze their own use of the language or even to learn new language.

Beside that, Harmer (2002. p. 282) states the advantages of using film in teaching and learning process are:

1. Seeing Language-in-Use

One of the main advantages of movie is that students do not just hear language, they see it too. This greatly aids comprehension , since for example, general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus we can observe how intonation can match facial expression. All such paralinguistic feature give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

2. Cross-cultural Awareness

A movie uniquely allows students a look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British body language“ when inviting someone out, or how Americans speak to waiters. Film is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.

3. The Power of Creation

When students make their own movie as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of film-making can provoke genuinely creative and communicative uses of the language, with students finding themselves doing new things in English.

4. Motivation

For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as as hear it, and when this is coupled with interesting task. On the other side, there are have several disadvantages to be recognized when using movies in language teaching process. Movies deals with a long-term effect of using animation movie in the classroom. The main disadvantages are cost, inconvenience, and fear of technology. Additionally the sound and quality of the copies or home-produced materials not be ideal.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with research methodological procedures. This includes research plan, population and samples, sampling technique, instrument for data collection, technique of data collection and technique of data analysis.

A. Research Plan

In this part, the material presented are the definition of the research and the activities the writer did. The research plan used in this study is experimental study which also include quantitative method by using open-ended questionnaire and test that are given to the students to support the result of this research.

Arikunto (1990) states that, "Experiment research is a research method used for finding the effects of treatments towards another in a controlled condition" (p.272). In the other hand, there are some essential characteristics of experiment research according to Fraenkel (2006) stated that, "there are comparison of group, manipulation of the independent variable and and randomization" (p.262). In this study, the writer just applying comparison of group. In comparison of group usually involves two groups as subject, an experimental group and a control group. The experimental group receives a treatment of some sort which is related with this study (without using english subtitles) while the control group receives no treatment (with using english subtitle).

In this research, the writer also did pretest and post test. Pre test used to determine the ability of the students about the material that will be taught before, and to get an understanding of the students prior knowledge. Also, pre test can engage students in the content, discarding preconceived assumptions on the matter and giving them some clouds or tips that can make interesting to study, it identifies topics which the students don't know. And post test designed to measure the amount of learning a student has acquired in a spesific subject.

B. Population and Sample

Arikunto (2006) stated that, "the population is all members of the research subject" (p.173). In this research, the population is the entire of SMAN Unggul Tunas Bangsa. After determining the population, the researcher obtain a sample which an obviously important step in conducting a research. According to Arikunto (2010), "sample is small part of population that was taken as a member of subject for representative of population" (p.174). In this research, the writer only took two classes, they were XI Merah that consists of 32 students and XI Putih that consists of 32 students, XI Merah is as the experiment class and XI Putih is as the control class. The reason why the writer took XI class because both of the classes have a good understanding in English, also the material of writer has related to their material in aily learning activities and it can make the writer easier to teach them in daily activities during teaching process.

C. Sampling Technique

“Sampling technique is the process of selecting a number of individuals for a study in such a way that the individuals represent the large group from which they were selected” (Alison & Susan, 2005, p.122). In the study of research, sampling technique have two types, there are : probability and non-probability sampling. Also, the writer focused on non-probability sampling that include in purposive sampling. Non-probability sampling or nonrandom sampling does not rely on the use of randomization techniques to select members. This is typically done in studies where randomization is not possible in order to obtain a representative sample. “Bias is more of concern whis this type of sampling” (Alison & Susan , 2005, p.122)

Mackey and Gass (2005) has argued that, “in purposive sampling, the writer knowingly select individuals based on their knowledge of the population and in order to elicit data in which they are interested” (p.122). The sample may or may not be intended to be respresentative. For example, teachers or researchers may choose to compare two each of their top-middle, and lower-scoring students based on their result on a test, or based on how forthcoming these students are when answering questions about classroom proces. Likewise, a writer may decide to pull out and present in-dept data on particular learner who did and did not develop as a result of some experimental treatment in order to illustrate the different pathway of learners in a study.

In this research, purposive sampling is applicable because the students really have enthusiasm and interest in watching animation movie. In purposive sampling the writer took both of the classes who have similar ability in listening skill and they have habit in watching English movies. So that, the writer do the research in both of the classes through using animation movies by using and not using English subtitle.

D. Instrument for Data Collection

Instrument is the generic term that researchers use for a measurement device (lesson plan, test and questionnaire). In the lesson plan consists of five meetings that discussed about the different activities. In each meeting, learning materials are about inside out , thinkerbelle and the great fairy rescue, home, kungfu panda 3 and the last is smurfs : the lost village movie. In all lesson plans also provide test and material for the student which kind of test includes multiple choice type and essay test.

Furthermore, the instrument also includes questionnaire which is open-ended questionnaire. Open-ended questionnaires consist of fifteen questions, each of respondent also have to provide the reason about their answer between yes and no. The questionnaire provide to know the respondent's perception about the using of animation movies between english subtitle and not using english subtitle. For more detail about forms of questionnaire and lesson plan, the writer has provide in last part of appendix.

E. Technique of Data Collection

According to Muijs (2004) , “data collection is done by observing a situation, setting or interaction using the constructed instrument” (p.56). In this research the data were taken from tests (pre-test and post test) and open-ended questionnaire.

1. Teaching Experiment

Teaching experiment is required for applying animation movies in teaching listening. Animation movies is one of a good and interesting media to improve students listening skill. Animation movie can also makes the students more fun in teaching-learning process and they were not boring in the classroom. Experiment research is a research method used for finding the effects of treatments towards another in a controlled condition (Arikunto S. , Manajemen Penelitian , 1990). It mean the experimental teaching is so important to apply, so that the writer knows the students’ ability in listening before and after treatment

This research was conducted from August 24th to October 13th 2017 at class XI Merah and XI Putih SMAN Unggul Tunas Bangsa ABDYA. The writer conducted the research to the class XI Merah and XI Putih because both of them really have aa good issue in English, they really active in listening activities and some of them can speak english well and get a good score in English. So that by using animation movies to enhance their ability in listening is a good option because it can make them more enthusiast with listening activities through fun and interesting way. There were 5 meetings conducted in this study, including pre-test,

treatment, and post test. The procedures of the overall process are as explained below.

In teaching activities, each meeting divided into five meeting which consists of pre-test and post test. Every meeting have pre test before starting learning and teaching activities to make sure the prior knowledge of the students, engage students in the content, discarding preconceived assumption on the matter and giving them some clouds to make interesting to study. Each material of the meeting also different, to tell the students more about interesting topic in English.

a. The First Meeting

The first meeting took place on August 24th 2017. In this meeting at 3 minutes the writer introduces herself. Then she explained to the students about the purpose of her presence. Then at 7 minutes she distributed the sheets of the pre-test and give them very clear intructions. While the students look at the sheets, the writer showed them a short video about expression of asking for agreement that related to the movie (Inside Out Movie) . In class XI Merah, the writer give short video without English subtitle while XI Putih with English subtitle. In this test, the writer gave some example to the students and told them what should they do by that video. After that, she allowed them to hear the short video carefully in order to catch the words and guess the meaning of the video that must be filled in blank sheet. They should just focus on the words in the video. And then she told the students to answer what they have listen. In this time, there are some of

students who can answer correctly and others still can not answer the sheets with the perfect sentences.

After they had done the pre-test, the writer start to give them treatment by teaching them about expression of asking for agreement and after that, the writer showed to them animation movies entitled “Inside Out”. While they were watching the movie they also had to fill the task that was given from the writer. In this activities, they have to catch the words and guess the meaning based on their prior knowledge and also try to find about expression of asking for agreement.

b. Second Meeting

The second meeting was held on August 29th 2017. In this meeting, the teaching process continued. Before the treatment, the writer give pre-test to the students by showing the short video about expression of starting conversation that relate to movie, to make sure about their knowledge through it. After that, The writer show animation movies entitle “Tinker Bell and The Great Fairy Rescue”. Just like the first meeting, the riter guided students to look at the task. Before the movie played, the writer teach them about expression of starting a conversation, extending a conversation and ended a conversation. Then, give them the instruction what should they do with the task, after that she allowed students to watch the movie. In addition, the writer also instructed the students to watch and listen carefully an checked about their task by themselves. Finally, the writer asked students to review and checked the tasks themselves together. In teaching activities while the students fill the task, the writer give them oppurtunity to ask

about the question. The students can not use the english dictionary to translate what they listen before from the movie, it aim to make them think and guess the meaning critically.

c. Third Meeting

The activities conducted on August 29th 2017. Before the activities start, the writer check their attendance in the classroom, and ask to students how their feeling about teaching activities in last week. If they feel fun to passed the activities, the writer give them task more difficult than before. Like usual before the treatment, the writer give them short video about asking for agreement, agreeing and disagreeing. While they watch the video, the writer give the instruction and after the video end, the writer ask them what they have listen for that, and what have they catch and understand by that video. Some of them give the respond and answer it by on their ability. After 10 minutes flies, the writer give them post-test watching movie, entitle "Home". In this step, the students not only try to fill the task about agreeing and disagreeing, they also had to catch difficult words from that movie and guess the meaning. Not only that, in the last section, they also have to answer the essay question that is related to movie.

d. Fourth Meeting

The fourth meeting was held on September 11st 2017, in this meeting the listening process teaching continued. Before the treatment held, the writer showed the students short video to about asking for good and service. After that, the writer gave the treatment to the students by giving them material about asking for good

and service, giving good and service, also refusing to do something. While the learning activities, the students give the opportunity to ask about the topic in that day and ask about anything that they can not understand. After that, the writer give them the post test and show them about animation movies entitle “Kungfu Panda 3”. In this task, there are divided into three parts, first the students should answer about asking for good and service that they find from the movie, and second, they have to answer about multiple choose question and the last they have to find the difficult words and guess the meaning by themselves without looking at the dictionary.

e. Fifth Meeting

The fifth meeting was done on September 19th 2017, this is the last meet. The researcher entered the class, greeted students and checked their attendance list. Then, the researcher asked them whether they had any problem in the previous lesson. In this meeting the writer teach to students about conjunction. After that, the writer show to the tudentss about animation movie entitle “Smurfs : The Lost Village”.

2. Test

To know more about the details of the test accomplished, the researcher put in plain words below:

- Pre Test

This test can be called as the pre-test before the treatment of this research. The pre test is aimed to know the students mastery in listening materials before the treatment is carried out. In the testing process, the students have to write what the expression that they can catch from the short video . This result of the test became the evaluation before the use of animation movies as the medium in critical listening is applied in the class.

