**The Effects Of Animation Movie Viewing on Listening Skill Of Junior High School Students**

**Nurul Hasanah**

nurul\_nuha67@yahoo.co.id

**Muh. Asfah Rahman**

asfah\_rahman@yahoo.com

**Abdul Halim**

abdhalimmhum@yahoo.com

**State University of Makassar, Indonesia**

**ABSTRACT**

This research was conducted to find out the effects of Animation Movie viewing on students’ listening skill and to find out whether or not the students were interested in the use of Animation Movie to the first grade students of SMP Pondok Pesantren Puteri Ummul Mukminin. The research employed quasi experimental method. This research assigned two groups namely control group and experimental group. Each group consisted of 16 students. The sample was chosen by applying purposive sampling technique. The data obtained through the test were analyzed by using inferential statistic through SPSS version 22 program. In conducting the research, the researcher used Animation Movie to improve the students’ listening skill. The researcher used questionnaire to see the students’ interest toward the Animation Movie viewing. The result of the research shared was the students’ listening skill in pre-test and post-test differed significantly. Then, it is concluded that the Animation Movie was able to give greater contribution to the students’ listening skill. It was proven by the result of inferential statistic in testing the students’ score either in pretest or in posttest. Based on the result of the data analysis, there was a significant difference between the result of posttests of experimental and control group, where the mean score of posttest of experimental group was 75.43 which was higher than the mean score of posttest of control group which was only 48.81. The final score of probability value (2-tailed) was smaller than α (0.000 < 0.05). In other words, H1 was accepted and H0 was rejected. Furthermore, the data that were collected from the questionnaire showed that the students were interested in the use of Animation Movie in scale of 81.125 which was categorized as interested.

**Key Words**: Animation Movie viewing, listening skill.

**INTRODUCTION**

In a language classroom, listening ability plays a significant role in the development of other communication skills. When students first learn a language, they have to listen to the words several times before they can recognize and pronounce those words. Listening can also help students build vocabulary, develop language proficiency and improve language usage (Barker, 1971). Cayer, Green, and Baker (1971) find that students ability to comprehend written material through reading as well as to express themselves through speaking and written communication are directly related to students maturity in the listening phase of language development. Dunkel (1986) also asserts that developing proficiency in speaking. Not only are listening skills the basic for the basis for the elaboration of all other skills, but they are also the main channel through which students make initial contact with the target language and its culture. (Curtain & Pesola, 1998)

Listening is an activity that is done by paying attention and trying to catch the meaning of what we have listened. So that listener can hear well a spoken language, we should understand the intention of conversation by using certain words in a particular time and not simply understand the phrase. What message is conveyed by speakers are only some parts of conversation they speak, the hence listener should be able to identify and interpret other influenced factors in sending a message. According to Saricoban (1999), listening is one of the fundamental language skills. It's a medium through which children, young people, and adults gain a significant portion of their education; their information, their understanding of the world and human affairs, their ideals, sense of values, and their appreciation. He further stated that in this day of mass communication (much of it oral), it is of vital importance that our pupils be taught to listen efficiently and critically. Considering this importance of listening for EFL learners, it is essential for teachers to help the students to improve their listening ability.

In the preliminary study that the researcher did on January 28, 2017, in VII-F class of SMP Pondok Pesantren Puteri Ummul Mukminin, it was found some problems in learning English, especially listening skill. The first problem was related to the students. Seventh – grade students of SMP Pondok Pesantren Puteri Ummul Mukminin did not have high motivation in listening skill. They thought that listening was hard for them because they were rarely had a listening task when they were in Elementary School. That was why when the researcher had a listening test on them, the result was not good. They found that the speakers spoke too fast and also some new words that they almost never heard. The students said that the media used in class is monotonous. It means more than half of the students are not attracted to the strategy. As a consequence, the students lack motivation in doing the listening activities.

