USING FAIRYTALE ANIMATION AS LEARNING MEDIA TO IMPROVE STUDENTS' LISTENING COMPREHENSION SKILLS

A THESIS

(Submitted to the Faculty of Teacher Training and Education
Universitas Muhammadiyah Makassar in Partial Fulfilment for Degree of Education
in English Education Department)

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16/10/2023		Revise your lesson [illegible].	[signature]
28/10/2023		Focus on the [illegible] skill (listening skill).	[signature]
13/11/2023		Complete your chapter [illegible] (discussion). Complete your appendix	[signature]
27/11/2023		Revise your [illegible]	[signature]

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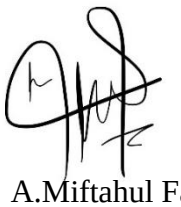

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MOTTO AND DEDICATION

"PUSH HARDER THAN YESTERDAY IF YOU WANT A DIFFERENT TOMORROW"

DEDICATION

I dedicate this thesis to my parents who brought me on this journey and have done many wonderful things for me.

ABSTRACT

A.Miftahul Fatirah. 2023. Using Fairytale Animation as Learning Media to Improve Students' Listening Comprehension Skills at The Tenth Grade Students of SMAN 8 Bulukumba. Thesis of The Department of English Education. University of Muhammadiyah Makassar. Supervisor: Erwin Akib and Junaid.

This research aims to find out how fairytale animation media can improve listening skills in senior high school students by conducting pre-experimental research and the tenth-grade students at SMA Negeri 8 Bulukumba as the research location and taking a sample with a total of 280 tenth-grade students whole the sample used was 35 students. The process of data collection uses pre-tests and post-tests by analyzing data using SPSS Vol 25. The results of the research are discussion topics that focus on the role of collaboration between fairytales and animation media to improve listening skills. Collaboration between fairytales and animation can be done by developing and designing fairytale scripts that have been written so that they can be delivered with animated media.

This research found that the use of fairytale animation in the learning process to improve students' listening comprehension skills that considered effective based on the data obtained where the mean score of the pre-test in interpretative 65,77 became 90,25 in the post-test. It can be seen that the mean score of the post-test is higher than the mean score of the pre-test. It is proven from the results of the analysis of the "paired sample test" using SPSS with a significance value of Sig (2-tailed) is 0.000 < 0.005. based on the decision-making if the significance value is < 0.05, then H0 is rejected and H1 is accepted. Based on these results, it can be concluded that fairytale animation media is effective in improving students' listening comprehension skills.

Keywords: Teaching Listening, Listening Skills, Narrative text, Animation

ABSTRAK

A.Miftahul Fatirah. 2023. *Using Fairytale Animation as Learning Media to Improve Students' Listening Comprehension Skills at The Tenth Grade Students of SMAN 8 Bulukumba. Skripsi Jurusan Pendidikan Bahasa Inggris. Universitas Muhammadiyah Makassar, dibimbing oleh : Erwin Akib, S.Pd., M.Pd., Ph.D. dan Junaid, S.Pd., M.Pd.*

Penelitian ini bertujuan untuk mengetahui bagaimana media animasi dongeng dapat meningkatkan keterampilan mendengarkan siswa SMA dengan melakukan penelitian pra-eksperimental dan siswa kelas sepuluh di SMA Negeri 8 Bulukumba sebagai lokasi penelitian dan mengambil sampel sebanyak 280 orang. -siswa kelas keseluruhan sampel yang digunakan adalah 35 siswa. Proses pengumpulan data menggunakan pre-test dan post-test dengan analisis data menggunakan SPSS Vol 25. Hasil penelitian berupa topik pembahasan yang fokus pada peran kolaborasi media dongeng dan animasi untuk meningkatkan keterampilan menyimak. Kolaborasi antara dongeng dan animasi dapat dilakukan dengan cara mengembangkan dan merancang naskah dongeng yang telah ditulis agar dapat disampaikan dengan media animasi.

Penelitian ini menemukan bahwa penggunaan animasi dongeng dalam proses pembelajaran untuk meningkatkan keterampilan mendengarkan pemahaman siswa dianggap efektif berdasarkan data yang diperoleh dimana nilai rata-rata pre-test pada interpretatif 65,77 menjadi 90,25 pada post- tes. Terlihat bahwa nilai rata-rata post-test lebih tinggi dibandingkan dengan nilai rata-rata pre-test. Terbukti dari hasil analisis "paired sample test" menggunakan SPSS dengan nilai signifikansi Sig (2-tailed) adalah 0,000 < 0,005. berdasarkan pengambilan keputusan jika nilai signifikansi < 0,05 maka H0 ditolak dan H1 diterima. Berdasarkan hasil tersebut dapat disimpulkan bahwa media animasi dongeng efektif dalam meningkatkan keterampilan pemahaman mendengarkan siswa.

Kata Kunci: Pengajaran Mendengarkan, Keterampilan Mendengarkan, Teks Narasi, Animasi

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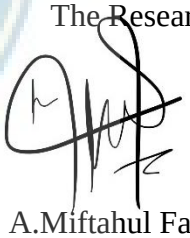
Makassar, November 2023

The Researcher



A.Miftahul Fatirah

LIST OF CONTENTS

COVER ..... **i**

LEMBAR PENGESAHAN ..... **ii**

APPROVAL SHEET ..... **iii**

COUNSELING SHEET I ..... **iv**

COUNSELING SHEET II ..... **v**

SURAT PERNYATAAN ..... **vi**

SURAT PERJANJIAN ..... **vii**

MOTTO AND DEDICATION ..... **viii**

ABSTRACT ..... **ix**

ABSTRAK ..... **x**

ACKNOWLEDGEMENT ..... **xi**

LIST OF CONTENTS ..... **xiii**

LIST OF TABLES ..... **xv**

LIST OF FIGURE ..... **xvi**

LIST OF APPENDICES ..... **xvii**

CHAPTER I INTRODUCTION **1**

- **A. Background of The Study** **1**
- **B. Problem Statement** **5**
- **C. Objective of the Research** **5**
- **D. Significance of the Research** **5**
- **E. Scope of the Research** **6**