- Post Test

Post test is done after the students get different treatments. The post test is aimed to know the students mastery in answering the question after the writer give the treatment. The result of the scoring then is compared with pre-test. In this case, the writer knows how far is the using animation movies between using and not using English subtitle can enhance their ability in listening.

3. Questionnaires

The questionnaire was aimed to estimate the frequency and the students' opinions about their perception of watching Animation movies to their listening skill. In this research, the writer use open-ended questionnaire which give to the students. According to Gilham (2000) argues that, "open questions can lead to a greater level of discovery". In the other hand, the important issue in open-ended question is that the responses to these type of question will more accurately reflect what the respondent want to say (Nunan, *Research Methods in Language Learning*, Eighth Printing, 1999).

Open-ended questionnaire usually called unstructured questionnaire too. This type is also termed unrestricted type of questionnaire calls for free response in the respondent own words. The respondent frames and supplies the answer to the question raised in the questionnaire. It also constitute question which give the respondent an opportunity to express his or her opinions from a set of option.

F. Technique of Data Analysis

The purpose of data analysis was to examine the extent to which achievement of students between using English subtitle better than that of without English subtitles and to explore the perceptions of the students in learning listening by using movies with English subtitles and without English subtitles.

1. The Analysis of Test Result

In analyzing the test result, the writer uses several formulas, the writer conduct some steps :

- a. To find out the rate of average of pre-test (x) and to find out the rate of post-test (y), the writer uses formula :

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{y} = \frac{\sum y}{N}$$

Σx : total score of pre test

Σy : total score of post test

N : total number of respondent (students)

b. To find out the standard deviation the writer uses the formula :

$$SD = \frac{\sqrt{\sum D^2 - \left(\frac{\sum D}{N}\right)^2}}{N}$$

SD = Standard Deviation

D = difference between pre test and post test

N = the number of sample

Standard deviation describes the total of variation in a measured process characteristic. Specifically, it counts how much the differences between pre-test and post-test result.

c. To find out the significance between x and y by calculating t (uji-t), the writer uses software SPSS 22.0

2. The Analysis of Questionnaire

In this research, to analyze questionnaire the writer uses SPSS

program with formula :

$$P = \frac{f}{n} \times 100\%$$

Which :

P : percentage

f : frequency

N : number of sample

100% : constant value

a. To find out the perception of students, the witer uses open ended questionnaire which is devided into two option which are yes or no. And to complete about the information, there have students' respond too about the question below the questionnaire and the reason why they are choose yes or no.

b. To code the option, the writes give number (0 = no) and (1 = yes) and then the writer will sum the total students who choose yes.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the finding of the research related to the using animation movies to enhance students' listening skill that was conducted at SMAN Unggul Tunas Bangsa. The explanation compiles the analysis of the test result, hypothesis testing and discussion.

A. The Brief Description of Research Location

The writer conducted the research at SMAN Unggul Tunas Bangsa in Aceh Barat Daya. SMAN Unggul Tunas Bangsa is located in National Padang Merante Street,Ujung Padang Aceh Barat Daya. The school was built in 2008. Currently, the school is led by Mr.Zainal Amri and has 24 teachers. Spesifically for English subject, it has two teacher, who are Saflina, S.Pd a bachelor of English education, she has worked around 24 years in education field and another one is Samsiska, S.Pd. In organizing its education, SMAN Unggul Tunas Bangsa has suffient facilities to support teachers and students in teaching learning process, including 1 library which provides many of books such as lesson book, comic, magazine, and newspaper. Furthermore, the school also has a website to inform people know about the information of school, it is smantusa.sch.id and (Musriadi, S.Pd as a admin of that website).

SMAN Unggul Tunas Bangsa ABDYA is a superior school and has a good accreditation with (A). This school also provide a complete facilities for learning activities such as 1 computer laboratorium, 1 language laboratorium, 1 physic

laboratorium, 1 chemistry laboratorium, 1 biology laboratorium, and 1 art laboratorium. Each of the laboratory have a complete tool inside to support learning activity. For more information, the writer has provide a spesific explanation about the room in appendix.

Beside that, the writer also provide about the condition and size of the room :

4.1 The table about condition and size of the room

No.	Kind of Room	Good Condition	
		Amount	Size (m2)
A.Learning Room			
1.	Classroom	6	422,82
2.	Physic Laboratorium	1	76,95
3.	Chemistry Laboratorium	1	80,19
4.	Biology Laboratorium	1	76,95
5.	Language Laboratorium	1	83,6
6.	Computer laboratorium	2	153,9
7.	Multimedia Library Laboratorium	1	76,95
8.	Art Room	1	76,95
B.Supporting Room			
1.	Headmaster Room	1	72,9
2.	Administration Room	1	33,31
3.	Curriculum Room	1	33,31
4.	Teachers Room	1	69,66
5.	Infrastructure Room	1	69,66
6.	Meeting Room	1	33,31
7.	OSIS Room	1	33,31
8.	UKS Room	1	33,31
9.	Mushalla	1	122,31
10.	Canteen Room	1	168,67
11.	Toilet	1	64,88
12.	Store Room	1	43,47

The total number of the students of SMAN Unggul Tunas Bangsa in XI Class are 64 which consisted of 32 students from XI Merah and 32 students from XI Putih. It can be seen clearly in the following table :

4.2 The spesific information about students

No.	Class	Male	Female	The Number
1.	XI Merah	9	23	32
2.	XI Putih	11	21	32
	Total			64

B. The Analysis of Test Result

In this chapter the researcher has done the process of pre-test, experiment treatment and post-test. After finishing that process, the writer calculated the significant difference between two means, and difference of average scores (mean) between experiment and control class.

Pre test was given to both of control and experiment class, in order to measure the condition of two classes before treatment. Both of classes got difference pre-test which is for XI Merah watch short video without English subtitle and XI Putih with English subtitle. After doing the pre test, the writer conducted the experiment treatment. The writer taught the experiment class by using animation movies without English subtitle and thought control class by using animation movies with English subtitle. At the end, the writer gave post test to the two classes. It was conducted in order to analyze how far students get

understand about the movie in listening. The writer carried out teaching experimental during a month from August, 24th, 2017 to October, 13rd 2017.

Here, the result of pre-test and post test :

1. Result average of pre-test and post test

The Score of Experiment Group (XI Merah) , in first meeting were :

4.3The score of of XI Merah about pre-test and post-test

No.	Code of Name	Pre-Test Score	Post- Test Score	D	D ²
1.	AR	35	70	35	1225
2.	AFR	40	90	50	2500
3.	AS	35	95	60	3600
4.	AFL	40	65	25	625
5.	ARR	35	70	35	1225
6.	A	45	75	30	900
7.	CYM	40	85	45	2025
8.	F	65	65	0	0
9.	FM	65	65	0	0
10.	FAR	55	85	30	900
11.	FAH	60	70	10	100
12.	HY	65	65	0	0
13.	HN	45	85	40	1600
14.	IZ	35	65	30	900
15.	LE	70	70	0	0
16.	MAR	60	70	10	100
17.	MF	60	75	15	225
18.	MP	70	80	10	100
19.	ME	75	75	0	0
20.	MKA	50	95	45	2025
21.	NH	45	85	40	1600
22.	NS	45	85	40	1600

23.	PMA	40	70	30	900
24.	PDQ	65	65	0	0
25.	RF	50	70	20	400
26.	SAF	65	85	20	400
27.	SSY	65	85	20	400
28.	SSM	75	75	0	0
29.	TW	55	90	35	1225
30.	URA	65	65	0	0
31.	WFZ	45	85	40	1600
32.	ZU	60	80	20	400
Total		1460	2455		

a. Mean

The result of pre-test of experiment class in the first meeting

$x = \frac{\sum x}{N}$	$x = \frac{1460}{32}$
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$$x = 45,625$$

Post test of experiment class :

$x = \frac{\sum x}{N}$

$$x = \frac{2455}{32}$$

$$32$$

$$\bar{x} = 76,71$$

The Score of Experiment Group (XI Merah) , in second meeting is

:

No.	Code of Name	Pre-Test Score	Post- Test Score	D	D ²
1.	AR	40	60	20	400
2.	AFR	40	65	25	625
3.	AS	40	60	20	400
4.	AFL	40	70	30	900
5.	ARR	35	75	40	1600
6.	A	35	85	50	2500
7.	CYM	40	80	40	1600
8.	F	60	60	0	0
9.	FM	60	60	0	0
10.	FAR	55	75	20	400
11.	FAH	60	60	0	0
12.	HY	60	60	0	0
13.	HN	45	45	0	0
14.	IZ	35	60	25	625
15.	LE	70	70	0	0
16.	MAR	60	60	0	0
17.	MF	55	75	20	400
18.	MP	70	70	0	0
19.	ME	75	75	0	0
20.	MKA	50	50	0	0
21.	NH	45	80	35	1225
22.	NS	45	80	35	1225
23.	PMA	40	75	35	1225
24.	PDQ	65	65	0	0
25.	RF	50	60	10	100
26.	SAF	65	65	0	0
27.	SSY	65	65	0	0
28.	SSM	55	55	0	0
29.	TW	55	55	0	0
30.	URA	65	65	0	0
31.	WFZ	45	60	15	225
32.	ZU	60	60	0	0

Total	1680	2100
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Here, pre test of experiment class in second meeting :

$$\boxed{\frac{x = \sum x}{N}} \longrightarrow \frac{x = 1680}{32}$$

$$x = 52,7$$

Post test of experiment class :

$$\boxed{\frac{x = \sum x}{N}} \longrightarrow \frac{x = 2100}{32}$$

$$x = 65,6$$

The Scores of Experiment Group (XI Merah) , in third meeting were :

No.	Code of Name	Pre-Test Score	Post- Test Score	D	D ²
1.	AR	55	80	25	625
2.	AFR	65	75	10	100
3.	AS	60	80	20	400
4.	AFL	70	86	16	256
5.	ARR	75	75	0	0
6.	A	70	80	10	100
7.	CYM	70	80	10	100
8.	F	60	75	15	225
9.	FM	70	80	10	100
10.	FAR	75	75	0	0
11.	FAH	60	75	15	225
12.	HY	60	75	15	225