The next problem was related to the teacher. She rarely used media in teaching listening. Both the school and the teacher did not use the media such as good speakers yet. That was why she was not motivated in searching the listening materials. The teacher's method in teaching listening was mainly reading the text orally. Many students complained that they become tired of listening to the tape recorder from the beginning to the end with some exercises without motivation and variation in teaching and learning, students are bored in listening class.

The third problem was related to the materials. The material should be interesting, up-to-date, and appropriate to students' levels, needs, and capacity. There were various English materials from other resources for supplementary material, but the materials used in teaching learning activities were mostly taken from the course book. The course book contained complex and monotonous material and tasks.

To keep students to realize the importance of how to make a listening class more interesting, it is important to motivate students so they can make progress in listening comprehension. To help the students to acquire listening skill, the teacher in teaching listening should provide particular material and alternative media. In learning English as a foreign language, the use of media is crucial. King (2002) stated that DVD feature movie in the EFL classroom is the best way to stimulate students' English knowledge for such teaching videos are intended to keep students busy by eliciting specific responses or answers from what they watch. This activity is done in ways that require students to analyze numerous details of language consciously, rather than absorbs language and get the general gist of what is said. Choosing the movie that is age – and – cultural - appropriate and suitable for both genres is also important. Educative, comedy and less–violent action movies with relatively simple plots are also good choices for Junior High School students. The use of media can help the learners achieve their goal to learn English effectively. So, the movie is one the medium that the vital capacity to help the students in teaching and learning process.

There are some benefits relates to using the movie in the classroom. The first benefit relates to motivation. Movies about issues that draw the learners' interest can affect their motivation to learn (Stempleski, 1992; Allan, 1985; Lonergan, 1984). When they are watching movies, they can learn language components such as grammar, vocabulary, pronunciation. Second, the movies help the learners' comprehension by enabling them to listen to exchanges and see such visual supports as facial expression and gestures simultaneously (Allan, 1985; Sheerin, 1982), which may improve their insights into the topic of the conversations. In real life, unless they are speaking on the telephone or listening to the radio, such visual supports are present to accompany the verbal exchanges, so the existence of facial expression and gestures in the movies can simulate the dialogues in real situations.

To teach a listening skill for Junior High School students, the suitable and entertaining movie is animation movie which can learn from in language style, culture, and the native speaker expression. Animation movie can be categorized as one of movie genre. The animation itself refers to the process in which each frame of a movie is produced individually, whether generated as a computer graphic, or by photographing a drawn image, or by repeatedly making small changes to a model, and then copying the result. The more visual of animation movie is the easier to understand. The teacher made an excellent selection of animation movie to expose students to suitable materials that facilitate their learning. Based on the definition of the movie above, it is clear that animation movie is a movie that present information via aural and visual which has advantages for students to gain the information from reading the material. Animation movie can help the students' sensibility in hearing sense and participation. It is because animation movies are very entertaining and the students of all ages like it. There are stories to follow and observe. It will make the teaching listening process getting more interested and the students can get information from text easily so that the researcher assumed that animation movie can be effectively material alternative.

Finally, the researcher concludes that to overcome the problems of teaching and learning the listening skill, the teacher needs to find out the different way in presenting the material such as using teaching media to develop the interest of the students in listening. So the researcher will conduct research on the effect of animation movie viewing on listening skill of Junior High School students.

Based on the background mentioned above, the researcher is interested in formulating the problem that will be explored in this research as follows:

1. Is the use of animation movie effective in improving listening skill of Junior High School students?
2. Are the students interested in the use of animation movie on listening skill?

**LITERATURE REVIEW**

**Previous Related Studies**

Many previous research studies have reported exposing the identification of the students' attitudes and interest in learning English to make the teaching and learning process more effective, especially in teaching listening.

Hayati and Mohmedi (2011) conducted research in term of the effect of films with and without subtitles on listening comprehension of EFL learners*.* The results revealed that the English subtitles group performed at a considerably higher level than the Persian subtitles group, which in turn performed at a substantially higher level than the no subtitle group on the listening test.

