



TEACHING LISTENING TO YOUNG LEARNERS THROUGH SHORT ANIMATION MOVIE

by

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Abstract:

This research used a mixed method (explanatory sequence). This study aimed to find out the significant effect of short animation movies on the listening skills of sixth-grade students in SDIT Al-Ihsan, to know how short animation movies affect teaching listening, and to find out the students' responses and the strengths and weaknesses of using this media in teaching listening. The researcher conducted a quantitative and qualitative data analysis. Data collecting techniques were tests, questionnaires, and interviews. Meanwhile, quantitative data was analyzed with IBM SPSS Statistics 23, and qualitative data were described from interview and questionnaire analysis. The findings significantly affect the students' listening skills using short animated videos. The test hypothesis (2-tailed) indicated that the significance value of 0.001 was less than 0.005, so teaching listening using short animated films affected students' listening skills. The findings of questionnaire data and interviews supported these results. Based on the students' opinions, the short animation movie contains expressions, intonation, motion, and narration that help them easily understand the subject. According to students, the advantages of using short animated videos in teaching listening were that they were fun to watch, easy to understand, and participatory; watching short animated videos could increase student motivation; and being used as a medium for direct depiction of subject matter. According to them, the weakness of using short animated videos to learn to listen was that some pronunciations need to be faster in short animated videos. It needs to be clarified for students and make it easier for them to understand the meaning of the words they hear. The study implies that short animated movies are needed to teach listening.

Keywords: *teaching listening, listening skills, short animated videos*

Abstract:

Penelitian ini menggunakan metode campuran dengan alur explanatory sequence. Penelitian ini bertujuan untuk mengetahui pengaruh signifikan film animasi pendek terhadap keterampilan menyimak

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siswa kelas enam SDIT Al-Ihsan, mengetahui pengaruh film animasi pendek terhadap pengajaran menyimak, serta mengetahui respon siswa serta kelebihan dan kelemahan penggunaan media ini dalam mengajar menyimak. Teknik pengumpulan data pada penelitian ini adalah tes, kuisisioner dan wawancara. Sedangkan analisis data secara kuantitatif dan kualitatif, data kuantitatif dianalisis menggunakan IBM SPSS Statistics 23 dan data kualitatif dianalisis secara diskriptif hasil kuisisioner dan wawancara. Untuk mencapai tujuan ini, peneliti melakukan analisis data kuantitatif dan kualitatif. Temuan menunjukkan bahwa ada efek signifikan dari penggunaan video animasi pendek pada keterampilan mendengarkan siswa. Hipotesis uji (2-tailed) menunjukkan bahwa nilai signifikansi 0,001 kurang dari 0,005, sehingga terdapat pengaruh pengajaran menyimak menggunakan film animasi pendek terhadap kemampuan menyimak siswa. Hasil ini didukung oleh temuan data kuisisioner dan wawancara. Berdasarkan pendapat siswa, film animasi pendek berisi ekspresi, intonasi, gerak, dan narasi yang membantu mereka dengan mudah memahami materi pelajaran. Menurut siswa, keuntungan menggunakan video animasi pendek dalam mengajar mendengarkan adalah: video animasi pendek menyenangkan untuk ditonton, mudah dipahami, dan partisipatif; menonton video animasi pendek dapat meningkatkan motivasi siswa; dan itu bisa digunakan sebagai media untuk penggambaran langsung materi pelajaran. Menurut mereka, kelemahan menggunakan video animasi pendek untuk belajar mendengarkan adalah bahwa dalam video animasi pendek, beberapa pengucapan terlalu cepat. Ini membingungkan siswa dan menyulitkan mereka untuk memahami arti kata-kata yang mereka dengar. Penelitian ini berimplikasi bahwa penggunaan video animasi pendek sangat dibutuhkan dalam pembelajaran menyimak.

Kata kunci: mengajar listening, keterampilan mendengarkan, video animasi pendek

INTRODUCTION

In learning a language, learners must master the four skills: listening, speaking, reading, and writing. These four aspects are essential to understand language, especially foreign language. In the Qur'an (QuranEnc.com), Surah An-Nahl: 78, "And Allah has extracted you from the wombs of mothers not knowing a thing, and He made for you hearing and vision and heart (i.e., intellect) that perhaps you would be grateful."