13.	HN	60	70	10	100
14.	IZ	60	75	15	225
15.	LE	70	70	0	0
16.	MAR	60	80	20	400
17.	MF	75	75	0	0
18.	MP	75	75	0	0
19.	ME	75	75	0	0
20.	MKA	50	50	0	0
21.	NH	70	70	0	0
22.	NS	70	70	0	0
23.	PMA	75	75	0	0
24.	PDQ	65	65	0	0
25.	RF	60	75	15	225
26.	SAF	65	80	15	225
27.	SSY	65	85	20	400
28.	SSM	60	85	25	625
29.	TW	55	85	30	900
30.	URA	65	75	10	100
31.	WFZ	60	80	20	400
32.	ZU	60	80	20	400
Total		2025	2431		

Here, pre test result of experiment class in third meeting :

$$\boxed{\begin{array}{c} x = \frac{\sum x}{N} \end{array}} \longrightarrow \begin{array}{r} x = \frac{2025}{32} \\ x = 63,2 \end{array}$$

Post test result of experiment class :

$$\boxed{\begin{array}{c} x = \frac{\sum x}{N} \end{array}} \longrightarrow \begin{array}{r} x = \frac{2431}{32} \\ 36 \end{array}$$

$$x = 75,9$$

The Score of Experiment Group (XI Merah) in fourth meeting are :

No.	Code of Name	Pre-Test Score	Post- Test Score	D	D ²
1.	AR	35	70	35	1225
2.	AFR	40	40	30	900
3.	AS	35	100	65	4225
4.	AFL	40	80	40	1600
5.	ARR	35	100	65	4225
6.	A	45	75	30	900
7.	CYM	40	70	30	900
8.	F	65	75	10	100
9.	FM	65	100	35	1225
10.	FAR	55	100	45	2025
11.	FAH	60	75	15	225
12.	HY	65	100	35	1225
13.	HN	80	80	0	0
14.	IZ	65	75	10	100
15.	LE	70	70	0	0
16.	MAR	60	75	15	225
17.	MF	55	75	20	400
18.	MP	70	100	30	900
19.	ME	75	100	25	625
20.	MKA	50	80	30	900
21.	NH	70	100	30	900
22.	NS	70	80	10	100
23.	PMA	70	70	0	0
24.	PDQ	65	100	35	1225
25.	RF	50	75	25	625
26.	SAF	65	100	35	1225
27.	SSY	65	100	35	1225
28.	SSM	75	75	0	0
29.	TW	55	100	45	2025
30.	URA	65	100	35	1225
31.	WFZ	45	80	35	1225
32.	ZU	60	80	20	400
Here	Total	1860	2700		

$$\boxed{x = \frac{\sum x}{N}} \longrightarrow \begin{array}{r} x = 1860 \\ \hline 32 \\ x = 58,1 \end{array}$$

Post test result of experiment class in fourth meeting :

$$\boxed{x = \frac{\sum x}{N}} \longrightarrow \begin{array}{r} x = 2700 \\ \hline 32 \\ x = 84,3 \end{array}$$

The Score of Experiment Group (XI Merah) in fifth meeting are :

No.	Code of Name	Pre-Test Score	Post- Test Score	D	D ²
1.	AR	80	100	20	400
2.	AFR	85	85	0	0
3.	AS	80	95	15	225
4.	AFL	80	80	0	0
5.	ARR	75	85	10	100
6.	A	60	90	30	900
7.	CYM	90	90	0	0
8.	F	80	90	10	100
9.	FM	75	100	25	625
10.	FAR	80	100	20	400
11.	FAH	80	95	15	225
12.	HY	85	85	0	0
13.	HN	90	90	0	0
14.	IZ	90	95	5	25
15.	LE	75	100	25	625
16.	MAR	95	95	0	0
17.	MF	95	95	0	0
18.	MP	80	100	20	400
19.	ME	80	100	20	400
20.	MKA	95	95	0	0
21.	NH	85	90	5	25

22.	NS	90	90	0	0
23.	PMA	95	95	0	0
24.	PDQ	95	95	0	0
25.	RF	85	100	15	225
26.	SAF	95	95	0	0
27.	SSY	85	100	15	225
28.	SSM	90	100	10	100
29.	TW	80	100	20	400
30.	URA	85	85	0	0
31.	WFZ	80	100	20	400
32.	ZU	90	100	10	100
Total		2705	3015		

Here, pre test result of experiment class in fifth meeting

$$\boxed{\frac{x = \sum x}{N}} \longrightarrow \frac{x = 2075}{32}$$

$$x = 64,8$$

Post test result of experiment class in fifth meeting :

$$\boxed{\frac{x = \sum x}{N}} \longrightarrow \frac{x = 3015}{32}$$

$$x = 94,2$$

The Score of Control Group (XI Putih) , in first meeting are :

4.4 The Score of XI Putih about pre-test and post-test

No.	Code of	Pre-Test	Post- Test	D	D ²
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	Name	Score	Score		
1.	ACR	35	10	25	625
2.	AA	40	40	0	0
3.	AJ	20	20	0	0
4.	AMA	35	60	25	625
5.	AU	40	55	15	225
6.	DH	70	70	0	0
7.	DS	70	70	0	0
8.	DAW	55	55	0	0
9.	IMS	65	65	0	0
10.	IP	65	65	0	0
11.	J	45	70	25	625
12.	MFZ	60	60	0	0
13.	MN	70	70	0	0
14.	MR	55	55	0	0
15.	M	70	70	0	0
16.	NS	80	80	0	0
17.	NAPS	60	60	0	0
18.	RA	75	75	0	0
19.	RG	60	60	0	0
20.	SPA	65	65	0	0
21.	SMP	65	65	0	0
22.	SS	55	55	0	0
23.	SA	65	65	0	0
24.	SFJ	70	70	0	0
25.	SS	70	70	0	0
26.	SWA	70	70	0	0
27.	SR	75	75	0	0
28.	SM	45	50	5	25
29.	TQ	55	70	15	225
30.	VG	40	65	25	625
31.	WA	55	55	0	0
32.	Z	65	65	0	0

Total	1865	2020
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Here, was the pretest result of control class in the first meeting :

$$y = \frac{\sum y}{N}$$

$$y = \frac{1865}{32}$$

$$y = 58,2$$

Post test result of control class in first meeting :

$$y = \frac{\sum y}{N}$$

$$y = \frac{2020}{32}$$

$$y = 63,1$$

The Score of Control Group (XI Putih) in second meeting were :

No.	Code of Name	Pre-Test Score	Post- Test Score	D	D ²
1.	ACR	60	60	0	0
2.	AA	40	65	25	625
3.	AJ	35	60	25	625
4.	AMA	60	60	0	0
5.	AU	55	70	15	225
6.	DH	65	65	0	0
7.	DS	70	70	0	0
8.	DAW	55	70	15	225
9.	IMS	65	80	15	225
10.	IP	65	80	15	225
11.	J	65	80	15	225
12.	MFZ	60	75	15	225

13.	MN	70	70	0	0
14.	MR	55	70	15	225
15.	M	70	70	0	0
16.	NS	80	80	0	0
17.	NAPS	60	80	20	400
18.	RA	75	75	0	0
19.	RG	60	60	0	0
20.	SPA	65	70	5	25
21.	SMP	65	70	5	25
22.	SS	55	85	30	900
23.	SA	65	80	15	225
24.	SFJ	55	85	30	900
25.	SS	50	80	30	900
26.	SWA	45	75	30	900
27.	SR	75	80	5	25
28.	SM	50	85	35	1225
29.	TQ	70	80	10	100
30.	VG	70	85	15	225
31.	WA	55	80	25	625
32.	Z	65	80	15	225
Total		1980	2055		

Here, pre-test result of control class in second meeting :

$$y = \frac{\sum y}{N}$$

$$y = \frac{1980}{32}$$

$$y = 61,8$$

Post test result of control class in second meeting

$$y = \frac{\sum y}{N}$$

$$y = 2055$$

$$32$$

$$y = 64,2$$

The Scores of Control Group (XI Putih) in third meeting were :

No.	Code of Name	Pre-Test Score	Post- Test Score	D	D ²
1.	ACR	60	85	25	625
2.	AA	65	85	20	400
3.	AJ	60	80	20	400
4.	AMA	60	90	30	900
5.	AU	55	85	30	900
6.	DH	65	80	15	225
7.	DS	65	85	20	400
8.	DAW	55	80	25	625
9.	IMS	65	80	15	225
10.	IP	65	80	15	225
11.	J	65	85	20	400
12.	MFZ	60	80	20	400
13.	MN	70	85	15	225
114.	MR	55	90	35	1225
15.	M	70	70	0	0
16.	NS	80	80	0	0
17.	NAPS	60	80	20	400
18.	RA	75	75	0	0
19.	RG	60	95	35	1225
20.	SPA	65	80	15	225
21.	SMP	65	65	0	0
22.	SS	55	75	20	400
23.	SA	50	65	15	225
24.	SFJ	55	80	25	625
25.	SS	50	80	30	900
26.	SWA	45	80	35	1225
27.	SR	75	75	0	0
28.	SM	50	75	25	625
29.	TQ	70	70	0	0
30.	VG	70	65	5	25

31.	WA	65	80	15	225
32.	Z	65	80	15	225
Total		1990	2540		

Here, pre-test result of control class in third meeting :

$$y = \frac{\sum y}{N}$$

$$y = 1990$$

$$\frac{\quad}{32}$$

$$y = 62,1$$

Post test result of control class in third meeting :

$$y = \frac{\sum y}{N}$$

$$y = 2540$$

$$\frac{\quad}{32}$$

$$y = 79,3$$

The Scores of Control Group (XI Putih) in fourth meeting were :

No.	Code of Name	Pre-Test Score	Post- Test Score	D	D ²
1.	ACR	35	80	45	2025
2.	AA	40	85	45	2025
3.	AJ	35	85	50	2500
4.	AMA	40	90	50	2500
5.	AU	35	80	45	2025
6.	DH	45	80	35	1225
7.	DS	40	85	45	2025
8.	DAW	65	90	25	625
9.	IMS	65	65	0	0
10.	IP	55	85	30	900
11.	J	60	85	25	625
12.	MFZ	65	85	20	400
13.	MN	80	85	5	25
14.	MR	65	85	20	400
15.	M	70	85	15	225
16.	NS	60	90	30	900
17.	NAPS	55	60	5	25
18.	RA	70	80	10	100
19.	RG	75	80	5	25
20.	SPA	50	90	40	1600
21.	SMP	70	80	10	100
22.	SS	70	90	20	400
23.	SA	70	80	10	100
24.	SFJ	65	85	20	400
25.	SS	50	80	30	900
26.	SWA	65	80	15	225
27.	SR	65	80	15	225
28.	SM	75	85	10	100
29.	TQ	55	85	30	900
30.	VG	65	85	20	400
31.	WA	45	80	35	1225
32.	Z	60	85	25	625