Syam (2014) conducted research in term of the effect of subtitled and non-subtitled movies on learning listening comprehension. It was concluded delivering movies with and without subtitle in teaching listening comprehension indicated positive effects on students' IELTS listening test achievement. The test showed that the mean of Non – Subtitled group was substantially higher than Subtitled group.

Safranj (2014) conducted research in term of advancing listening comprehension through movies. the study showed that the students needed more time to learn and more advice. Clearly, using movies proved to be an effective way for students to improve their listening ability. A majority of them enhanced listening skills and gained more than vocabulary, understood more foreign culture, felt relaxed and had fun while learning in class.

Gowhary (2014) conducted research in term of Investigating the effect of video captioning on Iranian EFL learners' listening comprehension. it was concluded that providing captions for Iranian EFL learners could be helpful in overcoming some of their listening comprehension difficulties.

Referring to previous related studies above indicates that there are many ways to improve students' listening such as using English movie, subtitle film, and video captioning. Each media has unique characteristic different with other, but the aim has positive effect on students' listening skill. The researcher decided to take animation movie as a tool to teaching listening skill in this research.

**SOME PERTINENT IDEAS**

**Nature of Listening**

Listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Furthermore, it will consider another way teachers can help ease the difficulty of listening by training students in different types of listening.

**Animation Movie**

Animation movie is one of the medias which are very good to be used to improve students' listening skill. It could help sensitivity to students' sense of hearing. The animation movie affects students' listening skill because they can get involved, they feel the situation happen in the movie, and they can learn the language contextually.

**Interest**

Interest is a feeling to know and to express about something that has been learned in formal and informal situations or conditions. In a learning process, interest should be considered whatever the students' do. They will do or do not do it.

**METHOD**

**Design and Sample**

The research applied Quasi-Experimental design which aimed to determine the effects of animation movie viewing on the students` listening skill. This design involved experimental group and control group. The participants of this research were 32 seventh – grade students of Pondok Pesantren PuteriUmmul Mukminin.

**Instrument and Procedure of Collecting Data**

The data were collected through test and questionnaire. The test of this research were listening exercises such as, listen to some words which has similar sound, matching pictures, true/false questions, fill in the blanks, multiple choices, complete the class of word and make sentences. The researcher used same seven exercises as a research instrument for pre-test, treatment, and post-test. The questionnaire was given to the experimental group after the post – test. The questionnaire applied in this research was about students’ interest. This instrument was given to experimental group to find out the students’ interest in animation movie viewing.

**Data Analysis**

In collecting data of students score, the researcher found the mean score, standard deviation of pre-test and post-test, computed the frequency and the rate percentage of the students’ score used SPSS version 22. The data analysis of questionnaires used Likert scale and then analyzed in average to see the students’ interest toward on animation movie viewing.

**RESULT AND DISCUSSION**

Table 1. Frequency and percentage of pretest and posttest scores for both groups

|  |  |  |  |
| --- | --- | --- | --- |
| Classification | Range of Score | Pretest | Posttest |
| Experimental | Control | Experimental | Control |
| F | % | F | % | F | % | F | % |
| Very Good | 86-100 | - | 0 | - | 0 | 9 | 56.25 | 0 | 0 |
| Good | 71-85 | - | 0 | 1 | 6.25 | 2 | 12.5 | 1 | 6.25 |
| Average | 56-70 | 2 | 12.5 | 2 | 12.5 | 2 | 12.5 | 5 | 31.25 |
| Poor | 41-55 | 5 | 31.25 | 2 | 12.5 | 3 | 18.75 | 3 | 18.75 |
| Very Poor | 0-40 | 9 | 56.25 | 11 | 68.75 | - | 0 | 7 | 43.75 |
| Total | 16 | 100 | 16 | 100 | 16 | 100 | 16 | 100 |

Based on table above, it was known that most of the students’ pretest results for experimental group were in very poor category, it showed that only 2 students or 12.5% out of 16 students got average category, 5 students or 31.25% out of 16 students got poor category and 9 students or 56.25% out of 16 students got very poor category.

In control group, the data of pretest showed that most of students were in very poor category (11 students or 68.75%), 3 students or 18.75% out of 16 students was in poor category, and 2 students or 12.5% was in average category.