CHAPTER II REVIEW RELATED LITERATURE **7**

A. Preview Related Findings **7**

B. Listening **10**

C. Concept of Learning Media **22**

D. Fairytale Animation **26**

E. Conceptual Framework **31**

CHAPTER III **33**

A. Research Design **33**

B. Research Operasional Variable **35**

C. Population and Sample **35**

D. Research Instruments **37**

E. Data Analysis **39**

CHAPTER IV **40**

A. Research Findings **40**

1. Data Description **40**

2. Using SPSS for data analysis **42**

B. Discussion **43**

CHAPTER V **46**

CONCLUSION AND SUGGESTION **46**

A. Conclusion **46**

B. Suggestion **46**

BIBLIOGRAPHY **48**

APPENDICES **58**

CURRICULUM VITAE **94**

LIST OF TABLES

Table 2.1 Benefits Audio Visual 29

Table 3.1 The Population 36

Table 3.2 Classifying Score 39

Table 4.1 Findings Classification Students' test Score 40

Table 4.2 Pre-test and Post-test score 41

Table 4.3 Test of Normality Using SPSS 42

Table 4.4 Paired Sample Test 43

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LIST OF FIGURE

Figure 2.1 Conceptual Framework.....*31*

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LEMBAGA PERPUSTAKAAN DAN PENERBITAN

LIST OF APPENDICES

Appendix A. Data Penelitian 59

Appendix B. Surat Keterangan Bebas Plagiat 82

Appendix C. Surat Pengantar LP3M Dari Fakultas 88

Appendix D. Penelitian Dari LP3M 89

Appendix E. Kartu Kontrol Penelitian 90

Appendix F. Surat Telah Meneliti 91

Appendix G. LOA (Letter of Acceptance) 92

Appendix H. Documentation 93

CHAPTER I

INTRODUCTION

A. Background of The Study

English is taught and studied as an international language in Indonesia. There are several native languages spoken on the world's largest island, and many Indonesians speak their native languages as their first language, Indonesian as their second language, and English as their third language (Rijal et al.,2019). Even though the sector's principal global language has been a required topic for nearly 70 years, it is still considered a foreign language in South Asia's largest country. Even in Indonesia, English is still referred to as "the language of Mars." It appears to be a reflection of learning's intricacy. There is little doubt that attention to all of the phenomena that occur during the teaching and mastering process is required.

Learning English necessitates mastering three skills: Listening, speaking, and writing. They play an important role in the teaching and learning of English. However, I will concentrate my resources on employing fairytale animation to increase listening. Listening is undoubtedly the most difficult skill to acquire in any language, and most native speakers never achieve it. The existence of one of the determining factors for the success of the teaching and learning technique within the classroom because of using the application of animation media in learning is an innovation of suitable facilities and infrastructure, because the application of

animation media in learning is customized to the characteristics of the students, is the appropriate condition that causes a renewal in mastering.

To learn English, listening is crucial. Many English teachers worldwide are interested in developing students' listening abilities. In general, listening is thought to be the simplest method for understanding spoken language, and it is also thought to be the best skill to learn because it just requires a small amount of time compared to various speaking, writing, and analyzing talents. This enjoyment is influenced by several factors, one of which is the listening style used in the mother tongue, which appears to be effortless and rapid. This belief is inaccurate to the fullest extent possible because transcendental cognitive processes need a lot of work, particularly when learning a second or foreign language (Ghasemboland and Nafissi, 2012).

Listening skills are not best acquired through concept, technique speeches, or analyzing and writing, but rather through repeated attacks and sustained motion with the assistance of the scholar himself, who is assisted by a teacher. Wilson distinguishes listening to know-how in the following contexts in Adnan (2013): class; Bottom-up and top-down processing methods are used. Bottom-up processing is the process of interpreting incoming messages for listeners by Listening them at the sound stage, phrases, and sentences. The term "pinnacle-down processing" refers to the use of heritage target audience information. Listening is also one of the essential skills that college students have to research in order to master a language like studying English. However, learning to listen better doesn't seem easy. This

cannot be separated from the impact of listening to build the student's vocabulary and improve language use. The ability to listen has the potential to help students with their word stress, pronunciation, and syntactic learning. Listening also helps with linguistic proficiency. Additionally, listening enables students to acquire 45% of their total language proficiency. In addition to cognitive processes, listening also involves several behavioral and practical processes.

Although listening has many benefits for students' language development, as was already mentioned above, it is a difficult skill to acquire. The quality and quantity of teachers presented to students cannot make up for their deficiencies in spoken and written target languages in English because English is no longer taught as a second language in Indonesia and is instead taught as a foreign language.

There are several reasons why students struggle to master their listening skills. First, rather than listening, the students learn English by analyzing. This difficulty in learning to concentrate has an impact on their listening comprehension. Most students find it difficult to improve their ability to perform listening comprehension. Teachers must use appropriate listening media, particularly lively films, to help students improve their listening skills. Because lively motion pictures are audio-visual media, they pay attention to students' voices and visuals.

The success of learning listening skills depends on a variety of variables. According to a recent survey on learner listening research, the five categories of characteristics that affect listening are text type, task, interlocutor (speaker), process,

and listener characteristic. Language competence, gender, recall, interest, prior knowledge, attentiveness, pronunciation accuracy, and established learning patterns are listener characteristics that can affect comprehension.

Even though the study was conducted once a week, many students still have questions about the English they are learning in school. The researcher discovered that the SMA NEGERI 8 BULUKUMBA students were dealing with the same issue. The implementation of listening learning in English subjects in schools is still unable to encourage students to be active in learning the language because listening learning is still conventionally done by teachers Listening text without using learning media, even though the facilities and infrastructure available in schools are adequate but underutilized for learning. This was discovered by the researcher during pra observation at the school. Because English is taught conventionally, the lack of innovation in the use of media in this learning process makes students easily bored. To fulfill the necessity for learning English, we need an appropriate learning medium in the context of that learning.

Based on the explanation provided above. The researcher would like to research how to teach English listening under the title "Using Fairytale Animation as Learning Media to Improve Students'."

B. Problem Statement

Based on the background of the study and the identification of the study, the problem is formulated as follows; Does fairytale animation improve the students' listening comprehension skills?

C. Objective of the Research

In line with the statement of the research question of the problem stated above, the general objective of the research is to evaluate the English teaching-learning process, especially in teaching learning listening at SMA Negeri 8 Bulukumba. The objective of the research is: To find out the use of popular animation in improved listening comprehension skills.

