

# Disney Movie: Does it Increase Listening Skill Students' at Junior High School?

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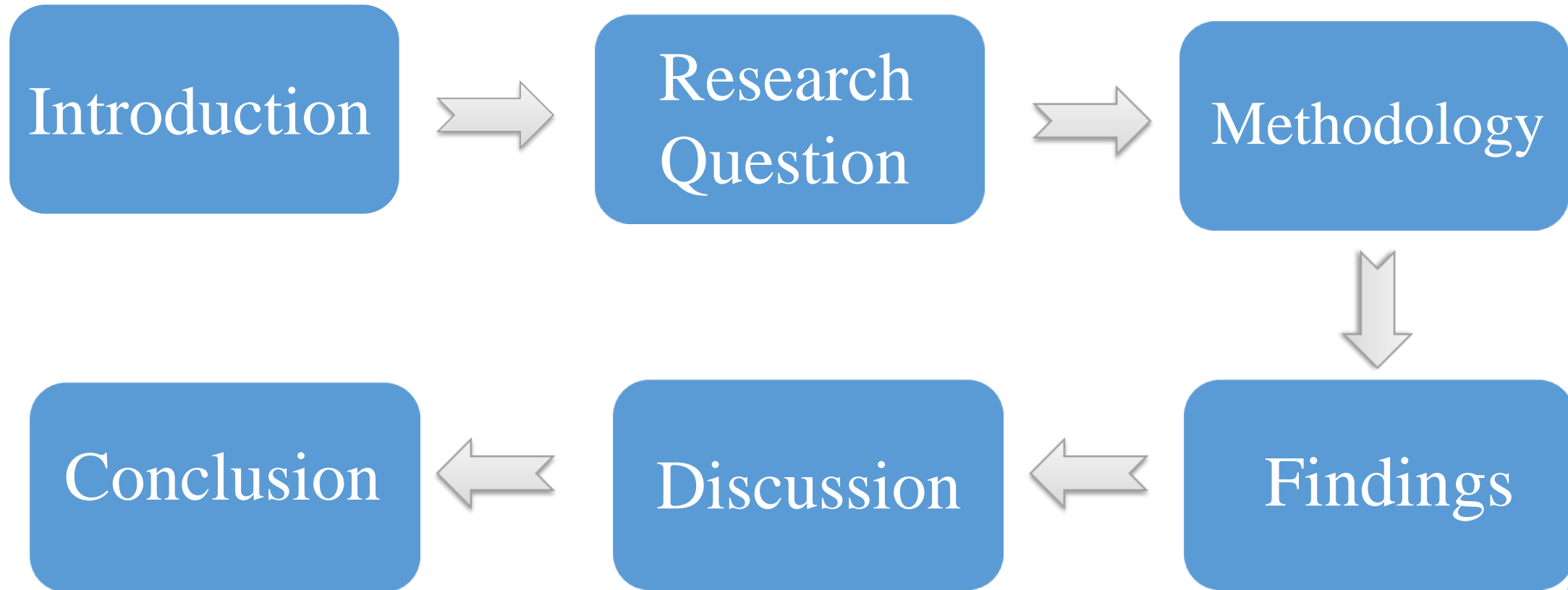
Pendidikan Bahasa Inggris

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# Introduction

- English is a means of communication used by many people as a means of self development.
- Listening ability has not been fully mastered by students, especially junior high school.
- To overcome the challenges, teachers should approach listening in an unconventional way.
- One method to approach teaching listening is watching movie (Disney).
- movie are educational media that can be used because their popularity.
- Disney movies are an interesting audiovisual used for teaching. Movies have concepts with different meanings, and the messages conveyed can educate and influence people's way of thinking clearly.

# Introduction

## Research gap

Previous research (Nystrom, 2019)	This research
<b>Theoretical gap</b>	
The Researcher using (Ismaili, 2013): Movie have a beneficial effect in helping students interact, communicate and become active in English learning class activities	This study using Hamidah (2021): Disney movie, gaining confidence and motivation in learning English, and can improve listening, vocabulary and language skills.
<b>Population gap</b>	
English major senior	7 <sup>th</sup> junior high school
<b>Evaluation Gap</b>	
<ul style="list-style-type: none"><li>- South East Europe University</li><li>- Quantitative (Pre Experimental)</li></ul>	SMPN 1 Tanggulangin Quantitative (Quasi Experimental)

# Novelty

This study aims to find out whether the use Disney movies can improve students' listening ability of seventh grade effectively.

# Research Question

Does learning through feature movies (Disney) effective for improving students' listening skills in junior high school?

# Research Method

- **Research design:** used a quantitative Pre-Experimental design
- **Research setting:** This study Was conducted at SMPN 1 Tanggulangin
- **Population:** is seven grade, the sample one class of which the class consisted of 32 students
- Techniques used test (pretest, treatment, Posttest)
- **Data Analysis:** Researchers will use SPSS to determine the distribution of listening skills scores. There is a prerequisite, namely the normality test to see the next hypothesis

# Result

- The average score of the pretest was 46.34 and the average posttest was 77.63.
- The normality test using the One Sample Kolmogorov Smirnov test states that the Sig. (2-tailed) values are 0,072 and 0,200, respectively.

Asymp. Sig. (2-tailed)	,072 <sup>c</sup>	,200 <sup>c,d</sup>
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- The T test shows that there is a sufficient increase between the pre-test and post-test scores, with Sig. (2 tailed) of 0.000.

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - Posttest	-31,281	10,349	1,830	-35,013	-27,550	-17,098	31	,000



# Discussion

- This data shows a significant difference between the two scores. The improvement shows that the use of film as a learning medium can have a positive impact on students' listening skills.
- The results showed that students' pretest scores and posttest scores improved substantially. Thus, playing films like "Luca" can be a good alternative to overcome obstacles in listening learning, especially for students with different backgrounds and understanding of English.

# Conclusion

- Based on the results of the research data, the difference in scores between the pre-test and post-test in the experimental group showed a statistically significant increase in listening ability after learning Disney movie material.

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