The data of posttest in Table 1 above showed that students’ achievement in experimental group was improving significantly, since there were no students in very poor category and only 3 students were in poor category (18.75%). The score of the students tend to spread evenly in average, good and very good categories that were 9 students (56.25%) in very good category, 2 students (12.5%) in good category, and also 2 students (12.5%) in average category.

The data of posttest in control group showed that students’ achievement did not significantly improve because no one of students was in the top categories; most of them were in very poor category (7 students or 43.75%), 3 students were poor category (18.75%), 5 students or 31.25% were in average category and only one student was in good category(6.25%).

From the description of listening achievement in the pretest and posttest result as showed in Table 1, it gave clear classification as well on the students’ achievement on their listening skill after conducting the treatment by Animation Movie Viewing for experimental group and conventional for control group.

The tabulation data for the students’ achievement in their listening skill can be seen as follows:

Table 2. Students’ achievement result in pretest and posttest

|  |  |  |
| --- | --- | --- |
|  | Pretest | Posttest |
|  | Experimental | Control | Experimental | Control |
| Respondents Mean SD  | 1644.125013.28596 | 1640.0014.88176 | 1675.437513.72574 | 1648.812515.23250 |

The data in Table 2 above showed that the total number for each group which experimental group was 16 students and control group was 16 students. The mean score and standard deviation showed difference in pretest and posttest to both of the groups. The data collected was based on the computation using inferential statistics through SPSS version 22.

From the data showed in Table 2, the pretest mean score of the experimental group and the control group was in the same score before giving the treatment. After giving the treatment, the posttest score to both of the groups; experimental and control groups showed a difference score of mean score. It means that there was an improvement on students’ listening skill of experimental group and control group after giving the treatment.

**Students’ listening achievement of experimental group in each indicator of listening skill**

The next table showed the achievement of the students in each indicator of listening skill. There were ten items that was examined according to the material from Animation Movie viewing.

Table 3. Listening achievement of the students’ pretest for experimental group in each listening indicators

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Listening Indicators****(Ability to)** | **Number of items** | **Correct answer** | **Wrong answer** | **Total** | **Percentage of correct answers** |
| 1 | Follow general idea | 5 | 35 | 45 | 80 | 43,75% |
| 2 | Understand specific details  | 5 | 20 | 60 | 80 | 25% |
| 3 | Check prior knowledge | 5 | 30 | 50 | 80 | 37,5% |
| 4 | Understand speaker’s intention | 5 | 25 | 55 | 80 | 31,25% |
|  | Total | 20 | 110 | 210 | 320 | **34,37%** |

From four listening skill indicators of pretest, general idea got the highest score in which from 80 total questions there were 35 correct answers or 43,75 %. It was followed by prior knowledge which got 30 correct answers or 37,5%. In addition, speaker’s intention followed the result of other items in which it got 25 correct answers or 31,25%. Then, specific details got 20 correct answers or 25%.

Most of students had wrong answer for understanding specific details item because they did not focus on any particular clues which are the words or phrases coming after the unknown words. The students also had limitation of vocabulary power. They suffered from incomplete comprehension. Some students thought that meaning resides within the unfamiliar words so they need a huge amount of vocabulary. Furthermore, understanding speaker’s intention also difficult to be placed by the students because their habit of listening to word by word. They did not focus on any particular cues which help them predict what is going to be talked about. In every listening task, cues are provided indirectly that well-trained or experienced listener could recognize it naturally. After the treatment was conducted, the students’ scores had improved significantly. It can be shown from table below.