Total	1860	2560
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Here, pre-test result of control class in fourth meeting :

$$y = \frac{\sum y}{N}$$

$$y = 1860$$

$$32$$

$$y = 58,1$$

Post test result of control class in fourth meeting :

$$y = \frac{\sum y}{N}$$

$$y = 2560$$

$$32$$

$$y = 80$$

The Scores of Control Group (XI Putih) in fifth meeting were :

No.	Code of Name	Pre-Test Score	Post- Test Score	D	D ²
1.	ACR	80	100	20	400
2.	AA	90	90	0	0
3.	AJ	80	100	20	400
4.	AMA	85	100	15	225
5.	AU	95	95	0	0
6.	DH	90	90	0	0
7.	DS	85	85	0	0
8.	DAW	85	100	15	225
9.	IMS	95	95	0	0
10.	IP	75	95	20	400
11.	J	90	75	15	225
12.	MFZ	80	90	10	100
13.	MN	80	80	0	0
14.	MR	80	100	20	400

15.	M	85	85	0	0
16.	NS	75	100	25	625
17.	NAPS	95	95	0	0
18.	RA	80	100	20	400
19.	RG	85	95	10	100
20.	SPA	80	95	15	225
21.	SMP	80	95	15	225
22.	SS	75	90	15	225
23.	SA	80	90	10	100
24.	SFJ	85	85	0	0
25.	SS	95	95	0	0
26.	SWA	95	95	0	0
27.	SR	95	95	0	0
28.	SM	80	80	0	0
29.	TQ	85	85	0	0
30.	VG	90	90	0	0
31.	WA	80	100	20	400
32.	Z	85	95	10	100
Total		2440	2960		

Here, pre-test result of control class in fifth meeting :

$$y = \frac{\sum y}{N}$$

$$y = \frac{2440}{32}$$

$$y = 76,2$$

Post test result of control class in fifth meeting :

$$y = \frac{\sum y}{N}$$

$$y = \frac{2960}{32}$$

$$32$$

$$y = 92,5$$

a. Deviation Standard

According to the data from the table, the writer calculate standard deviation of pre-test and post test of experiment class and control class

1. First meeting of experimental and control class

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{26575}{32} - \left(\frac{735}{32}\right)^2}$$

$$= \sqrt{830,46 - (22,96)^2}$$

$$= \sqrt{830,46 + 527,16}$$

$$= \sqrt{303,3}$$

$$= 17,41$$

$$\begin{aligned}SD &= \sqrt{\frac{\sum D}{N} - \left(\frac{\sum D}{N}\right)^2} \\&= \sqrt{\frac{2975}{32} - \left(\frac{130}{32}\right)^2} \\&= \sqrt{92.96 - (4,06)^2} \\&= \sqrt{92.96 - 16.48} \\&= \sqrt{76.48} \\&= 87,45\end{aligned}$$

2. Second meeting of experimental and control class

$$\begin{aligned}SD &= \sqrt{\frac{\sum D}{N} - \left(\frac{\sum D}{N}\right)^2} \\&= \sqrt{\frac{13450}{32} - \left(\frac{410}{32}\right)^2} \\&= \sqrt{420.31 - (12.81)^2} \\&= \sqrt{420.31 - 164.09} \\&= \sqrt{256,22}\end{aligned}$$

$$= 16,00$$

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum D}{N} - \left(\frac{\sum D}{N}\right)^2} \\
 &= \sqrt{\frac{9525}{32} - \frac{(415)^2}{32}} \\
 &= \sqrt{297,65 - (12,96)^2} \\
 &= \sqrt{297,65 - 167,96} \\
 &= \sqrt{129,69} \\
 &= 11,38
 \end{aligned}$$

3. Third meeting of experimental and control class

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum D}{N} - \left(\frac{\sum D}{N}\right)^2} \\
 &= \sqrt{\frac{6356}{32} - \frac{(346)^2}{32}} \\
 &= \sqrt{198,62 - (10,81)^2} \\
 &= \sqrt{198,62 - 116,85} \\
 &= \sqrt{81,77} \\
 &= 9,04
 \end{aligned}$$

$$\begin{aligned}
SD &= \sqrt{\frac{\sum D}{N} - \left(\frac{\sum D}{N}\right)^2} \\
&= \sqrt{\frac{13497}{32} - \left(\frac{500}{32}\right)^2} \\
&= \sqrt{421.78 - (15.62)^2} \\
&= \sqrt{421.78 - 243.98} \\
&= \sqrt{117.8} \\
&= 10,85
\end{aligned}$$

4. Fourth meeting of experimental and control class

$$\begin{aligned}
SD &= \sqrt{\frac{\sum D}{N} - \left(\frac{\sum D}{N}\right)^2} \\
&= \sqrt{\frac{32100}{32} - \left(\frac{870}{32}\right)^2} \\
&= \sqrt{1003.12 - (870)^2} \\
&= \sqrt{1003.12 - 756.900} \\
&= \sqrt{246,22} \\
&= 15.69
\end{aligned}$$

$$\begin{aligned}
SD &= \sqrt{\frac{\sum D}{N} - \left(\frac{\sum D}{N}\right)^2} \\
&= \sqrt{\frac{25775}{32} - \left(\frac{785}{32}\right)^2}
\end{aligned}$$

$$\begin{aligned}
&= \sqrt{805.46 - (24.53)^2} \\
&= \sqrt{805.46 - 601.72} \\
&= \sqrt{203.74} \\
&= 14.27
\end{aligned}$$

5. Fifth meeting of experimental and control class

$$\begin{aligned}
SD &= \sqrt{\frac{\sum D}{N} - \left(\frac{\sum D}{N}\right)^2} \\
&= \sqrt{\frac{5900}{32} - \left(\frac{305}{32}\right)^2} \\
&= \sqrt{184.37 - (9,53)^2} \\
&= \sqrt{184.37 - 90.82} \\
&= \sqrt{93.55} \\
&= 9,65
\end{aligned}$$

$$\begin{aligned}
SD &= \sqrt{\frac{\sum D}{N} - \left(\frac{\sum D}{N}\right)^2} \\
&= \sqrt{\frac{4775}{32} - \left(\frac{275}{32}\right)^2} \\
&= \sqrt{149.21 - (8.59)^2} \\
&= \sqrt{149.21 - 73.78} \\
&= \sqrt{75.43} \\
&= 8,69
\end{aligned}$$

b. T-test Calculation

To find out T-test calculation, the writer use software SPSS 2.0 to make the outcome of test easy to understand. T-test calculation was conducted to compare the value of test between XI Merah and XI Putih through five animation movies.

1. T-test calculation from “Inside Out” movie

From SPSS output in appendix seen that Sig. (2-tailed) for equal variances is 0,000, or probability under 0,05 ($0,000 < 0,05$), hence the writer can conclude that, there is have the differences of average which significant between score of students from XI Merah and XI Putih.

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Posttest_InsideOut	1.00	32	76.7188	9.63942	1.70402
	2.00	32	60.9375	14.61536	2.58366

From the score of average can be seen that score of XI Merah (76,7188) higher than the score of XI Putih (60,9375).

2. T-test calculation from “Thinkerbell and The Great Fairy Rescue” movie

From SPSS output in appendix seen that Sig. (2-tailed) for equal variances is 0,000, or probability under 0,05 ($0,000 < 0,05$), hence the writer can conclude that, there is have the differences of average which significant between score of students from XI Merah and XI Putih.

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Posttest_ThinkerBell	1.00	32	65.6250	9.39715	1.66120
	2.00	32	74.2188	7.94227	1.40401

From the score of average can be seen that score of XI Merah (65,6250) lower than the score of XI Putih (74.2188).

3. T-test calculation from “Home” movie

From SPSS output in appendix seen that Sig. (2-tailed) for equal variances is 0,054, or probability above 0,05 ($0,054 > 0,05$), hence the writer can conclude that, there is no have the differences of average which significant between score of students from XI Merah and XI Putih.

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
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Posttest_Home	1.00	32	75.9688	6.81783	1.20523
	2.00	32	79.3750	7.04250	1.24495

From the score of average can be seen that score of XI Merah (75,9688) lower than the score of XI Putih (79.3750).

4. T-test Calculation from “Kungfu Panda 3” movie

From SPSS output in appendix seen that Sig. (2-tailed) for equal variances is 0,549, or probability above 0,05 ($0,549 > 0,05$), hence the writer can conclude that, there is no have the differences of average which significant between score of students from XI Merah and XI Putih.

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Posttest_KungfuPanda	1.00	32	84.3750	14.79701	2.61577
	2.00	32	82.6563	6.34802	1.12218

From the score of average can be seen that score of XI Merah (84,3750) higher than the score of XI Putih (82.6563).

5. T-test calculation from “Smurfs : The Lost Village” movie

From SPSS output in appendix seen that Sig. (2-tailed) for equal variances is 0,279, or probability above 0,05 ($0,279 > 0,05$), hence the writer can

conclude that, there is no have the differences of average which significant between score of students from XI Merah and XI Putih.

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Posttest_Smurf	1.00	32	94.2188	5.83501	1.03149
	2.00	32	92.5000	6.72022	1.18798

From the score of average can be seen that score of XI Merah (94.2188) higher than the score of XI Putih (92.5000).

C. The Analysis of Questionnaire

In this research, the writer conducted with open-ended questionnaire. This type of questionnaire aim to make the writer get depth data information about the perception of students between XI Merah and XI Putih class. The writer uses SPSS software to analyze the questionnaire and about the reason of answer the writer describe with sentence directly from the student.

Class * Q1 Crosstabulation

			Q1		Total
			Yes	No	
Class	Experimental	Count	13	19	32
		% within Class	40.6%	59.4%	100.0%
	Control	Count	16	16	32
		% within Class	50.0%	50.0%	100.0%
Total		Count	29	35	64
		% within Class	45.3%	54.7%	100.0%

1. Student's reason about (yes) and (no) in question number one :
 - a. For 13 students from experimental class and 16 students from control class who answer "yes" is because they can seriously, make them think critically about the words, they can have the serious attention to watch the animation movie and make them easy to catch the sentences from the movie.
 - b. For 19 students from experimental class and 16 students from control class who answer "no" are because they can not understand the words from the movie, sometimes watching without english subtitles make them confuse about the meaning of words and they feel unfamiliar about what the movie tell about. Because of that reason, they often missing the words.