D. Significance of the Research

The author hopes that this research will help with English teaching and learning. There were two major implications, i.e.: practical and theoretical significances:

1. Theoretical Significance

   This research provides a solution for determining the best method for teaching vocabulary and maind idea in teaching listening skill.

2. Practical Significance

   a. For the students

      Making strides in learning and expertise exercise tuning into the student's English thus abilities, states of mind, interface, and listening learning can result in significant development.

b. For the teachers

Provide input on the use of learning strategies and electives to the student's condition, particularly on the subject of English lessons, so that educating and learning exercises can take place in class.

c. Other researchers

Assist analysts in developing a professional demeanor in preparation for becoming educators, as well as an effort to advance high-quality learning through relevant methods/techniques.

E. Scope of the Research

The present research focuses on the use of narrative text. In this case, the researcher is going to focusto improve the various components of listening abilities, especially remembering (vocabulary) and interpretive comprehension (main ideas).

CHAPTER II

REVIEW RELATED LITERATURE

A. Preview Related Findings

Receiving, which is the first step in the psychological process of listening, is followed by decoding, which is the identification and recognition of specific auditory signals, and understanding, which is the final step in the process (Smaldino, 2008: 293). The ears will pick up any noises that are presented to them throughout the receiving phase. The ears may pick up a variety of sounds simultaneously, including music, rain, one's speech, and more. They can choose the sounds they want to listen to, though. Decoding is the process in question. The brain then receives the exact noises that were detected by the ears. Finally, the sounds' meanings will be assigned by the brain. Understanding is the process involved in this.

Sounds are a sensation that the ear detects and is brought on by the ear vibrating the air around it. In English, words, contrasting words, and sentences all provide examples of sounds. For instance, the sound of the letter "s" in "see" will differ from the sound of the letter "s" in "she." Speech patterns are configurations of words, phrases, and sentences. Stresses and intonation are two components of English speech patterns. The phrase "Did Tony buy that black car?" will, for instance, have various stresses and intonations depending on its intended meaning. While recognition is the act of recognizing something,

identification is the process of identifying something. After the sounds reach the ears, the auditory signals will be processed and identified through the psychological process of listening. Auditory signals are noises that are meant to communicate and are picked up by the auditory nerve, a section of the inner ear that responds to electrical impulses by sending a signal to the brain. Understanding has the power to comprehend. The brain first identifies and recognizes the audio impulses before giving them meaning. For instance, the listener recognizes an invitation when they hear the phrase "Would you like to come to my house?".

The researchers who are connected to this project and who have supported it are listed below.

1. Dewi Puji Lestari performed the investigation. She wanted to know how visual and auditory stimuli affected students' listening comprehension. Students in the 8th grade at SMAN 8 Tangerang Selatan a made up the study's sample. The results demonstrated a statistically significant relationship between the use of Animation and pictures in teaching listening comprehension to students'. Additionally, the study discovered that students' who were taught via Animation outperformed those who were taught using still images. This demonstrates how employing Animations or movies in the classroom can improve students' listening comprehension abilities. Rolando Guzman Martinez

conducts the study. He looked at the impact of using Animations to teach listening skills. At the University of El Salvador's Foreign Language Department, he investigated the impact of Animations on students' listening abilities. The findings indicated that most students' listening abilities could be greatly improved by learning through Animations. This implies that watching Animations or movies could improve listening skills.

2. Jelizaveta Safranj, a student at the University of Novi Said, is the researcher. She conducted an oral interview and a questionnaire study with a sample of 38 students. Her research findings indicate that watching movies can help students' hearing skills improve and advance by 97%, while also helping them to increase their vocabulary by 78%, better understand other cultures, and feel more at ease and enjoy their classwork.
3. Rifatun Nazhiroh is the one who is doing the study. She looked into how watching Animations with English subtitles affected students' listening comprehension. Students' pre-and post-test results served as the instrument she utilized to collect the data. According to the data, the experimental class's post-test mean score was 77.45, while the control class' post-test mean score was 73.90. It showed that the mean post-test scores for the two courses differed significantly from one another. In

other words, using Animation with English subtitles to improve students'' listening comprehension is successful.

4. The media employed in this research marks a key distinction between it and some earlier studies. The majority of earlier studies used English-captioned Animations, Animations, and captioning, whereas the writer's chosen medium for this research is fairytale animation.

B. Listening

1. The nature of listening

Receiving, which is the first step in the psychological process of listening, is followed by decoding, which is the identification and recognition of specific auditory signals, and understanding, which is the final step in the process (Smaldino, 2008: 293). The ears will pick up any noises that are presented to them throughout the receiving phase. The ears may pick up a variety of sounds simultaneously, including music, rain, one's speech, and more. They can choose the sounds they want to listen to, though. Decoding is the process in question. The brain then receives the exact noises that were detected by the ears. Finally, the sounds' meanings will be assigned by the brain. Understanding is the process involved in this.

Sounds are a sensation that the ear detects and is brought on by the ear vibrating the air around it. In English, words, contrasting words, and sentences all provide examples of sounds. For instance, the sound of the letter

"s" in "see" will differ from the sound of the letter "s" in "she." Speech patterns are configurations of words, phrases, and sentences. Stresses and intonation are two components of English speech patterns. The phrase "Did Tony buy that black car?" will, for instance, have various stresses and intonations depending on its intended meaning.

While recognition is the act of recognizing something, identification is the process of identifying something. After the sounds reach the ears, the auditory signals will be processed and identified through the psychological process of listening. Auditory signals are noises that are meant to communicate and are picked up by the auditory nerve, a section of the inner ear that responds to electrical impulses by sending a signal to the brain. Understanding has the power to comprehend. The brain first identifies and recognizes the audio impulses before giving them meaning. For instance, the listener recognizes an invitation when they hear the phrase "Would you like to come to my house?".

2. The Defenition of Skill

The skill is a capacity to do an action successfully (Hornby 1995: 1109). For instance, if a person wishes to be able to drive, they must possess driving abilities. These include the capacity to operate the gear smoothly, control the steering wheel, control the vehicle when an unexpected event occurs on the road abruptly, and other qualities that enable safe and efficient driving.