Allah provides humans with the potential or modalities by which they can know who they are. By knowing themselves, they will know who their God is. Sahl bin Abdullah at-Tastari (2012) once said, "Whoever knows himself, he will know his God ."By knowing their God, they will know many things. Azkiyani (2020:26-30) explained the modalities of learning that Allah gives to humans: first, listening (alsam'a): it means that in the teaching-learning process, people who learn (students) should open their ears wide (listen well).

Meanwhile, teachers should be able to teach in a clear and structured voice. Second, sight (al-Abshar): In the teaching-learning, students should open their eyes wide. Furthermore, teachers must provide good teaching and attract students' attention to knowledge. Third, the heart (al-Af'idah): In the teaching-learning process, students should focus, stay concentrated, and not be like the proverbs of 'daguuhu ka'adamih'i'(its existence is as if it does not exist). Meanwhile, teachers should pay attention sincerely and touch the heart.

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By maximizing the modalities and the learning skills, the teaching-learning process can be more attractive, and students can understand and comprehend the material better.

Listening is one of the skills that English learners can master and one of the modalities Allah gives to every human. Listening is considered a receptive skill. Students need this ability to receive spoken language. According to Howatt and Dakin in Saricoban (1999:1), listening is identifying and understanding what others say. Practically, students need help understanding the utterances of foreign language speakers. It happens because the utterances consist of aspects very different from their mother tongue, such as pronunciation, vocabulary, accent, and meaning. In listening, students need to comprehend the information they get. This process of getting information is an act of understanding the spoken message. The spoken message they listened in used to understand the meaning of the information they got.

Tabieh, Al-Hileh, Haya, Afifa, and Abuzagha's (2020) study showed that there is a significant effect using movies (in the form of storytelling) in teaching listening; Dhillon (2015) added the same topic, that there is an improvement effect of using a movie as media on listening comprehension for the faculty students. Pratama (2018), Putri et al. (2017), and Pamungkas and Adi (2020) studies also indicated that movies (with different types, i.e., bibliography, animation, storytelling, etc) affected teaching English.

Taufiqurrahman, Salam, and Riyanti (2016) found a positive response from the students to the teaching. Using a film as listening material exposed students to new listening situations and motivated them to take a more active role in their listening education. It was in line with Pamungkas and Adi (2020), Aisyah (2020), Nehru Pasoloran Pongsapan and Andi Anto Patak (2021), Rahmawari (2018), and Siregar (2017).

However, Lui (2010) found that the outcome of his investigation does not support the theories above. He found discrepancies in suggestions and demonstrations of the effectiveness of multimedia-assisted methods in improving students' English learning. Lui found that long hours of watching screens filled with text, sound, graphics, pictures, photographs, animation, and moving videos were harmful to the eyes, and it was easy for students to become tired after long periods of watching and sitting. In the face of so much information, some students will feel lost and need help knowing what to choose.

From the references above, the researcher wanted to try and find out what it was like to use short animation movies as a medium for teaching listening because of the discrepancies

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in the research outcomes mentioned above. The objectives of this research are to find out whether short animation movies are effective in teaching listening to the sixth-grade students of Al-Ihsan Islamic Integrated School traditional method; to find out how animation movies impact the teaching listening of the sixth-grade students of Al-Ihsan Islamic Integrated School; to find out the students' responses, the strengths, and weakness of teaching listening using short animation movie. Upon getting the answer, the following research questions are formed:

1. Does the short animation movie affect teaching listening to the sixth-grade students of SDIT Al-Ihsan than the traditional method?
2. How do animation movies affect teaching listening to sixth-grade students of SDIT Al-Ihsan?
3. What are the students' responses, the strengths and weaknesses of teaching listening using short animation moves?

METHOD

Design

In this research, the type of research is a mixed method. According to Creswell (2014,p.5), mixed method research is an approach to inquiry that combines or associates both qualitative and quantitative forms, integrating them and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of the study is that the combination of qualitative and quantitative approaches provides more understanding of a research problem than the use of one of them. Creswell and Clack (2018) added that the complexity of the research problem of the mixed methods approach calls to answer beyond simple numbers (in quantitative) or words (in qualitative).