Class * Q2 Crosstabulation

			Q2		Total
			Yes	No	
Class	Experimental	Count	21	11	32
		% within Class	65.6%	34.4%	100.0%
	Control	Count	14	18	32
		% within Class	43.8%	56.3%	100.0%
Total		Count	35	29	64
		% within Class	54.7%	45.3%	100.0%

2. Students' reason about (yes) and (no) in question number two :
 - a. For 21 students from experimental class and 14 students from control class who answer "yes" are : watching animation movies without subtitle is a good idea to improve listening because it make the students more foccuse about what the character says in the movie, in the other

words it also can make students make critical what they listen from the movie.

b. For 11 students from experimental class and 18 students from control class who answer “no” are : watching animation movie without english subtitle is not a good idea to improve listening skill because sometimes students feel unfamiliar about the new words and they can not understand the whole story from the movie. In the other words they still unmisunderstanding about what they hear because there still almost have the similar pronunciation.

Class * Q3 Crosstabulation

			Q3		Total
			Yes	No	
Class	Experimental	Count	20	12	32
		% within Class	62.5%	37.5%	100.0%
	Control	Count	16	16	32
		% within Class	50.0%	50.0%	100.0%
Total		Count	36	28	64
		% within Class	56.3%	43.8%	100.0%

3. Students’ reason about (yes) and (no) in question number three :

a. For 20 students from experimental class and 16 students from control class who answer “yes” : because it is hard to understand the meaning and listen what the dialogue says about, the pronunciation in the movie is also not easy to follow, in the other words it can make students missing the words and the dialogue is too quick to says, then because

english is not the easy subject and when they watch without english subtitle make them more difficult to guess the meaning.

b. For 12 students from experimental class and 16 students from control class who answer “yes” because : it is not difficult to understand the whole story but sometimes when we (students) do not have a good attention to listen and hear the movie, we will blank and can not answer the question well, in the other words as long as we can foccuse with listening the movie we can catch the meaning and guess the words easily, then they usually to listen the song in english and know the new words, that is the sama situation while watching watching the movie without english subtitle because they just listen and understand the meaning also guess the words.

Class * Q4 Crosstabulation

			Q4		Total
			Yes	No	
Class	Experimental	Count	20	12	32
		% within Class	62.5%	37.5%	100.0%
	Control	Count	16	16	32
		% within Class	50.0%	50.0%	100.0%
Total		Count	36	28	64
		% within Class	56.3%	43.8%	100.0%

4. Students’ respond about (yes) and (no) in question number four:

a. For 20 students from experimental class and 16 students from control class who answer “yes”

b. For 12 students from experimental class and 16 students from control class who answer “no” because there is have some students who

still not familiar with new words and can not understand the whole story of animation movies. In the other word, the student feel boring while watching, because they just watch the movie without know the movies tell about.

Class * Q5 Crosstabulation

			Q5		Total
			Yes	No	
Class	Experimental	Count	18	14	32
		% within Class	56.3%	43.8%	100.0%
	Control	Count	16	16	32
		% within Class	50.0%	50.0%	100.0%
Total	Count		34	30	64
	% within Class		53.1%	46.9%	100.0%

5. Students respond about (yes) and (no) in question number 5 :
 - a. For 18 students from experimental class and 16 students from control class who answer “yes” because : they can be more critical to guess the meaning from the movie and it make the students serious to watch the movie so that it can’t disturb their attention with listening activities. In the other words, the students just feel relaxand fun to watch the movie without see the english subtitle below
 - b. For 14 students from experimental class and 16 students from control class who answer “no” because : it is not easy for them to catch the sentence in english just with listen activities, they still not familiar with the words, and hard to understand spesific process in watching the movie about the hisstory itself, and some of the students usually rare to listen the difficult words and it is not easy to understand.

Class * Q6 Crosstabulation

			Q6		Total
			Yes	No	
Class	Experimental	Count	22	10	32
		% within Class	68.8%	31.3%	100.0%
	Control	Count	18	14	32
		% within Class	56.3%	43.8%	100.0%
Total		Count	40	24	64
		% within Class	62.5%	37.5%	100.0%

Class * Q7 Crosstabulation

			Q7		Total
			Yes	No	
Class	Experimental	Count	17	15	32
		% within Class	53.1%	46.9%	100.0%
	Control	Count	18	14	32
		% within Class	56.3%	43.8%	100.0%
Total		Count	35	29	64
		% within Class	54.7%	45.3%	100.0%

6. Students' respond about (yes) and (no) in question number seven :

a. For 17 students from experimental class and 18 students from control class who answer "yes" because in one side it can make students more relax in listening activities and in the other side it can interest them, usually they just listen to audio about something that they learn in English but when listening combine by using watch animation movies it can enhance their ability and make them more fun

b. For 15 students from experimental class and 14 students from control class who answer "no".

Class * Q8 Crosstabulation

			Q8		Total
			Yes	No	
Class	Experimental	Count	11	21	32
		% within Class	34.4%	65.6%	100.0%
	Control	Count	15	17	32
		% within Class	46.9%	53.1%	100.0%
Total		Count	26	38	64
		% within Class	40.6%	59.4%	100.0%

7. Students' respond about (yes) and (no) in question number eight :

a. For 11 students from experimental class and 15 students from control class who answer "yes" because : especially for visual and audio style it is a good idea, they can be more critical because they not only watch and enjoy the movie but also have to catch new words and must guess the meaning by on their prior knowledge without using dictionary.

b. For 21 students from experimental class and 17 students from control class who answer "no" because : for some of students it is an easy activities in listening not to make them have a critical thinking. They still can see the English subtitle below.

Class * Q9 Crosstabulation

			Q9		Total
			Yes	No	
Class	Experimental	Count	9	23	32
		% within Class	28.1%	71.9%	100.0%
	Control	Count	17	15	32
		% within Class	53.1%	46.9%	100.0%
Total		Count	26	38	64
		% within Class	40.6%	59.4%	100.0%

Class * Q10 Crosstabulation

			Q10		Total
			Yes	No	
Class	Experimental	Count	26	6	32
		% within Class	81.3%	18.8%	100.0%
	Control	Count	14	18	32
		% within Class	43.8%	56.3%	100.0%
Total		Count	40	24	64
		% within Class	62.5%	37.5%	100.0%

Class * Q11 Crosstabulation

			Q11		Total
			Yes	No	
Class	Experimental	Count	26	6	32
		% within Class	81.3%	18.8%	100.0%
	Control	Count	15	17	32
		% within Class	46.9%	53.1%	100.0%
Total		Count	41	23	64
		% within Class	64.1%	35.9%	100.0%

8. Students' respond about (yes) and (no) in question number eleven :
- a. For 26 students from experimental class and 15 students from control class who answer "yes" because it is provide students' necessary in listening activities, animation movies not only make the students enthusiast about learning process but also can interest them because all the movie was provide a good joke in english so that students not feel boring in the classroom.
 - b. In the other side, there is have 6 students from experimental class and 17 students from control class who answer "no".

Class * Q12 Crosstabulation

			Q12		Total
			Yes	No	
Class	Experimental	Count	24	8	32
		% within Class	75.0%	25.0%	100.0%
	Control	Count	16	16	32
		% within Class	50.0%	50.0%	100.0%
Total		Count	40	24	64
		% within Class	62.5%	37.5%	100.0%

Class * Q13 Crosstabulation

			Q13		Total
			Yes	No	
Class	Experimental	Count	10	22	32
		% within Class	31.3%	68.8%	100.0%
	Control	Count	13	19	32
		% within Class	40.6%	59.4%	100.0%
Total		Count	23	41	64
		% within Class	35.9%	64.1%	100.0%

Class * Q14 Crosstabulation

			Q14		Total
			Yes	No	
Class	Experimental	Count	12	20	32
		% within Class	37.5%	62.5%	100.0%
	Control	Count	16	16	32
		% within Class	50.0%	50.0%	100.0%
Total		Count	28	36	64
		% within Class	43.8%	56.3%	100.0%

9. Students' respond about (yes) and (no) in question number fourteen :

a. For 12 students from experimental class and 16 students from control class who answer "yes" : the students think watching movie without english subtitle can interest student to get serious attention in listening and hearing because they can not see the english subtitle.

- b. In the other side, there is have 20 students from experimental class and 16 students from control class who answer “no”.

Class * Q15 Crosstabulation

			Q15		Total
			Yes	No	
Class	Experimental	Count	11	21	32
		% within Class	34.4%	65.6%	100.0%
	Control	Count	16	16	32
		% within Class	50.0%	50.0%	100.0%
Total		Count	27	37	64
		% within Class	42.2%	57.8%	100.0%

D. Hypothesis Result

In examining hypothesis, the writer used the result of t-test calculation analysis. According to Bungin (2005) stated that, “the testing criterion used for measuring hypothesis result”. The writer claimed that if the students’ listening skill treated without English subtitle are better than treated with using English subtitles. It has proved by the result of research which has conducted between two classes. There is shows that, (H_a) was accepted and null hypothesis (H_0) was rejected. H_a : The students’ listening skill treated without English subtitles is better than that treated with English subtitles”. While H_0 : The students’ listening skill treated without English subtitle is not better than that treated with English subtitles.

It can also be referred there was significant difference between pre-test and post-test scores. By using t-test, the writer found that there was difference of

students; score with using English subtitle and without using English subtitle in enhance listening skill.

E. Discussion

In this section, the writer analyzed the data which have been collected and then describe the result of the result. This research attempts to find whether the using animation movies between English subtitle and without English subtitle can enhance students' listening skill. After collecting and processing all data obtained from the tests, it is important to discuss the research findings in order to answer all purposes research question.

Based on the data obtained during the research, the writer has answered the research question. The first research question is "To what extent is the achievement of students with English subtitle better than that of without English subtitles?" According to the data pre-test and post-test, students have shown the increasing score in listening activities. Start from first meeting until fifth meeting in the classroom, the writer noted that animation movies to enhance students' listening skill had been implemented and their listening was increasing.

The result of the reseach can be seen above, there have significant difference between pre-test and post-test between two classes. After the writer give the treatment to experiment class, it can be seen that there is significant improvement from pre-test to post-test in T-test result. The experimental class get higher score in first meeting (76.71), second meeting (65.62), third meeting (75.96), fourth meeting (84.37), fifth meeting (94.21). Meanwhile control class

get lower score than experimental, first meeting (60.93), second meeting (74.21), third meeting (79.37), fourth meeting (82.65), and fifth meeting (92.5). Eventhough in second and third meeting control classs get higher score than experimental class but overall the experimental class get higher in first, fourth and fifth meeting.