Table 4. Listening achievement of the students’ posttest for experimental group in each Listening indicators

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Listening Indicators****(Ability to)** | **Number of items** | **Correct answer** | **Wrong answer** | **Total** | **Percentage of correct answers** |
| 1 | Follow general idea | 5 | 65 | 20 | 80 | 81,25% |
| 2 | Understand specific details  | 5 | 40 | 40 | 80 | 50% |
| 3 | Check prior knowledge | 5 | 45 | 35 | 80 | 56,25% |
| 4 | Understand speaker’s intention | 5 | 50 | 30 | 80 | 62,5% |
|  | Total | 20 | 195 | 125 | 320 | **60,94%** |

From table 4 above, it can be shown that general idea got the highest score, it was 65 correct answers or 81,25%, and speaker’s intention obtained 62,5% or 50 correct answers. Furthermore, prior knowledge obtained 45 correct answers (56,25%), and the last was specific details which got 40 correct answers (50%).

**Students’ interest**

The main aim to distribute the questionnaire to the students is to know whether or not they were interested in learning listening by use of Animation Movie. The questionnaire was just distributed to the students of experimental group after given treatment by using of Animation Movie.

The questionnaire contained 20 closed items, which were hoped to know the students’ interesting in learning listening by animation movie viewing. The interesting expressions offered are: (1) strongly agree, (2) agree, (3) moderate, (4) disagree, and (5) strongly disagree.

The questionnaire answered individually based on the students’ opinion after following treatment using Animation Movie Viewing. The students’ interest in learning listening of the seventh-grade students of SMP Pondok Pesantren Puteri Ummul Mukminin by using Animation Movie was positive. Based on the analysis of the questionnaire items, the mean score of questionnaire was 81.13 which was in the interested classification. These data can be seen in the following table.

Table 5. The percentage of students’ interest

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Classification | Range of Score | Frequency | Percentage |
| 1.2.3.4.5. | Strongly InterestedInterestedModerateUninterestedStrongly Uninterested | 85-10069-8452-6836-5120-35 | 59200 | 31.2556.2512.500 |
|  | Total  |  | 16 | 100 |

In relation to the data of students’ interest on the percentage analysis on table above, the analysis of questionnaire no one student was in strongly uninterested and uninterested categories to the use of Animation Movie, 5 (31.25%) students were strongly interested and the students got score 85-100 interval, 9 (56.25%) students got score 69-84 interval or in interested category, and 2 (12.5%) students was in moderate category. Based on students’ score of questionnaire, it is found that the highest score was 93 which was categorized as strongly interested and the lowest score is 62 which was categorized as moderate category and most of the students indicated strongly agree and agree as the positive statements about the use of Animation Movie in teaching listening.

**DISCUSSION**

The use of Animation Movie in teaching Listening for the seventh – grade students of SMP Pondok Pesantren Puteri Ummul Mukminin improves the students’ score. It was proved by the result of the mean score rate pretest and posttest in experimental group was 44.12 and 75.43. While the mean score rate pretest and posttest in control group was 40.00 and 48.81. Thus, the hypothesis indicates that there is a difference between pretest and posttest.

In addition, from four indicators of listening which were presented in treatment process, it was found that follow general idea experienced the highest improvement. Understand speaker’s intention charted which also improved significantly then it was alternately followed by understanding specific details. Among the listening skill indicators, checking prior knowledge obtained the lowest improvement.

The listening indicator to be the most difficult to master was understand specific details. It happened because the students did not close attention to listen in more detail to get some specific points of what speaker is saying; for example name, place, profession, an object, a number of quantity, etc. The Listening indicator that was easily learned through Animation Movie viewing based on the findings was following general idea. It became easily for the students because they had ability to understand the idea and plot of the animation movie. And the last, the difficult indicator to learn through Animation Movie viewing was understanding speaker’s intention. The students did not make prediction of what the speaker is going to say. In fact, the prediction brings about a number of advantages to students in their listening comprehension. In the implementation of teaching Listening, the Animation Movie viewing was better than conventional method. Although both of them could be applied in teaching Listening and they gave the improvement of the students’ achievement, but the Animation Movie viewing in teaching listening improved significantly.

Based on the result of the students’ score in pretest, both groups have the same ability in listening skill. It means that there is no significant difference between the students’ test result in experimental group and control group before giving treatment. But, after giving treatment, the students’ achievement taught listening by Animation Movie viewing is higher than conventional method.