In this research, the researcher used an explanatory sequential design. It means that the first phase is collecting and analyzing quantitative data. The second phase collects and analyzes qualitatively to expand and explain the quantitative result. The quantitative here was in the form of experimental research.

Participant

In this research, the participants were sixth-grade students of SDIT Al-Ihsan. It was located in Jalan Solo-Semarang Km 10, Kalangan, Ngasem, Colomadu, Karanganyar, Central

Java, Indonesia. It consisted of two classes that were divided by gender. VI A is female and VA B is male. VI A consisted of 21 students, and VI B consisted of 22 students. For the interview, five students were chosen randomly as participants. Five students were chosen by inviting them to be participants in the interview. The invitation is orally in the class. Then, the researcher asked permission from the parents or guardians of the students to use their children as informants in this interview. This request was in the form of a written letter signed by the parents concerned.

Table 1. Table of student's demography

NO	Category		Frequency (f)
1.	Control class (VA)	Male	0
		Female	21
2.	Experiment class (Vb)	Male	22
		Female	0

Instrument

Research Instruments are student listening tests, questionnaires, documentation, and interviews. The listening test consisted of 20 questions. The questionnaire combined open-ended and closed questions. The questions were 'yes-no,' but the students had to write the reasons for the answers. The question was designed to gain the students' responses in the teaching-learning and consisted of 10 questions. Documentation is the teacher's plan to observe what is going on. The review is ten questions about the strengths and weaknesses of this media in teaching. The test was to obtain the quantitative data, and the questionnaire, documentation, and interview were to obtain the qualitative data.

Data collecting technique

Data collecting techniques were tests, questionnaires, and interviews. The test was conducted to measure students' listening and English mastery. It is divided into two parts: pre-test and post-test. The first is a pre-test. A pre-test determines the student's initial ability in the subject. Both the control class (VIA) and treatment class (VIB) were the same treatment in conducting the pre-test. The second is the post-test. It is used in both control and treatment classes. The control class was given after they taught a traditional way, and the treatment class was conducted after treatment was applied. In treatment class, a post-test is used to determine the impact of treatment. A questionnaire was conducted to help this study gain data related to

students' feelings. It also determined the students' responses after applying the experiment in treatment class. This study interviewed selected students to find out how students think about the lesson. This was a semi-structured interview. This interview was about the students' feelings and the media's strengths and weaknesses.

Data analysis technique

The data was analyzed quantitatively for the quantitative data with IBM SPSS Statistics 23 and descriptively for qualitative data by analyzing and describing the interview and questionnaire. Quantitative data were described statistically, testing normality, homogeneity, and paired sample t-test. Moreover, qualitative data were collected from interviews and questionnaires, and then the data was interpreted. The whole citing system employs a model of “Manual system by coping reference sources from Scholar Google” (Turmudi, 2020,p.59).

RESULT AND DISCUSSION

Result

The significant effect of using short animation movies on learning for sixth-grade students at SDIT Al-Ihsan was analyzed quantitatively. The following analysis demonstrated a significant effect. This included a pre-test, an experiment treatment, and a post-test. The total number of students in the experimental class is 22, while the total number in the control class is 21. The result of the pre-test and post-test of the experiment and control classes was formed by the formula of the data's minimum, maximum, and mean. The table was:

Table 2. Descriptive statistics

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Test of Experiment Class	22	15	95	1300	59.0909	24.2836
Valid N (listwise)	22					

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For analyzing the data above, the researcher used IBM SPSS Statistics 23. The minimum score for the pre-test of the experiment and control classes was 15. The maximum score for the pre-test of the experiment was 95, and the control class score was 93. While the minimum score for the post-test of the experimental class was 65 and the control class was 67, the maximum post-test score for both the experiment and control classes was 100. The pre-test experiment class had a mean of 59.09, the post-test experiment class had a mean of 84.73, while the control class had a mean of 65.38 and a post-test mean of 81.57.

Table 3. Test of normality

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Nilai	1 pre-ex	.142	22	.200*	.930	22	.123
	2 pos ex	.180	22	.061	.931	22	.127
	3 pre-con	.157	21	.193	.919	21	.082
	4 pos con	.177	21	.085	.931	21	.143

For the normality test, it was shown that the significant value data for the pre-test experimental class was 0,200; the post-test experimental class was 0,61; the pre-test control class was 0,193; and the post-test control class was 0,085, the significant value was more than 0,05. So, the scores were normally distributed for all the significant values above. Based on the homogeneity test, the significant value based on the mean was 0.512, which was more than 0.05, so it could be concluded that the variance of the experimental and control classes post-test are the same or homogeneous.