The skill in the context of language instruction refers to one's proficiency in the language (Brown, 2001: 232). The two types of language performance are called productive performance and receptive performance. Speaking and writing are examples of producing performances in English, whereas listening and Listening are examples of receptive performances.

3. The Defenition of Listening Skill

Considering the research on hearing that has been discussed above, it can be said that the ability to understand what is behind the uttered word. When people listen, they recognize the sounds or utterances of what the speaker is saying. They then utilize their prior knowledge to fully understand what they are hearing, and their understanding ultimately takes shape as a result of the listening process. The majority of people typically listen to confirm their expectations or to obtain information, particularly specific or detailed information.

A listening skill is the capacity to recognize any sound, choose which sounds will be listened to, and determine the significance of those sounds, according to the definitions of listening and skill. The ears and the brain are two major bodily organs that are involved in this skill. The brain must provide meaning to the sounds that are selected and received by the hearing.

However, to develop a grasp of spoken language, listeners must overcome various challenges or issues, whether they be internal or external.

While exterior problems can be related to the context of the listening process, internal problems can be related to the listener's past knowledge. To get around these issues, listeners should exercise their listening skills more frequently, be exposed to as much spoken English as they can (for example, through English-language music, movies, and foreign news), and get more familiar with the English language itself.

4. The Process of Listening

The process of listening requires eight steps rather than being a one-way street where the process is just the undirected reception of audio symbols (Brown, 2001: 249). The eight steps are: listening the raw speech; determining the speech type; listening the inference; listening the recall; assigning the literal meaning; assigning the intended meaning; listening the determination, and listening the message deletion.

Raw speech indicates that the listener has a picture stored in their working memory. Phrases, clauses, coherent indicators, intonation, and stress patterns can all be used to create an image. Since the holding of the image occurs organically, this procedure is referred to as raw speaking. The listener selects which speech type will be processed when they identify a speech type. The ears use this method to choose one of the sounds they have heard. The listener then appropriately interprets the sound that was chosen.

The listener attempts to infer the speaker's intention during the listening process. By taking into account the speech event's type, context, and content, the inference can be made. For instance, one decides if the speaker wants to inform, refuse, request, persuade, and so forth. The listener's memory refers to his or her ability to recall background details that are pertinent to the specific context and subject matter. The expertise and experiences of the listener have an impact on the process' success. To provide a reasonable interpretation of the message, cognitive associations are made using his or her experience or expertise.

The process is then carried on by the listener's determination of the literal meaning. It implies that the listener interprets the apparent surface strings. When literal interpretations are unimportant to the message, this process may become incidental. The assignment of the listener's intended meaning is the next stage. The listener matches the intended and perceived meaning during this process. It does not mean, for instance, that he or she will reply "yes" or "no" when asked, "Do you have the time?" but rather, "It's a quarter past nine."

The listener will decide whether the information should be stored in the short-term memory or long-term memory after assigning the intended meaning. If the circumstances call for an instantaneous oral reaction, he or she will remember it in the short term. On the other hand, if the situation is for a protracted processing of knowledge, like in a lecture, he or she will

retain it in long-term memory. The deletion of the listener is the final procedure from this viewpoint. The listener will swiftly forget and delete the pointless communication during this procedure. While this is happening, crucial information is kept.

Listening involves receiving sounds, picking out specific sounds, giving them significance, and weeding out irrelevant information. The brain and ears interact throughout the interactive process of listening.

5. Concept of Listening

From elementary school through senior high school, English has been taught in the classroom. Students must master four competencies as part of this curriculum. It can be challenging to perfect the art of listening because it involves giving a sound your complete attention; in other words, it involves more than just your ears. Listening, on the other hand, is only a matter of the ear and does not necessarily entail giving something your full focus. 16 It implies that listening is challenging because students must pay close attention to each sound; in other words, listening involves more than just the ear and the mind. Additionally, we must pay close attention and pay complete attention to the native speaker. Listening closely to students implies becoming deeply engaged in understanding what a person has to say through words, gestures, and actions.

Fundamentally, listening is being in a relationship with another person and fostering change or transformation through that interaction. The listener is required to answer after listening what others have to say. The idea of listening to teaching places an emphasis on both what to listen for and how to listen. It highlights both the listening process and the outcomes of paying great attention to another person.

The researcher concludes that listening is a crucial skill in foreign language instruction from the definitions given above. After receiving information from the speaker, the listener's imagination and understanding are then possible. To satisfy the urge, a person chooses to communicate with another person. The person desires something, is uneasy, or has feelings or thoughts regarding something. When deciding how to communicate, a person chooses a method or code that, in his or her opinion, will successfully convey the message, impression, thought, beliefs, attitudes, and emotions to the other person. When the receiver perceives and comprehends the sender's message in the same way that the sender intended it to be understood, there is effective communication between the two parties.

6. Types of Listening

According to Brown, there are four types performance of listening. They are as follows:

1. Extensive listening

   Developing a top-down, global comprehension of spoken language through listening. Extensive performance might include everything from listening to drawn-out lectures to listening a conversation and drawing out its full meaning. Extensive listening includes listening for the gist, the major idea, and concluding.

2. Responsive

   The act of listening to a brief passage of language (a greeting, a question, a command, a comprehension test, etc.) and then responding in kind.

3. Intensive Listening

   Listening for perception of the individual parts of a larger stretch of language (phonemes, words, intonation, discourse markers, etc.).

4. Selective

   Several minutes are spent processing long speech lengths, such as brief monologues, to search for specific information. The goal of such performance is to be able to understand specific information in the context of longer spoken language segments rather than necessarily searching for global or general meanings (such as classroom directions from a teacher, TV or radio news items, or stories). Students could be asked to listen for

names, numbers, grammatical categories, directions (in a mapping exercise), or specific facts and events as part of assessment assignments for selective listening.

Broughton also noted that there are two sorts of listening: extensive and intensive. There are two different uses for attentive listening. The re-presentation of well-known material in a novel setting is one of the most fundamental. This can be a structure that was just taught, or it might be a lexical set that was introduced months ago and needs to be revised. Intensive listening focuses on just one or two key areas in a much more controlled manner than comprehensive listening, which is more concerned with freer, more general listening to natural English. It is obvious that in the second instance, the language's meaning must be widely understood. In contrast to extensive listening, intensive listening requires a greater level of language proficiency from the listener.