The comparison of the improvement of listening skill of both groups could be shown by analyzing the result of posttest. Most of the students’ result showed in posttest for experimental group, 3 students in poor category. The score of the students tend to spread evenly in average and good categories that were 2 students average category, 2 students also in good category, and 9 students were in very good category. Otherwise, the posttest result of control group showed that most of them were in very poor category (7 students), 3 students were poor category, 5 students were in average category and only 1 student was in good category. So, no one of the students got the top categories.

Relating to the previous related studies, the use of media is crucial. King (2002) stated that DVD feature film in the EFL classroom is the best way to stimulate students' English knowledge for such teaching videos are intended to keep students busy by eliciting specific responses or answers from what they watch. This activity is done in ways that require students to analyze numerous details of language consciously, rather than absorbs language and get the general gist of what is said. When they are watching films, they can learn language components such as grammar, vocabulary, pronunciation. The movies help the learners' comprehension by enabling them to listen to exchanges and see such visual supports as facial expression and gestures simultaneously (Allan, 1985; Sheerin, 1982), which may improve their insights into the topic of the conversations. In other word, Animation Movie as one of educational teaching media could make the students easier to learn especially to learn listening. It promoted a more enjoyable learning environment.

68

 According to the students’ interest classification, the students had high interest to learn English by Animation Movie viewing. It was proved by the mean score of the questionnaire was 81.12 classified into ‘interested’ category. This was also proved by the aggregate percentage of the students got from the questionnaires on item 1 up to 20 that showed the students positive responses about the indicators.

 The analysis showed that the Animation Movie viewing influenced significantly the students’ interest to learn English listening skill. The students’ interest was the indication of a degree of success that a foreign language student is likely to have in real given foreign language setting.

 In this study, the interest of students was considered as output because they were expected to have interest category toward the use of animation movie as an authentic material in learning listening. Most of the students agreed to the use of animation movie as an authentic material because it could build their interest in the process of learning especially in English listening skill, so teachers have to explore learning process with the students’ need.

 Furthermore, comparing with the result of listening skill and interest in learning listening by Animation Movie viewing, it showed that the teaching listening by Animation Movie viewing was more effective and useful to increase the students’ achievement as well as the students’ interest. It was proved by the mean score of experimental group in post-test which was 75.43 classified as ‘good’ category while the mean score of interest was 81.12 which was classified as ‘interest’ category. It is in line with Sangkala in Nur (2006) who stated that interest influences the process and the achievement of the students. If somebody does not have any interest to learn something, then it cannot be expected that he will be successful in learning it. On the contrary if somebody learns something with full interest, then he can be expected to get a better result.

**CONCLUSION & SUGGESTION**

The Animation Movie viweing improved listening skill more significantly in the seventh – grade students of SMP Pondok Pesantren Puteri Ummul Mukminin than conventional method. There was a significant difference between the result of posttests of experimental and control group. The mean score of posttest of experimental group was higher than control group. This led to the conclusion that the Animation Movie viewing significantly improved the students’ listening skill. Among four indicators of Listening skill which were presented in treatment process, it was found that ability to follow general idea of the story experienced the highest improvement. Ability to understand speaker’s intention also improved significantly then it was alternately followed by understanding specific details. Then, ability to check prior knowledge obtained the lowest improvement. Comparing to the conventional method, the Animation Movie was effective in giving the students opportunities to practice and learn the language. It promoted a new medium of teaching listening since it facilitated the students to be more interested in learning. It was proved by mean score of students answer in questionnaire showed that the students were categorized as interested.

The suggestions in relation to the improvement of the students’ listening skill by Animation Movie viewing are addressed to the English teacher dealing with the use of Animation Movie in improving the students’ English especially listening skill and also addressed to the further researchers. Since the Animation Movie viewing has proved to be successful in improving students’ listening skill, it is recommended to the teacher to implement it. Animation Movie viewing could be implemented also more in teaching English not only in listening but also in vocabulary, and writing. By using the teaching media, teacher can create the different way in learning English, breaking of students’ boredom and make learning more interested and enjoyable. It is also suggested that other researchers can conduct further research on teaching media, particularly Animation Movie viewing for other skill of English. Since the researcher has some weaknesses, the researcher suggests to others to conduct furthermore research related to this problem to cover the weaknesses of this research.