At the other hand, the writer still have second research question. The research question is "What are the perceptions of the students in learning listening by using movies with English subtitles and without English subtitles?". Based on alaysis of open-ended questionnaire by using SPSS program, the students' shows the different reason and agreement about watching animation movies between using and not using English subtitles.

Furthermore, the use of subtitle and without use English subtitle in animation movie really helpful to students in improving their ability in listening. Without using English subtitles, students can be more critical in guess the meaning about plot of the story in the movie. At the other hand, the use of English subtitle in animation movies, it can make the students more interest about listening in learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After through analyzing and discussing all data that were obtained through pre-experimental study at SMAN Unggul Tunas Bangsa, there were some important points that could be concluded in order to answer the purposed research questions. The result shows that there was a significant improvement on students' listening skill by using animation movie as media. It was found by comparing pre-test and post-test score. Based on the data obtained, the writer conclude that their listening skill was increased after using animation movies. And in experiment class that without using English subtitle they got higher score than control class that with using English subtitle. Furthermore, watching animation movies without using English subtitle, make the students more critical in listening. They don't just watching but also guess the meaning about plot of the story. The use of both this method applicable to learning style of students.

And then, the perception of students in learning listening by using animation movies between students have the different reason and agreement about their perception. Some students in experimental class really interested to the animation movies without using English subtitles, because it can make them more critical an more pay attention in learning activities about listening. At the other hand, some students in control class really enjoy to watching animation movies

with using English subtitles. It make the students in control class more easier to catch the meaning in listening activities.

B. Suggestions

At the end of this chapter, the writer would like to propose some suggestions, which hopefully would be useful for the English teacher, students, researcher and other researcher.

1. For English Teacher

Using animation movies to enhance students' listening skill by using English subtitle and without using English subtitle is recommended as an alternative way for English teacher especially for senior high school teacher to attract the students' interest and motivation in learning listening. At the other hand, animation movie with using and without using English subtitles is one of the media which suitable for student's learning style.

2. For the students

a. Listening is important subject to learn. But, most of students have difficulties to producing listening skill. Therefore, students have to be serious and pay attention to the teacher explanation and learning activities in the classroom.

b. To improve listening ability, the student's have to develop their knowledge and do many exercise and practice in order to get a better achievement in increasing listening skill.

3. For researcher

The researcher can develop their knowledge in English teaching. The animation movies is not only the one method to improve students listening skill, there are other methods which can use to enhance students' listening skill.

4. For other researcher

The result of this research can be reference for another researcher who want to conduct a research about teaching listening.

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AUTOBIOGRAPHY

Personal Identity

Name : Fitri Rizki Rawanita
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Parent

Father's Name : Drs.Abdur Rani, Us
Mother's Name : Khatijah Marlina, S.Pd
Occupation of Dad : Supervisor of Education Department
Occupation of Mother : Teacher

Educational Background

Kindergarten : TK Dharmawanita Blangpidie (2000-2001)
Primary School : Min Blangpidie (2001-2007)
Junior High School : MTsN Unggul Susoh (2007-2010)
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University : UIN Ar-Raniry (2013-2018)

Banda Aceh, January 2nd 2018

Fitri Rizki Rawanita



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9 Agustus 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Fitri Rizki Rawanita
N I M	: 231 324 130
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: VIII
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Lamgugob, Kec: Syiah Kuala

Untuk mengumpulkan data pada:

SMAN Unggul Tunas Bangsa Abdya

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Using Animation Movies to Enhance Student's Listening Skill: A Comparative Study Between Using and not Using English Subtitles

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An Dekan,
Kepala Bagian Tata Usaha,
W. Saja Farzah Ali

BAG.UMUM BAG.UMUM

Kodk 1495



PEMERINTAH ACEH
DINAS PENDIDIKAN

UNIT PELAKSANAAN TEKNIS DINAS
PUSAT PENGEMBANGAN MUTU GURU (UPTD PPMG) WILAYAH VIII
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BLANGPIDIE

Nomor : 300 / PPMG WIL. VIII / 794 / 2017
Lampiran : -
Hal : Surat Izin Penelitian

Blangpidie, 23 Agustus 2017

Kepada Yth,
Kepala Sekolah SMAN Unggul Tunas Bangsa
di -
Padang Meurantee

Assalamualakum Warahmatullahi Wabarakatuh.

Kepala UPTD – PPMG Wilayah VIII Aceh Barat Daya menanggapi surat permohonan izin penelitian dari :

Nama : **Fitri Rizki Rawanita**
NIM : 231324130
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam

Untuk maksud tersebut kami memberikan izin kepada mahasiswa yang bersangkutan untuk melaksanakan penelitian pada :

LOKASI PENELITIAN	JUDUL PENELITIAN
SMA NEGERI UNGGUL TUNAS BANGSA ACEH BARAT DAYA	Using Animation Movies to Enchane Student,s Listening Skill: A Comparative Study Between Using and not Using English Subtitles

Demikian rekomendasi ini kami sampaikan, atas bantuan dan kerjasama yang baik kami ucapkan Alhamdulillah dan terimakasih.

An Kepala UPTD – PPMG WIL. VIII
Dinas Pendidikan Aceh

ABDUL MUIN, S.Pd
No. 19661102 199203 1 003



**PEMERINTAH ACEH
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SURAT KETERANGAN

Nomor : 422/252 /2017

Sehubungan dengan surat pengantar dari Dinas Pendidikan Aceh nomor: 800/PPMG WIL-VIII/794/2017/2833/2017, tanggal 23 Agustus 2017 perihal Permohonan Izin Penelitian untuk Penyusunan Skripsi.

Maka Kepala Sekolah SMA Negeri Unggul Tunas Bangsa Aceh Barat Daya dengan ini menerangkan:

Nama : FITRI RIZKI RAWANITA
NIM : 231 324 130
Prodi : Pendidikan Bahasa Inggris
Fakultas/Universitas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam

Telah selesai melakukan **penelitian** di SMA Negeri Unggul Tunas Bangsa Aceh Barat Daya dari tanggal 24 Agustus 2017 s/d 13 Oktober 2017 dalam rangka pengumpulan data untuk penyusunan skripsi berjudul :

**"USING ANIMATION MOVIES TO ENHANCE STUDENT'S LISTENING SKILL:
A COMPARATIVE STUDY BETWEEN USING AND NOT USING ENGLISH SUBTITLES".**

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan seperlunya.

Susoh, 13 Oktober 2017
Kepala Sekolah SMA Negeri Unggul Tunas Bangsa



APPENDIX 4

- First Meeting

LESSON PLAN

School : SMAN Unggul Tunas Bangsa ABDYA

Class / Semester : XI / II

Subject : Critical Listening

A. Standard of Competence

Understand the story through animation movie.

B. Indicators

- Answering a few of questions that related to the story of animation movie
- Identifying the fulfilling expression of asking for agreement, agreeing and disagreeing on the animation movies

C. The Aim of Activities

Students be able to understand the story of movie

D. Materi Pembelajaran

1. First Meeting

Summary of Inside Out Movie

Inside out is an animated comedy about a young girl who has a wonderful life, until her family moves to San Francisco and her emotions get out of control. Inside out is a well-made, delightful movie with a great plot line, excellent animation and a strong moral worldview. Riley is 11 years old. She has had a pretty joyous life in Midwest. When Riley's family needs to move to San Fransisco, other emotions start to comeout , like Disgust, Anger, Fear, and Sadness, with Joy being put to the test. Each emotion is a characer in Riley's brain, helping her cope and grow in life, while each memory is in the shape of a ball which plays the scenes from the memories. When joy is trying to save some of the memories from sadness, who is touching them and making them sad, the two emotions get sucked up in an air vent and taken away from headquarters. Now, the only remaining emotion are Disgust, Anger and Fear. This leaves riley in a very bad mood indeed. Joy and sadness decide they must jump on the different islands that make up Riley's personalities, including Hokey, Goofy, Family, Friendship and Honesty. Because of the movie's themes, it's a bit intellectual, so some younger may have a hard time understanding everything that's happening. However, the movie doesa brilliant job with character dialogue.

E. Method of Learning

- Listening using animation movies.
- An animation movie fulfilling expression of :

Asking for agreement	Agreeing	Disagreeing
Don't you thing so, Bella?	You are right	I'm not sure
Don't you agree with me, Joe?	Yes, I do	I can't agree
Don't you agree?	That's right	I don't think so
Do you agree if ... ?	Yes, that's true	Yes, that's true, but..
	True enough	I'm not sure

F. Teaching Activities

4. Pre Teaching

- Greetings
- Praying
- Checking the attendance list
- Preparation (Laptop , Speakers, LCD)
- Show the students about short video and give some test to the students about fulfilling expression of asking for agreement through short movie

5. While Teaching

- The teacher explain about material that related to the topic
- The students ask about the topic

6. Post Teaching

Presentation

- The students are watching animation movie (inside out)
- The students identifying the difficult words from the movie
- The students identify the expression of movie

Practice

- The students are asked to work together in group to do the task given by the teacher
- The students are asked to discuss their answer with others
- The teacher and students discuss the answer

Production

- The students are asked to do the tasks given by the teacher individually
- The teacher summarizes the material given
- The teacher give reflection towards the teaching and learning process

- The students do and submit their work after the activities ended

G. Teaching Media

- Laptop
- LCD
- Speakers
- Marker
- Paper Test

H. Assessment of Learning Outcomes

a. Technique of Assessment

- Writing Test

b. Instrument

- Answer all the question

c. Guide of Assessment

- For right answer : 10 points
- Total of score : 100 points
- Maximal Score : 100
- Score of Students : $\frac{\text{Score which students get}}{\text{Maximal Score}} \times 100$

Maximal Score

Researcher

Fitri Rizki Rawanita

Nim : 231324130

Task 1 :

Did you get the expressions from 'inside out movie' ?

Asking for Agreement	Agreeing	Disagreeing

Task 2 :

Write the difficult word and find the meaning !

Words	Meaning

Task 3 :

1. Inside out tells the story of the emotions of a young girl, Riley and does so by personifying each of her major emotions. Voiced by Amy Poehler, which is the first emotion to appear in the brain of the main human character, Riley ?

- a. Joy
- b. Fear
- c. Sadness
- d. Disgust

2. Early in the movie, Riley and her parents move to Minnesota to a new city because her father has a new job at a startup. What city do they move to ?