Table 4. Paired Sample Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest1 - posttest1	-25.636	26.052	5.554	-37.187	-14.085	-4.616	21	.000
Pair 2	pretest2 - posttest2	-16.190	19.684	4.295	-25.151	-7.230	-3.769	20	.001

Based on testing hypotheses of pair 1, a sig. (2-tailed) value of 0.000 was less than 0.005, so there was a difference in the average student learning outcomes for the experimental class and the post-test for the experimental class. Based on the output of pair 2, a sig. (2-

tailed) value of 0.001 was less than 0.005; it could be concluded, indicating a difference in the average student learning outcomes between the control class and the control class post-test. Thus, teaching listening using short animated movies significantly affected student learning outcomes.

Table 5. Questioner results

NO	Questioner	Students Answer		Percentage
		Yes	No	
1.	I feel happy and comfortable learning English through a movie	22	0	Agree: 100 % Disagree: 0%
2.	Through movies, I can understand English as a material	22	0	Agree: 100 % Disagree: 0%
3.	I feel more difficult in learning English through a movie	4	18	Agree: 18 % Disagree: 82%
4.	By watching the movie, I can improve my English competence	20	2	Agree: 91 % Disagree: 9%
5.	By watching the movie, I can understand the meaning of a word and the topic of the story	22	0	Agree: 100 % Disagree: 0%
6.	Watching movies can motivate me to learn English	18	4	Agree: 82 % Disagree: 18%
7.	Movie can be a good medium for describing a short story in English	22	0	Agree: 100 % Disagree: 0%
8.	I feel bored in learning English through the movie	0	22	Agree: 0 % Disagree: 100%
9.	By watching a movie, I can be able to guess the meaning of words in the story	22	0	Agree: 100 % Disagree: 0%
10.	Watching movies can facilitate my critical thinking	20	2	Agree: 91 % Disagree: 9%

This study used a questionnaire to determine how short animation movies affect teaching listening to sixth-grade students at SDIT Al-Ihsan. The reason for this questionnaire was to get the researcher in-depth data about the effect according to students' responses to this experiment in the questionnaire. Students' responses for question number 1 that said "*saya merasa senang dan nyaman belajar Bahasa Inggris menggunakan movie* (I feel happy and comfortable learning English with movie)". All the students responded 'yes' to this question for many reasons: there was enjoyable animation as media, and it was understandable and interactive. Students argued that by using movies, English learning was easier to understand. The students like watching movies more than reading a text. 100% of students agreed with the questionnaire "Through movies, I can understand the English material." The students thought

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that videos made it easier to understand English material because movies provided some easy-to-understand information such as facial expressions, voice intonation, animation, and the activities of the actors. Students also thought that having subtitles in movies added to their English vocabulary.

The responses for question number three were that 9% of students felt it was difficult to learn English through movies, and 91% did not feel it. They felt difficult because students experience difficulties because of the foreign language; the pronunciation is sometimes too fast, so when listening to it, they have to focus. According to the questionnaire results, some students still needed help listening to new vocabulary without prior explanation or spelling words.

For questionnaire number four, 91% of students thought they could improve their English competence by watching movies. Some students thought learning English through movies could improve their English because learning was funnier, and explanations were more accessible. After all, there was a direct picture. It was not only listening but also knowing the story. Even though they were confused and did not know the meaning, they were happy with the media and the learning. By watching the movie, all students agreed that they could understand the meaning of the word and the topic of the story, as well as the students' responses to question number five. The reasons for their answers were that by listening to and viewing films, students felt that films provided more information (i.e., subtitles and illustrations). So, they believed they could understand the story without knowing its overall meaning by guessing the characters' conversations. Of the students who responded to question number six, 82% said 'yes' to "watching a movie can motivate them to learn English. It was because Students already thought watching movies was more motivating than learning; watching movies could be entertaining from their duties as students. After watching the film, students believe they could learn from it and be inspired to follow the good in the story. Moreover, 18 % disagree with this question because of difficulties in the lesson.