**BIBLIOGRAPHY**

Allan, M. 1985. *Teaching English with Video*. Essex: Longman.

Asbar. 2015. *Movie clips as a teaching media to enhance listening comprehension of the second grades of SMAN 1 Anggeraja Enrekang*. Graduate Program. Unpublished Thesis. Makassar: State University of Makassar.

Baltova, I. 2000. *The effect of subtitled and staged video input on the learning and retention of content and vocabulary in a second language*. Doctoral dissertation. University of Toronto.

Barker, L. L. 1971. *Listening Behaviour*. Englewood Cliffs, NJ. Prentice-Hall.

David, Bordwell & Thompson, Kristin. 2001. *Film Art An Introduction(6thed)*.
(Susan Binarti, Trans.). New York: McGraw-hill.46

Brinton, D.M. 1991.*The use of media in language teaching*. In M. Celce Murcia(ed.), Teaching English as a second or foreign language. Boston, MA: Heinle and Heinle Publishers.

Buck, Gary. 2001. *Assessing Listening*.Cambridge: Cambridge University Press.

Cayer, R. L, Green, J., & Baker, E. E., Jr. 1971. *Listening and Speaking in the English Classroom: A Collection of Readings*. New York: Macmillan.

Clark, B. 1983. *Growing Up Gifted: Developing the Potential of Children at
Home and at School, Second Edition*. Columbus: Charles E. Merril
Publishing Company

Coulson, J.M., and Richardson, J.F.1978. *Chemical Engineering*. Pergamon Press. New York. Vol3rd

Curtain, H. A, & Pesola, C. A. 1988. *Language and Children – Making The Match: Foreign Language Instruction In The Elementary School*. MA: Addison-Wesley

Depdiknas. 2006. *Standar Isi.* Jakarta: Badan Standar Nasional Pendidikan.

Dunkel, P 1986. *Developing Listening Fluency In L2: Theoretical Principles And Pedagogical Considerations*. (Online), The Modern Language Journal, 70, 99-106, Accessed on January 20, 2017

Gay, L R. 2006. *Education Research, Competencies for Analysis and Application, Eight Edition.* Columbus. Ohio: Charles E, Merril Publishing.

Gebhard, J. G. 1996. *Teaching English as a foreign language : A teacher self-development and methodology guide*. Ann Arbor, MI: The University of Michigan Press.

Gowhary, Habib. 2014. *Investigating The Effect Of Video Captioning On Iranian EFL Learners' Listening Comprehension.* Procedia - Social and Behavioral Sciences 192 ( 2015 ) 205 – 212. Retrieved on March 16, 2017.

Harmer, Jeremy. 2001. *The Practice of English Language Teaching. England:* Personal Education Longman.

Hasyuni. 2006. *The Students’ Preferred Activities for English Listening Classes
(A Survey Conducted to the Second and Fourth Semester Students of English Department of FKIP University Bengkulu Academic Year 2005/2006)*. Unpublished Thesis of Teacher Training and Education Faculty of University Bengkulu.

Hayati, Abdolmajid and Firooz Mohmedi. 2011. *The effect of films with and without subtitles on listening comprehension of EFL learners.* *British Journal of Educational Technology Vol 42 No 1 2011* 181–192. Retrieved on March 16, 2017.

Hilgard, Ernets R and Attkinson. 1967. *Introduction to Psychology*. New York: Harcout Brace and World, Inc

King, J. 2002. *Using DVD features film in the EFL classroom*. #EFL newsletter, article 8 February 2002# from http://www.etnewsletter.com/o dumn.shtml. Accessed on January 16, 2017. 14:17.