- a. New York City
- b. San Francisco
- c. Chicago
- d. Houston

3. At the beginning of the movie, Riley has five “Island of Personality” that reflect major aspects of her personality. Which one of the following islands of Personality does NOT appear then ?

- a. Fashion Island
- b. Family Island
- c. Honesty Island
- d. Friendship Island

7. What incident triggers the crisis that leads to Joy and Sadness being ejected from HQ ?

- a. Riley performs dismally at hokey practice
- b. Riley gets into a fight with her best friend
- c. Riley breaks down crying at school
- d. Riley argues with her parents

8. During the course of the movie, we get a view into the minds of other characters and their emotions. While Joy is the unofficial “leader” of Riley’s HQ, which two emotions apparently “lead” Riley’s mother and father ?

- a. Mother – Sadness ; Father – Anger
- b. Mother – Sadness ; Father – Disgust
- c. Mother – Fear ; Father – Anger

d. Mother – Fear ; Father – Disgust

- Second Meeting

LESSON PLAN

School : SMAN Unggul Tunas Bangsa ABDYA

Class / Semester : XI / II

Subject : Critical Listening

A. Standard of Competence

Understand the story through animation movie.

B. Indicators

- Answering a few of questions that related to the story of animation movie
- Using the expression of starting, extending, and ending a conversation

C. The Aim of Activities

Students be able to understand the story of movie

D. Learning Materials

- Second Meeting

Summary of “Tinkerbell and The Great Fairy Rescue”

Like other fairies, Tinker bell attends fairy camp on the mainland. When she attempts to go find some lost things, Vidia asks her if she’s going to the human house, which isn’t far from camp. The question makes Tink curious and eventually sneaks off. Vidia follows behind to watch over her. When she reaches the house, she is amazed by their ‘horseless carriage’. She takes the time to flutter around under the car, while Vidia tries to get her to leave. Eventually they do, but on their way back to camp, Tink and Vidia stumble upon a fairy- sized house made by Lizzy, a human girl who wishes to meet a real fairy.

In the end, Dr.Griffifth apologizes to his daughter for not believing her. Vidia is them freed and she and Tink form a friendship. Lizzy and her father are now closer than ever .

b. An animation movie fulfilling expressions of :

Starting a conversation	Extending a conversation	Ending a conversation
Hello ?	Hold on, please	It’s nice talking with

Who is calling, please ?	By the way Anyway	you It's time for me to
Can I speak to ... ?	Well...	say
May I speak to .. ?		Bye

G. Method of Learning

- Listening using animation movies.
- Presentation
- Practice
- Production

H. Teaching Activities

9. Pre Teaching

- Greetings
- Praying
- Checking the attendance list
- Preparation (Laptop , Speakers, LCD)
- Give some test to the students about starting a conversation, extending a conversation, and ending a conversation

10. While Teaching

- The teacher explain about material that related to the topic
- The students ask about the topic

11. Post Teaching

Presentation

- The students are watching animation movie (Tinker Bell and The Great Fairy Rescue)
- The students identify the expression of movie

Practice

- The students are asked to work individually to do the task given by the teacher
- The students are asked to discuss their answer with others
- The teacher and students discuss the answer

Production

- The students are asked to do the tasks given by the teacher individually
- The students submit their works after the activities ended
- The teacher summarizes the material given
- The teacher give reflection towards the teaching and learning process

I. Teaching Media

- Laptop
- LCD
- Speakers
- Marker
- Paper Test
- White Board

J. Assessment of Learning Outcomes

a. Technique of Assessment

- Critical listening

b. Instrument

- Answer all the question

c. Guide of Assessment

- For right answer : 10 points
- Total of score : 100 points
- Maximal Score : 100
- Score of Students : $\frac{\text{Score which students get}}{\text{Maximal Score}} \times 10$

Maximal Score

Researcher

Fitri Rizki Rawanita

Nim : 231324130

Task 1 :

Did you get the expressions from ‘Thinker Bell and The Great Fairy Rescue Movie’ ?

Starting a Conversation	Extending	Ending a Conversation

Task 2 :

Write the difficult word and find the meaning !

Words	Meaning

- Third Meeting

LESSON PLAN

School : SMAN Unggul Tunas Bangsa ABDYA

Class / Semester : XI / II

Subject : Critical Listening

A. Standard of Competence

Understand the story through animation movie.

B. Indicators

- Answering a few of questions that related to the story of animation movie
- Identifying the difficult words on the animation movies

C. The Aim of Activities

Students be able to understand the story of movie

D. Materi Pembelajaran

- Third Meeting (Home Movie)
- Listening using animation movies.
- An animation movie fulfilling expression of :

Asking for agreement	Agreeing	Disagreeing
Don't you thing so, Bella?	You are right Yes, I do	I'm not sure I can't agree
Don't you agree with me, Joe?	That's right Yes, that's true	I don't think so Yes, that's true, but..
Don't you agree? Do you agree if ... ?	True enough	I'm not sure

E. Method of Learning

- Presentation
- Practice
- Production

F. Teaching Activities

1.Pre Teaching

- Greetings
- Praying
- Checking the attendance list
- Preparation (Laptop , Speakers, LCD)
- Give short video to the students and give some test to the students about fulfilling expression of asking for agreement through short movie

2.While Teaching

- The teacher explain about material that related to the topic
- The students ask about the topic

3.Post Teaching

Presentation

- The students are watching animation movie (Home)
- The students identifying the difficult words from the movie
- The students identify the expression of movie

Practice

- The students are asked to work together in group to do the task given by the teacher
- The students are asked to discuss their answer with others
- The teacher and students discuss the answer

Production

- The students are asked to do the tasks given by the teacher individually
- The students submit their works after the activities ended
- The teacher summarizes the material given
- The teacher give reflection towards the teaching and learning process

G. Teaching Media

- Laptop
- LCD
- Speakers
- Marker
- Colorful Card

H. Assessment of Learning Outcomes

- a. Technique of Assessment

- Critical listening
- b. Instrument
 - Answer all the question
- c. Guide of Assessment
 - For right answer : 10 points
 - Total of score : 100 points
 - Maximal Score : 100
 - Score of Students : $\frac{\text{Score which students get}}{\text{Maximal Score}} \times 10$

Researcher

Fitri Rizki Rawanita

Nim : 231324130

Task 1 : Did you get the expressions from 'home movie' ?

Asking for Agreement	Agreeing	Disagreeing

Task 2 :

Write the difficult word and find the meaning !

Words	Meaning

Task 3 :

Discussion Question

- **Fear**

Did you see how Tip was afraid of Oh? She was worried that Oh might hurt her. Why > because of her experience. She had seen her mom get taken away by the Boov and now she was affraid that they might do something to her too. Fear can get us that way. It can make us jump to conclusions and start to think that jus aren't real. Fear is false evidence appearing real. Fear can sometimes be a good thing. Fearing the fire can stop us getting burned because we won't to touch it. Yet God does not want us to have an unhealthy fear – living in fear. He wants to have faith that . He is working everything to our good

Question :

1. When was the time you felt most scared?
2. What do you tend to do when you are scared ?
3. How do you think we can overcome fear?
4. How can we help others who might be afraid ?

- **Forgiveness**

Tip had trapped Oh. Sometimes when someone hurts us we want to hurt them back. Tip had been hurt by the Boov. They had taken away her mom. So now all she wanted to do was hurt them back. When she traps Oh, she tells him she can't let him 'back into the out' but Oh reminds her that she is 'just having to take away the piece of wood' that she has trapped him with. That's exactly like forgiveness. We can all forgive others, even when we believe we can't. We can forgive when we rely on the power of the Holy spirit! We just have to want to. Just as Tip had to want to set Oh free.

Question:

Would you forgive someone if they ate your last candy ? (what if you had another bag of candy, you didn't like the candy. It was your favorite candy)

Would you forgive someone if they borrowed your favorite DVD and scratched it ? (what if they said sorry, if they promised to buy you a new one)

Would you forgive someone if they said they hated you? (would it matter who they were, how well you knew them, how old they were ?)

Would you forgive someone for leaving you somewhere? (what if this person came back to get you. What if they just left you for a few minutes , what if they never comeback ?)

- Fourth Meeting

LESSON PLAN

School : SMAN Unggul Tunas Bangsa ABDYA

Class / Semester : XI / II

Subject : Critical Listening

A. Standard of Competence

Understand the story through 'Kungfu Panda 3 Movie'.

B. Indicators

- Answering a few of questions that related to the story of animation movie
- Identifying the expression of asking for giving goods and services, and refusing to do something
- Identifying the difficult words on the movie

C. The Aim of Activities

Students be able to understand the story of movie

D. Learning Materials

- Fourth Meeting (Kungfu Panda 3)

Summary of Kungfu Panda 3 movie :

In the spirit Realm, Grandmaster Oogway fights against and adversary named Kai, who has defeated other kung fu masters in the realm and taken their chi, turning them into small jade charms. Oogway willingly gives in and also has his chi stolen, but not before warning Kai that the Dragon warrior, Po, will stop him. Kai takes this as a challenge to steal the chi from the Dragon warrior and returns to the mortal realm.

Meanwhile, master shifu announces his retirement from teaching to begin his training to master chi and passes the role of teacher to Po. Excited at first, Po discovers that teaching kung fu is not as easy as he expected, as the Furious Five members Tigress, Crane, Mantis, Viper and Monkey are injured as a result.