All students felt the movies could be good media for describing the short story in English. It was because, as an example of how to understand listening, when the teacher showed them a movie, they thought that if they only listened to stories or other material in English, they could only imagine it in their minds. With film, they got experience and direct views related to story material. The answer to question number eight was that 100% of

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students said 'no' to feeling bored with learning English through a movie. All students agreed that watching movies made them happy and felt they were learning while playing. The students responded to question number nine: 82% of students agreed that by watching a movie, they could guess the meaning of the words in the story from the illustration and the actors' expressions. However, 18 % of students did not agree because the movie's pronunciation was also difficult to follow, meaning that students might miss some of the words, and the dialogue was spoken too quickly, making it difficult to grasp what was being said and listen to what was being spoken. The last questionnaire showed that 20 students said "yes" to the question "Watching movies can facilitate them for doing critical thinking. The reason was that the students took the movie more seriously and could be more critical in their interpretations and guessing the meaning, preventing listening exercises from diverting their focus. In other words, the students enjoyed watching the movie while being at ease.

In addition, the students' responses, strengths, and weaknesses in teaching listening using short animation movies were shown in the results of the interviews. It is conducted with students and also reinforces the data that has been obtained. The results of the interview were as follows:

a. What do they feel when learning English by using short stories in English?

They thought watching movies was more fun and made it easier to understand the material. Even if they did not know the meaning, they understood the sentence's meaning. All five respondents answered "yes, it is" because it could entertain them and make someone excited, animated characters who are cheerful and enthusiastic about transmitting enthusiasm.

b. Is the animated film exciting and easy to learn in English?

They all said "yes" because watching short movies was too exciting and it was easy to learn English. The eases were that they had a clearer picture than just listening, they could directly learn by observing without having to imagine it, and they could also guess the meaning of the word by looking at the illustrations from the story in the film.

c. Do you find it easy to learn to listen by watching short animation movies? Mention the ease if you experience it.

Five respondents answered "yes" because they could learn while being entertained by watching movies and because movies could excite them to learn English so that memories

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about vocabulary, sentences, or stories get more deeply embedded in their minds. The eases were that they had a clearer picture than just listening, they could directly learn by observing without having to imagine it, and they could also guess the meaning of the word by looking at the illustrations from the story in the film.

d. In your opinion, what are the weaknesses of using short videos to learn English?

Five respondents responded that the weakness of using the movie was just the audio; the pronunciations of the characters sometimes made them confused and not clear because it was faster for them.

Discussion

There were several effects of the effectiveness of using short animated films for listening and learning, according to the findings of this study. This is different from Lui's (2010) research. In the findings of this study, short animated movies were found to be good media to use in learning, especially listening to English. Film media was ideal for learning that requires listening and listening skills. The use of film media in this research was accomplished through a series of steps. Researchers used these steps when experimenting with short animated films to teach English. The steps are pre-listening while listening and post-listening (Wilson, 2008, pp. 60-61).

Based on the testing hypothesis above, there was a difference in the average student learning outcomes for the experimental class and the post-test for the experimental class, and there was a difference in the average student learning outcomes between the control class and the control class post-test. Their teaching of listening using short animated movies significantly affected student learning outcomes. It was in line with the study of Taufiqurrahman, Salam, and Riyanti (2016), Dhillon (2015), Tabieh, Al-Hileh, Haya, Afifa, and Abuzagha (2020), and also Rawanita (2018). The movies used in those studies are of different types (such as biographical documentaries, dramas, storytelling, and animation movies), but all the studies above significantly affect learning.

The researcher gained a deeper understanding of the effectiveness and found the reasons for using short animation movies based on students' responses. Then, the student's response data (from the questionnaire and interview) could support and be connected with the results of the quantitative data. They were pleased with movies as a medium for teaching and learning because they contained enjoyable animation, were understandable, and were

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interactive. This was based on Pamungkas and Adi's study (2020) results. They involved students watching English movies in the classroom who were more interested than the conventional method. They also discovered that the teaching materials were engaging because listening activities without visual aids commonly cause student boredom. Students argue that watching movies while learning English makes it easier to understand the lesson. Students would rather watch a movie than read a book. The students believed it was effective because they could learn and enjoy watching movies. Viewing movies may interest them in learning English and help their memories of words, sentences, or tales stick in their memory longer. Putri, Kasim, and Silvianti's study (2017) had the same finding of this result. Their study showed that using animated films in the English teaching and learning process helped students' vocabulary and listening skills. Using English-language movies to improve students' listening abilities was widely accepted (Pamungkas & Adi, 2020).