It is clear from the diverse listening styles that each has a unique goal and method for helping listeners decipher the message and the significance of their listening activity. The first component of extensive is all forms of listening exercises that give students a wealth of comprehensible and engaging listening material. The most crucial thing to keep in mind is that children get to perform a lot of valuable listening practice whether it is done in class or outside of it. The components of language, such as phonemes and intonation, were then simply requested by listeners during focused listening.

To respond quickly to activities like greetings and questions, listeners need to understand short stretches of language while engaging in responsive listening. When listeners just take in a portion of the information during social interaction and ignore the rest, they are practicing selective listening. To increase students' listening fluency and help them scan for specific information using animation Animations, the researcher used extensive and selective listening. Selective listening serves the same purpose as the researcher and is compatible with the research's teenage population. It is also engaging when combined with an animated Animation.

Teachers must support their students in learning how to listen and utilize listening as a tool for learning in addition to teaching them to listen. There is sample evidence to conclude that effective listeners exhibit strategic listening and that this skill can be learned (Vandergrift & Goh, 2012). Autonomous listening or listening to learn tasks in the classroom are listening activities focused on developing strategic listening skills. All learning stages can benefit from the abilities required for strategic listening and listening to learn. Students that are given autonomous listening instruction activities can become more involved in the listening process and learn to choose what to listen to, how to listen, and when to listen. The following are some examples of autonomous listening tasks: anticipating and forecasting the content; monitoring and changing understanding while listening; assessing the final information for consistency and logic, and

determining what to do next once the information has been absorbed. The effectiveness and efficiency of listening can be increased by autonomous listening. It is also a skill that equips the student for ongoing education outside of the classroom and the formal education system.

There is a wide variety of classroom activities the teacher can employ to support children in developing different parts of their listening competency, from learning to decode and listening to comprehend to listening to learn, communicate, and behave. It is important to carefully consider the students', the type of listening skills they require, and the purpose of the listening before making decisions. It's crucial to keep in mind that listening involves much more than just understanding, regardless of the type of listening activity the teacher chooses to emphasize. One of the main ways that listening may be used to actively change learning information is through awareness, noticing, and attention to language form. This is important because it allows learners to integrate new forms and structures into their existing knowledge of the language.

7. Listening Ability

The ability to understand what is being said while concentrating on what the speaker is saying is called listening. The ability to listen enables students to study and gain knowledge in the classroom. This means that among the critical skills that students must develop is listening. Students

can learn new things and learn things they didn't know before through listening. They are frequently used to evaluate students' listening skills and are based on Brown's teaching listening theory. As follows:

a. Listening for main ideas.

   When someone is listening for primary ideas, they are attempting to grasp the gist of what is being stated. The specifics are less crucial.

b. Listening for details.

   When we are receiving instructions to a location, such as a friend's house, we need the specifics. In this instance, simply comprehending the subject is useless.

c. Listening and making inferences.

   It is not always clear what a speaker means when they speak. Meaningful details are sometimes implied rather than explicitly stated. Understanding what is meant requires the listener to "listen between the lines."

In conclusion, the ability of the students to understand and learn from what they hear by demonstrating their capacity to listen for primary concepts, listen for details, and listen to draw inferences is referred to in this study as listening ability.

C. Concept of Learning Media

1. Recognizing Learning Media

It is one of the paradigm shifts in the process of learning activities, along with the current development of science and technology. Activities can be carried out without direct face-to-face contact during the learning process. Learning media is a tool that can aid in the teaching and learning process by making the meaning of the message clear and the goals of education or learning more effectively and efficiently achieved.

Still explaining learning media, Oemar Hamalik defined learning media as tools, methods, and techniques used to improve communication and interaction between teachers and students in the education and teaching process in schools. Learning media is anything that can be used to transmit messages from the sender to the recipient to stimulate students' thoughts, attention, interests, and motivation for the learning process to occur. Based on some of the previous descriptions, it is possible to conclude that learning media is a tool that can aid in the process of teaching and learning activities and serves to clarify the information conveyed to achieve the desired learning objectives. Learning media can also be used to improve the process of teaching and learning. Given the variety of media available, educators must be able to select them carefully so that they can be used effectively. As a result, it is possible to conclude that the media is an inseparable part of the teaching and learning process.

2. Learning Media Objectives

Learning media differs from teaching props in that it must be able to stimulate students' minds during the teaching and learning process using all forms of media. Furthermore, learning media can aid teachers in the delivery of messages or subject matter to their students. The procedure is followed to ensure that all learning materials (messages conveyed) are easily understood by students, that they are impressed, that they are interesting, and that they are, of course, enjoyable. As a result, students will have a more memorable learning experience.

The use of learning media in general is required to improve educational quality. In schools, learning media is used for the following purposes:

1. Make it easier for students to understand certain concepts, principles, and skills by using the most appropriate media for the nature of the teaching materials.
2. Provide a diverse learning experience to make learning more stimulating and motivating for students.
3. Develop certain technological attitudes and skills because students are interested in using or operating specific media.
4. Creating a learning environment that students will never forget.
5. Make information or learning messages more clear.
6. Increase the effectiveness of teaching and learning.

Learning media is nothing more than a conduit for conveying messages or information about learning materials. The learning media used is only educational and has a connection to the learning material. In other words, learning media is used to improve the quality of learning, which has an indirect positive impact on the quality of education.

The presence of learning media in the world of education is highly anticipated by both educators and students. So that the interaction between educators and students is maximized through the use of learning media. However, before using learning media, educators must decide which media will best suit their needs during the learning process. The availability of learning media will have a significant impact on the development of effective learning, as well as provide opportunities for teachers to explain the material and make it easier for students to understand the material or information messages conveyed by educators.

3. The Function and Advantages of Learning Media

Learning media is nothing more than a tool for delivering messages or information, and it has benefits that are felt by both teachers and students. In general, learning media are used to provide concrete experiences and have a significant influence on students' learning motivation in understanding the subject matter. However, learning media in particular is used to enhance the appearance of the subject matter to make it more

appealing, so that it will later have an impact on students' focus on what material they have learned and increase students' motivation and interest in learning.