In the end of movie Grandmaster Oogway appears to Po, and informs him his journey has come full circle, revealing his role by selecting Po as Dragon Warrior because of his descent from the ancient pandas, and his embodiment of the yin – yang. He also reveals his role in alerting Li to Po’s survival, and declares Po his true successor. By choice, Po wields a mystic green yin-yang staff bestowed by Oogway to return to the mortal world. He and his extended family all return to the Valley, where they continue practicing kung fu and their chi under the guidance of Po and the Furious Five.

a. An animation movie fulfilling expressions of :

Asking for goods and services	Giving goods and services	Refusing to do something
Do you think you can ..? May I borrow your .. ? Could you help me to ... ? Would you ... ?	Why not ? No problem Certainly Of course	I’m sorry i am using it now I don’t think i can. I wish i could, but.. I’m sorry, i cant

E. Method of Learning

- Listening using animation movies.
- Presentation
- Practice
- Production

F. Teaching Activities

G. Pre Teaching

- Greetings
- Praying
- Checking the attendance list
- Preparation (Laptop , Speakers, LCD)
- Give students some test about expression of asking for goods and service

H. While Teaching

- The teacher explain about material that related to the topic
- The students ask about the topic

I. Post Teaching

Presentation

- The students are watching animation movie “Kungfu Panda 3”
- The students identify the expression the asking for and giving goods and services, and refusing to do something

Practice

- The students are asked to work in group to do the task given by the teacher
- The students are asked to discuss their answer with others
- The teacher and students discuss the answer

Production

- The students are asked to do the tasks given by the teacher individually
- The students submit their works after the activities ended
- The teacher summarizes the material given
- The teacher give reflection towards the teaching and learning process

J. Teaching Media

- Laptop
- LCD
- Speakers
- Marker
- Paper

K. Assessment of Learning Outcomes

- a. Technique of Assessment

- Critical Listening

b. Instrument

- Answer all the question

c. Guide of Assessment

- For right answer : 10 points

- Total of score : 100 points

- Maximal Score : 100

- Score of Students : Score which students get x 10

Maximal Score

Researcher

Fitri Rizki Rawanita

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Task 1 : Who are they ? (write the name based at the picture below)

Work in group



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Task 2 :

Did you get the expression ?

Asking for goods and services	Giving goods and services	Refusing to do something

Task 2

Work individually.

1. What is name of Po's father ?
 - a. Zeng
 - b. Zang
 - c. Mr. Pong
 - d. Mr. Ping

2. Who teach Po kung fu ?
 - a. Master Shifu
 - b. Master Tigress
 - c. Master Oogway
 - d. Master Monkey

3. Which of the following is not a member from the Furious Five ?
 - a. Monkey
 - b. Tigress
 - c. Shifu
 - d. Viper

4. Who is the evil snow leopard that wants to be the dragon warrior?
 - a. Tai Gress
 - b. Tai Chi
 - c. Tai Lung
 - d. Tai Wan
 - e.

5. What method does Master Shifu finally use to teach Po ?
 - a. Fire
 - b. Friends
 - c. Family
 - d. Food

6. What is Po fighting with when he says “Skidoosh?”
 - a. Food
 - b. Buttocks
 - c. Fingers
 - d. Stomach

7. Who finally becomes the Dragon Warrior ?
 - a. Po
 - b. Viper
 - c. Tigress
 - d. Mantis

8. What is written on the Dragon Scroll ?
 - a. Haha ! You've been fooled !
 - b. You are the Dragon Master
 - c. Nothing
 - d. There is no final ingredient

9. What is the secret ingredient in Secret Ingredient Soup ?
 - a. Paprika
 - b. Thyme
 - c. Beef
 - d. Nothing

10. What must be done to cause damage during the Wuxi Finger Hold ?
 - a. Flex your pinky
 - b. Kick the enemy in the crotch

- c. Nothing
- d. Squeeze hard

- Fifth Meeting

LESSON PLAN

School : SMAN Unggul Tunas Bangsa ABDYA

Class / Semester : XI / II

Subject : Critical Listening

B. Standard of Competence

Understand the story through ‘Smurfs : The Lost Village’

C. Indicators

- Answering a few of questions that related to the story of animation movie
- Identifying the conjunction words

D. The Aim of Activities

Students be able to understand the story of movie

E. Learning Materials

- a. An animation movie fulfilling words of conjunction :

What is a conjunction?

A conjunction is a part of speech that is used to connect words, phrases, clauses, or sentences. Conjunctions are considered to be invariable grammar particle, and they may or may not stand between items they conjoin.

Conjunction Rules

There are a few important rules for using conjunctions. Remember them and you will find that your writing flows better:

1. Conjunctions are for connecting thoughts, actions, and ideas as well as **nouns**, clauses, and other parts of speech. For example: *Mary went to the supermarket **and** bought oranges.*
2. Conjunctions are useful for making lists. For example: *We made pancakes, eggs, **and** coffee for breakfast.*

Conjunctions List

There are only a few common conjunctions, yet these words perform many functions: They present explanations, ideas, exceptions, consequences, and contrasts. Here is a list of conjunctions commonly used in American English:

And

As

Because

But

For

Just a

Or

Neither

Nor

Not only

So

Whether

Examples of Conjunctions

In the following examples, the conjunctions are in bold for easy recognition:

I tried to hit the nail **but** hit my thumb instead.

I have two goldfish **and** a cat.

I'd like a bike **for** commuting to work.

You can have peach ice cream **or** a brownie sundae.

Neither the black dress **nor** the gray one looks right on me.

My dad always worked hard *so* we could afford the things we wanted.

I try very hard in school *yet* I am not receiving good grades.

F. Method of Learning

- Listening using animation movies.
- Presentation
- Practice
- Production

G. Teaching Activities

Pre Teaching

- Greetings
- Praying
- Checking the attendance list
- Preparation (Laptop , Speakers, LCD)
- Give some test to the students about conjunction words that show
by the short video

H. While Teaching

- The teacher explain about material that related to the topic

- The students ask about the topic

I. Post Teaching

Presentation

- The students are watching animation movie “Smurfs : The Lost Village ”
- The students identify the expression the asking for and giving goodsand services, and refusing to do something

Practice

- The students are asked to work together in group to do the task given by the teacher
- The students are asked to discuss their answer with others
- The teacher and students discuss the answer

Production

- The students are asked to do the tasks given by the teacher individually
- The students submit their works after the activities ended
- The teacher summarizes the material given
- The teacher give reflection towards the teaching and learning process

J. Teaching Media

- Laptop
- LCD
- Speakers
- Marker
- Paper

K. Assessment of Learning Outcomes

- a. Technique of Assessment

Critical Thinking

- b. Instrument

- Answer all the question

- c. Guide of Assessment

- For right answer : 10 points

- Total of score : 100 points

- Maximal Score : 100

- Score of Students : $\frac{\text{Score which students get}}{\text{Maximal Score}} \times 10$

Maximal Score

Researcher

Fitri Rizki Rawanita

Nim : 231324130

Task 1 : Who are They ? (Write The Name Based at The Picture Below)





Task 2 : Find the conjunctions and write the sentences based in the movie!

No.	Conjunction

Task 3 : Answer the question below!

1. What is the role of papa smurfs?
 - a. To take care the smurfs and the forest
 - b. To punish the smurfs
 - c. To work at the forest
 - d. To clean the forest

2. What is the name of fair-haired smurf?
 - a. Clumsy
 - b. Papa smurf
 - c. Brainy
 - d. Smurfin

3. Who has created smurfin ?
 - a. Papa smurf
 - b. Gargamel
 - c. Brainy
 - d. Clumsy

4. What is the witch's pan said about the location of the forbidden village ?
 - a. "Nobody knows"
 - b. "Think by yourself"
 - c. "I don't know"

d. "I will tell you"

5. What is the meaning of the symbol ?

a. The three waterfall

b. The three trees

c. The three forest

d. The three flowers

6. Who is the habitants of the forbidden village ?

a. All the women smurf

b. All the man smurf

c. Snappy and gargamel

d. Papa smurfs and the other smurf

APPENDIX 5

Instrument For Questionnaire

1. I feel comfortable to learn listening by using animation movies
without English Subtitle

Yes () No ()

If your answer is 'no' please write the reason below.

Explanation :

2. Animation movies without English subtitle is a good idea to
improve listening skill

Yes () No ()

Why ? :

3. It is difficult to improve listening skill by using Animation movies
without English subtitle

Yes () No ()

please write the reason below.

Reason :

4. Animation movies without English subtitle are suitable for increase listening skill ?

Yes () No ()

If your answer is 'no' please write the reason below.

Reason :

5. Animation movies without english subtitle can improve your listening skill

Yes () No ()

Please write the reason below

.....

6. Using animation movies with English subtitle students can understand more word in english

Yes () No ()

Please write the reason below

.....

7. Watching animation movies without English subtitle construct learning in listening more fun

Yes () No ()

If your answer 'Yes' please write the reason below.

Reason :

8. Watching animation movies without English subtitle can facilitate students to think critically in listening

Yes ()

No ()

If your answer 'Yes' or 'No' please write the reason below.

Reason :

9. Using animation movies without English subtitle is more easier than using with subtitle ?

Yes ()

No ()

10. Animation movies has a clear voice, so that the students easy to listen the dialogue

Yes ()

No ()

11. I think animation movies can improve students motivation and enthusiasm in listening

Yes ()

No ()

If your answer 'Yes' please write the reason below.

Reason :

12. Animation movies is a good media for listening because provide a good visual and entertain the students

Yes () No ()

13. I feel boring to learn listening skill by using animation movies without English subtitle

Yes () No ()

14. I think animation movies by using without English subtitle can improve student's ability to guess the meaning of the words

Yes () No ()

If your answer "yes" please write the reason below.

Reason :

15. I think animation movies by using without English subtitle make students familiar with the words than using without English subtitles ?

Yes () No ()

APPENDIX 6
Independent Sample Test Using SPSS

1. Ujiindependent t-test listening film Inside Out

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Posttest_InsideOut Equal variances assumed	.426	.516	5.099	62	.000	15.78125	3.09499	9.59445	21.96805
Equal variances not assumed			5.099	53.678	.000	15.78125	3.09499	9.57531	21.98719

2. Ujiindependentt-test listening film Thinker Bell and The Great Fairy Rescue

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Posttest_ThinkerBell Equal variances assumed	.526	.471	-3.951	62	.000	-8.59375	2.17504	-12.94160	-4.24590
Equal variances not assumed			-3.951	60.325	.000	-8.59375	2.17504	-12.94400	-4.24350

3. Ujiindependentt-test listening film Home

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Posttest_Home Equal variances assumed	.091	.764	1.966	62	.054	-3.40625	1.73277	6.87001	.05751
Posttest_Home Equal variances not assumed			1.966	61.935	.054	-3.40625	1.73277	6.87008	.05758

4. Ujiindependentt-test listening film Kungfu Panda

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Posttest_KungfuPanda Equal variances assumed	30.400	.000	.604	62	.548	1.71875	2.84632	-3.97096	7.40846
Equal variances not assumed			.604	42.037	.549	1.71875	2.84632	-4.02520	7.46270

5. Ujiindependentt-test listening film Smurfs: The Lost Village

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Posttest_Smurf Equal variances assumed	.620	.434	1.092	62	.279	1.71875	1.57330	-1.42623	4.86373
Equal variances not assumed			1.092	60.803	.279	1.71875	1.57330	-1.42746	4.86496

APPENDIX 7

The Proof of Teaching Activities



XI MERAH



XI PUTIH