Kulik, C.-L. C, & Kulik, J. A. 1986-1987. *Mastery testing and student learning: A metaanalysis*. Journal of Educational Technology Systems*, 15,* 325-345. Accessed on January 18, 2017

Lin, L. Y. 2002. The effects of feature films upon learners’ motivation, listening comprehension performance and speaking skills: The learnercentered approach. Taipei: Crane Publishing Co., Ltd.

Lonergan, J. 1984. *Video in language teaching*. Cambridge, MA: Cambridge University Press.

Nurhayati. 2006. *The Interest and Attitude of the Students in Learning English Vocabulary through Scrabble Game*. Unpublished Thesis. Makassar: State University of Makassar.

Nur, Rizki. Israeni S. 2006. *The interest of students to learn English by using playful English interactive computer software*. Unpublished thesis. Makassar: State University of Makassar.

Martinez, R. D., and S. Lee. 2002. *A strategy for anisotropic P-wave prestack imaging*. SEG, Expanded Abstracts, 21, 149-152.

Merriem, Gove. 1996. *Webster Third New International Dictionary of the English Language.* Massachussets: G & C Merriem Company Publisher.

Mostafa, K.S, and, Miller, T. R, 2003. *Too Intelligence For The Job? The
Validity of Opper,* Limit Cognitive Tes Score II in Selection*.* Sam
Advanced Management Journal, Vol 68.

Munby, John. 1978. *Communicative syllabus design.* Cambridge: Cambridge University Press.

Oxford, R. 1993. *Research Update on L2 Listening*. System 21:205-11.

Pande, Ramakumara. 2008. *Nepalase Cartoons: Himalayan Humour Sense of Humour Series.* Michigan: Universitas Michigan. Ratna Pustaka Bandar, 4 September 2008. Retrieved on May 2016. <http://books.google.co.id/books?idnature+of+cartoon>

Ryan, Stephen. 1998. *Using Films to develop learner motivation*. The interest TESL Journal, Vol. IV, No. 11, November 1998 <http://iteslj.org/articles/ryan-films.html/> Access date: 22 January 2017

Safranj, Jelisaveta. 2014. *Advancing Listening Comprehension Through Movies.* Procedia - Social and Behavioral Sciences 191 ( 2015 ) 169 – 173 (retrieved on March 16, 2017)

Saricoban, Arif & Esen, Metin. *Songs Verse and games for Teaching Grammar*. http://iteslj.Org/technique/saricoban-songs html, ( retrieved 25 January 2017 )

Syam, Anugerah Febrian. 2014. *The Effect of Subtitled and Non Subtitled Movies on Learning Listening Comprehension for Second Year Students of English Department of STKIP Muhammadiyah Bulukumba*. Thesis. Graduate Program. Makassar: State University of Makassar, (Online), ELT Worldwide Vol. 1 No. 1 (<http://ojs.unm.ac.id/>, Accessed on March 16, 2017).

Singer, Robert N. 1980. *An Application to Motor Skills and Movement Behaviors*. New York: Mac Milan Publishing C. Inc.

Stempleski, S., & Tomalin, B. 1990. *Video in action: Recipes for using video in language teaching*. New York : Prentice Hall.

Stempleski , S. & Tomalin, B. 1992. Video *in Action: Recipes for Using Video in Language Teaching.* Prentice Hall International, UK.

Telatnik, M. A., & Kruse, W. D. 1982. *Cultural Videotapes for the ESL Clasroom*. In M.Geddes & G. Sturtridge (Eds.), Video in Language Classroom (pp.171-181). London: Heinemann Educational Books, Inc.

Waldrup, Bobby & Bates, H *“The Effect of Teaching Technology on the Performance and Attitudes of Accounting Principles Students.”* Academy of Educational Leadership Journal. 10(3) 2006. p. 79-92. Accessed on January, 16 2017

Walker, S. (1997). *Video for young learners*. Retrievable at : http : // skyscraper. Fortunecity. Com / networking/ 68/ edtech/ aisha2. Html.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 2017. Learn English Kids British Council. Retrieved January 16, 2017. From <https://learnenglishkids.britishcouncil.org/en/short-stories>