Educators use media to convey messages to students through sight and listening to avoid verbalism, which may still occur. In general, educational media provides the following advantages:

1. The media is an explanation of the message's presentation so that it is not overly verbalized without a specific meaning. The media can use this to accurately and meaningfully channel material or messages to students.
2. Media can transcend the constraints of space, time, and senses. Educators are also aided by the media during the grace period when learning occurs appropriately and in the room where learning occurs. It is also accessible through the five senses. In a classroom, for example, students in the back can hear and see the material presented by the educator in front of the class.
3. Appropriate media use can help students overcome a passive attitude. As a result, the media is useful for generating enthusiasm for learning, allowing direct interaction between students and their surroundings, and allowing students to learn independently based on their abilities and interests.

4. Because each student is unique, teachers can use media to provide the same stimulus, equate experiences, and equalize perceptions.

Based on some of the previously stated benefits, it is possible to conclude that the benefits of learning media are:

1. Learning media can draw students' attention to the subject matter presented.
2. The activities of the teaching and learning process become more in-depth, allowing students to gain a better understanding of the material being taught.

D. Fairytale Animation

1. Concept of fairytale animation

According to Paul Wells, the animation is "arguably the most important creative form of the twenty-first century. It is the modern era's omnipresent pictorial form". Despite its prominence in everyday life, from television commercials to the recent spate of popular feature-length animation films to various uses on the Web, animation has a long history of systematic neglect – both critically and academically.

Animation has frequently been dismissed as nothing more than a form of entertainment aimed at children, and it has rarely been considered worthy

of sustained critical or academic attention. This has gradually improved in recent years. An increase in the number of animation-focused film festivals, as well as the establishment of the Society for Animation Studies in 1987, have helped to raise the profile and popularity of the animated form. Its critical and commercial success in Hollywood was recently recognized when it was given its own Academy Awards category.

Wells' "introduction" to animation is divided into five chapters, the first three of which form the book's title. He begins with some definitions of animation, and rather than presenting a linear historical review of the form's development, Wells chooses to focus on the common processes involved in generating the form across its various techniques. He also considers animation's unique status as an intrinsically modernist art form.

However, as an appendix, Wells provides a useful "Animation Timeline" that identifies key "histories" in the evolution of animation across a variety of cultures and contexts (113-135).

However, Richard Taylor expresses dissatisfaction with the brief and frequently ambiguous categorization in The Encyclopedia of Animation Techniques (1996). Wells identifies and defines seven genres of animated film: formal, deconstructive, political, abstract, re-narration, paradigmatic, and primal, based on the concept of "deep structure," which allows animation to be decoupled from the concerns of "live-action" gentrification. "Deconstructive" animation, for example, is defined as "animation that

reveals the premises of its construction or critical and comic effects" (67), whereas "primal" animation is defined as "animation that depicts, defines, and explores a specific emotion, feeling, or state of consciousness"

2. Fairytale as a medium to improve listening skill

According to (Hruby, 2010), watching movies can motivate students more and make them more engaged, joyful, and cheerful when they are completing listening activities. According to Lonergan (1984, pp. 4-5, cited in Lustigová, 2013), employing movies as a teaching tool can help students develop a fully communicative mindset. The most appealing and effective movie presentation for language students. Even when they don't fully comprehend, students will still watch. Another reason why a movie is more successful than other authentic content is that it depicts real-life dialogue. Usually, dialogue from books or audiotapes is used by teachers. But this film offers a more contextualized communication (Allan 1985, pp. 48-49 quoted in Liu, 2005).

3. The use of fairytale as an Audio-Visual

The development of listening abilities involves the use of numerous audio-visual (AV) tools. Along with this research, other studies have examined the efficacy of AVs for teaching listening. As was already indicated, there are many benefits to employing film, in the opinion of various

specialists. According to (Berk, 2009), there are at least 20 possible benefits, as shown in the table below:

Table 2.1 Benefits Audio Visual

Grab the students' attention,	To focus the students' concentration	Generating the interest in class,
Creating a sense of anticipation	energize or relax students for learning exercises	draw on students' imagination
Improve attitudes toward content and learning	Build a study connection with other students and the instructor	
increase the memory of the content	Increase the students' understanding	foster creativity
stimulate the flow of ideas	foster deeper learning	make learning more fun
provide an opportunity for freedom of expression	serve as a vehicle for collaboration	inspire and motivate the students
set an appropriate mood or tone,	decrease anxiety and tension on scary topics	create memorable visual images

Additionally, some academics have advocated watching animation movies to train your ears. (King, 2002). She looked at how to get students excited about learning to listen to English in EFL classes by using animation feature films. He contrasted and evaluated how titled films and non-text were used to draw in various student demographics. Additionally, provide criteria

for choosing appropriate films. He chooses to watch feature films on animation since they come with a wide range of bonus materials, such as interactive menus, theatrical trailers, behind-the-scenes commentary, translation into colloquial languages, and access to live scenes. A purposeful, segmented, or entire Animation that is customized to the learning needs and competency level of the student must be chosen by the teacher. These two untitled and unwritten movies are helpful to pupils in a variety of ways. The two categories of films can be used interchangeably by a teacher to address different language-related issues. English-language movies are a great source of building blocks for oral communication since they offer excellent examples and content.