From the analysis of the interview data above, the short animation movie contained expression, intonation, movement, and a narrative; the students could understand the lesson material easily. Nehru Pasoloran Pongsapan and Andi Anto Patak (2021) also found the same result. They found that movie trailers (as their media) could be utilized as a teaching tool to encourage students' desire to study the material based on their imaginations after watching. Because of this, Fitriyanti (2020) added in her study that since listening is a fundamental communication skill, kids who are good listeners will also be good readers, writers, and speakers. Additionally, it aligned with Aisya's study (2020) that using animated movies enhances students' listening abilities.

The researcher found that students of SDIT Al-Ihsan (from the interview data) could understand the lesson material easily because the short animation movie contained expression, intonation, movement, and a narrative. It appropriated Pinter (2009:17) that children would quickly pick up a foreign language if they were having fun or could create messages from a valuable lesson. He added that children often create fantasy scenarios with no basis in reality but represent specific aspirations and objectives. Children enjoy learning activities that involve movement since it is a form of exercise. Children like fiction, imagination, and movement, claims Pinter (2009).

One of the questionnaire results was that students could understand the meaning of the word and the story's topic by listening to and viewing the short-animated movie. Students felt

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that this movie provided more information (i.e., expression, subtitles, and illustrations) to help them understand the lesson. They believed they could understand the story without knowing its meaning by guessing the characters' conversations. The students took the movie more seriously and could be more critical in their interpretations and guessing the meaning, which prevented listening exercises from diverting their focus from the movie. In other words, the students enjoyed watching the movie while being at ease. It was in line with Groom (2014) that the listener might try to determine a word's meaning based on prior information.

CONCLUSION AND IMPLICATION

Conclusion

The findings of the study led the researcher to the following conclusions: The effectiveness of the short-animated movie in teaching listening to sixth-grade students of SDIT Al-Ihsan; the students believed it was effective because they could learn and have fun while watching movies, and those viewing movies may get them interested in learning English and help their memories of words, sentences, or tales stick in their memory longer; they were pleased with movies as a medium for teaching and learning because they contained enjoyable animation, were understandable, and were interactive; the students argued that watching movies while learning English makes them easier to understand the lesson. Students would rather watch a movie than read a book. The strengths of the use of movies in teaching listening according to the students are: Movies are fun to watch, simple to comprehend, and participatory; movies can make them understand the lesson material easily; watching movies can increase students' motivation; and the movies can be utilized as a medium for direct depictions of the subject matter. The weaknesses of using movies in teaching listening according to the students are: in the movie, some pronunciations are too fast for students, so they sometimes need clarification. Students need help guessing the words they hear and interpreting them.

Limitation

This research is limited to discussing how to teach listening through short animation movies and mentioning the strengths and weaknesses of using the media learning process according to the student's responses. This research has several limitations; first, the researcher took the subject in this research, namely the 6th grade of SDIT Al-Ihsan Colomadu, where the class was divided into two classes according to gender, girls and boys, according to school

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policy. Thus, this research has limitations in learning strategies with the gender from each class, the absence of investigation into the correlation between language learning methods used by different genders of learners, and the students' concerns regarding how to respond to the material provided; differences influence this in backgrounds and previous experiences.

Implication

Implications are drawn from the research findings. The research found a significant effect in teaching listening to young learners through short animated movies. Moreover, this research implies that short animated movies are needed to teach listening. Considering the conclusions drawn above, it implies that the use of short animation movies is capable of promoting the improvement of students' listening skills which can be seen from the progress of the students' listening scores after being given a treatment using short animation movies. It is expected that the teachers are highly recommended to utilize short animation movies on the teaching listening in order to improve students' proficiency. Research finding also found that students have positive responses in the teaching learning process. The students are motivated and enjoy the learning process when they are taught using short animation movies. Therefore, using short animated movies can keep students interested and help them memorize vocabulary.

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