E. Conceptual Framework

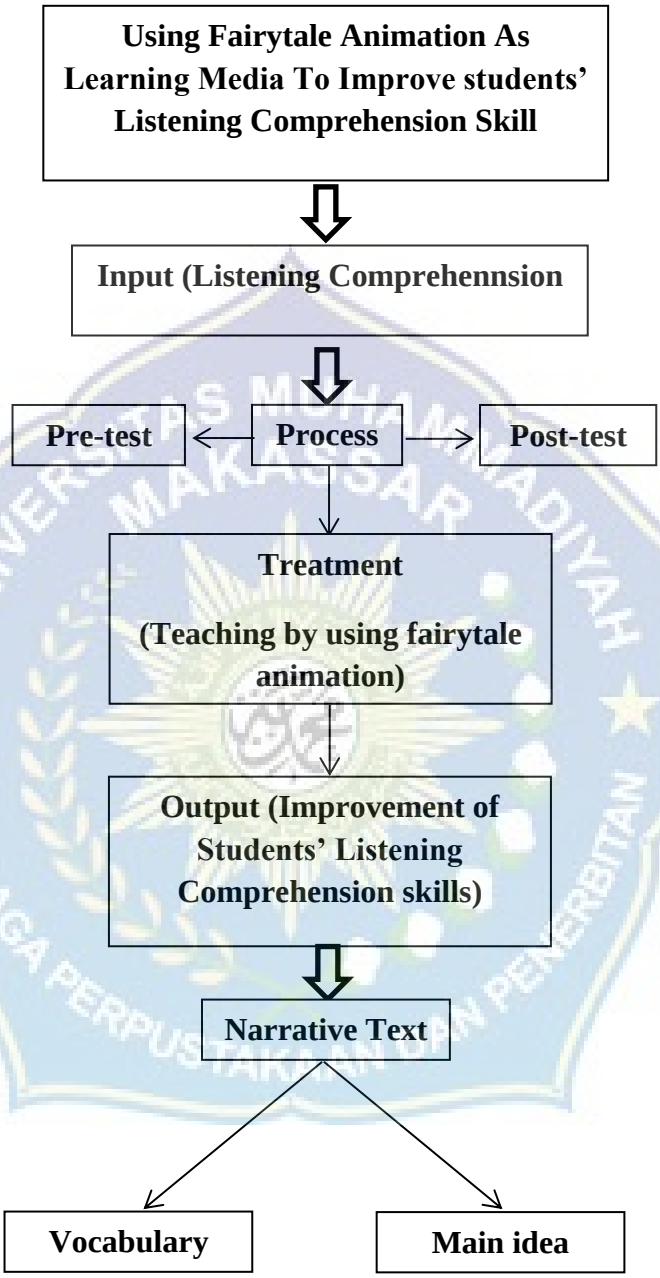

Figure 2.1 Conceptual Frameworks

The researcher used an English fairytale as a teaching material to teach English listening in terms of vocabulary to senior high school students in the first grade. Their

preferred genres were used to determine the types of English movies. The researcher's goal in this study was to evaluate the students' listening skills, particularly their vocabulary.

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CHAPTER III

METHODOLOGY

A. Research Design

According to Sugiyono (2015, p. 107) "experimental research techniques can be interpreted as research methods used to look for the effect of particular treatments versus another under controlled settings," the method experiment was employed in this study.

As stated by Sugiyono (2015, pp. 108–109), a study can employ a variety of experimental research designs, including factorial, quasi-experimental, real experimental, and pre-experimental designs. A research design is an approach or plan that addresses the problems associated with research. (Christensen, 2005; Seniati et al., p. 103).

To illustrate the research findings, the researcher used a pra-experimental approach or pra-experimental design. A study that is carried out without using a control group or comparison group is referred to as a quasi-experiment (Arikunto: 2002). Produce One of the trial's groups got post-testing. To evaluate the effectiveness of the one-group pre-test-post-test research design, pre-tests were administered prior to treatment, and post-tests were administered following treatment.

The study on a single class includes testing before and after to see changes before and after the recommended treatment. This approach is applied

in the way that follows. The objective of using this kind of empirical research to teach concepts to students through animation is to determine the relationship between the degree of listening comprehension skills and the content of fairytale animation. SMA Negeri 8 Bulukumba grade X 35 students participated in the current study.

This study utilized a one-group pre-test-post-test research design. To determine their level of listening comprehension skills before therapy, students serving as study subjects were given a pre-test. Following treatment, students obtained additional assessments in the form of a post-test. Test your capacity to comprehend what you're currently listening to. Regarding the design, Figure 3.2 depicts the design.

Rumus One Groups Pretest-Posttest Design :

O1 X O2

Source : Sugiyono (2013, hlm. 111)

Information :

1) O1 is a pre-test
2) X is a treatment
3) O2 is a post-test

B. Research Operasional Variable

Terms that mean varieties among an assortment of things are known as factors. A variable can be characterized in more than one manner. The main portrayal is whether the variable is seen as an autonomous component or a natural calculated connection to its utilization in the assessment being talked about.

1. A separate variable

   Variables that affect other variables are known as separate variables. Meanwhile, English-language films serve as the study's independent variable.

2. Non-reliant variable

   A response or criteria variable that is anticipated to be impacted by many treatment scenarios is known as the dependent variable. Teaching listening is the non-reliant variable in this study.

C. Population and Sample

1. Population

The population, which consists of the subject matter or individuals the researcher selected for the study and from which the researcher derived all findings, is the area of generalization (Sugiyono, 2008:117). According to Sutedi (200:179), the research population—that is, the individuals who

provided the data—knows. The participants in this study were all X-grade students at SMA Negeri 8 Bulukumba. There are 9 classes as the population in this research and the number of all students is 280. All the population was illustrated in the table below :

Table 3.1 The population

NO	CLASS	TOTAL
1	X IPA 1	35
2	X IPA 2	35
3	X IPA 3	35
4	X IPA 4	35
5	X IPA 5	35
6	X IPS 1	30
7	X IPS 2	33
8	X IPS 3	18
9	X IBB	25
TOTAL		280

(Source: Administration of SMA Negeri 3 Bulukumba)

2. Sample

The sample has been defined as "a subset of the population in terms of size

and traits" by Sugiono (2015, p. 118). Generally a result, the sample can be considered as an accurate representation of the population. Simple random sampling, which chooses the sample by ensuring that every basic component has an equal opportunity. To be taken as a sample is the type of sample that is employed. Students from class X IPA 5 SMA Negeri 8 Bulukumba made up the study's sample, which included 35 students.

D. Research Instruments

All equipment used for data collecting are considered "research instruments" according to Arikunto (2010: 262). Students' viewing of films was used by researchers to gauge their listening comprehension. Arikunto (2010) states that the exam consists of a sequence of stimuli designed to elicit answers from students, which are subsequently utilized to determine scores. Before and after testing were used by researchers.

Procedure

The researcher followed these steps to gather the data:

a. *Pre-test*

Before beginning treatment, students in the experimental group must take a pre-test to gauge their speaking proficiency. Prior to receiving treatment, this test is utilized to ascertain the pupils' baseline knowledge and fundamental competency.

b. Treatment

Based on the post-test, students receive treatment. Treatment indicates that the researcher uses animation to incorporate descriptive text into the teaching process. In the process of the treatment some steps conducted bythe researcher as follows:

a. The researcher greeted the students
b. The researcher checked the students' attendance list
c. The researcher explained about the material
d. The researcher asked the students whether they understood the rulewhile watching a movie
e. The researcher explained listening
f. The researcher played the fairytale animation
g. The researcher remained the students about the filled paper
h. The researcher paid attention to the movie section

c. Post-test

The purpose of a post-test is to evaluate a student's knowledge and abilities following treatment. The exam must be given by the researcher in order to compare the students' listening abilities before and after the treatment. The data subsequently assisted the researcher in formulating a thesis and determining the objectives

of her study.

E. Data Analysis

In quantitative research, data analysis is the stage that comes after gathering all of the data from respondents or other sources. To assess the research's data, each student's findings as well as the average score determined by the test results were looked at. Using SPSS Vol. 25, the resulting data will be quantitatively examined.

Classifying scores into five levels as follows:

Table 3.2 Classification score

No	Score	Classification (X and Y)	Criteria
1	96-100	Excellent	has a thorough comprehension of English. knowledgeable and substantial in the topic's development; pertinent to the given topic.
2	86-95	Very good	Some knowledge of the issue; acceptable range; good development; mainly relevant to the topic and google in detail.
3	76-85	Good	There is a degree of subject knowledge, a suitable range, minimal development, and a general relevance to the topic, but not much detail.
4	66-75	Fairly good	minimal content, inadequate topic development, and little subject understanding.
5	56-65	Fair	insufficient topic development, minimal substance, and limited subject expertise.
6	46-55	Poor	Display a scant understanding of the topic but don't be substantive or patient.
7	0-45	Very poor	does not demonstrate topic understanding, substance, or patience.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Findings

1. Data Description

In this chapter, researchers report the findings from their data analysis. Following the intervention, students' progress in learning listening comprehension was monitored by assessments and observations, and their performance was evaluated through achievement tests following the usage of animated fairy tales as a teaching tool.

Table 4.1 Findings Students Classification Pre-test and Post-test

No	Categories	Score	Pre-test		Post-test	
			Freq	%	Freq	%
1	Excellent	96-100	0	0	10	29
2	Very Good	86-95	0	0	19	54
3	Good	76-85	0	0	6	17
4	Passably Good	66-75	19	54	0	0
5	Fair	56-65	11	32	0	0
6	Poor	46-55	5	14	0	0
7	Very Poor	0-45	0	0	0	0
Total			**35**	**100%**	**35**	**100%**

Based on the above data, out of 35 students, 19 (54%) received fairly good grades, 11 (32%) received fair grades, and 5 (14%) received bad grades before receiving treatment. Based on the student's pre-test results for listening

comprehension, the researcher came to a finding that a majority of students received fair scores.

After receiving treatment, the researcher found that 35 students were effective in terms of their listening comprehension when using fairytale animation as a listening medium. 6 (17%) pupils received a good grade, 19 (54%) received a very good grade, and 10 (29%) received an excellent grade. The results indicated that most students had improved their scores, and some even crossed the standard.

a. The score of Interpretative listening Comprehension (Main Idea) and Vocabulary by Using SPSS.

Table 4.2 Paired Sample Statistic Pre-test and Post-test Learning

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	65,7714	35	7,33279	1,23947
	POST-TEST	90,2571	35	5,68974	,96174

The outcomes of the pre-and post-tests for the students at SMAN 8 Bulukumba are shown in the table above. The data was put into the SPSS program for analysis. to demonstrate the benefits of using fairytale animation when listening, especially when learning vocabulary and understanding the main idea.

The results of the class XI pre- and post-tests at SMAN 8 Bulukumba are displayed in the table. The pretest scores ranged from 50 to 75, with an average of 65.77, a standard deviation of 7.332, and a maximum of 75. With a

maximum score of 98 and a minimum score of 80, the average post-test score is 90.257 and the standard deviation is 5.689.

2. Using SPSS for data analysis

a. Main Idea and vocabulary interpretation for listening comprehension is the normality test.

Table 4.3 Test of Normality Using SPSS

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	keys	Statistic	df	Sig.	Statistic	df	Sig.
Hasil belajar siswa	Pre-test	,162	35	,020	,919	35	,014
	Post Test	,169	35	,013	,916	35	,011

a. Lilliefors Significance Correction

As can be seen from the above table, the significance of the data Shapiro-Wilk table was 0.011 for the post-test and 0.014 for the pre-test. The fact that the significance values were more than = 0.005 suggests that the data were regularly distributed.

b. Hypothesis Testing

To assess how well the researcher explained the assumption, hypotheses might be tested. Based on the results of the normality test, paired sample t-tests are used in the parametric statistics that were used. The following are some of the researcher-determined hypotheses:

1. H0: Students' listening comprehension and interpretative Listening comprehension of SMAN 8 Bulukumba in the tenth grade are not improved by the application of the anticipation guide technique.
2. H1: The tenth-grade SMAN 8 Bulukumba student's listening comprehension is enhanced by using the technique of fairy tale animation.

Santoso (2014) states that, when conducting paired sample tests based on the significant value (Sig.) generated by SPSS, the following rules need to be generates:

1. If the t-value is Sig. (2-tailed) <0.05, then H0 is rejected and H1 is accepted.
2. is accepted and H1 is denied if the two-tailed t-value (Sig.) is more than 0.05.

Table 4.4 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	PRE TEST - POST TEST	-24,48571	10,05389	1,69942	-27,93935	-21,03208	-14,408	34	,000

With a closer look at the preceding table, the researcher concluded that H0 was rejected and H1 was allowed since the Sig (2-tailed) value was 0.000 < 0.005. There is a difference between the mean scores obtained prior to and following the test. This could also mean that animated fairy tales are a great technique to teach listening comprehension at SMAN 8 Bulukumba because they enhance listening comprehension.

B. Discussion

The interpretation of the results about the observed result of the student listening is an issue of making decisions in this part of the paper. 35 students who completed part in the pre-and post-tests provided the data. In addition, as the following chart with matched sample statistics illustrates, the pre-test mean score for listening comprehension is 65.077. Before getting treatment, this mean score had been obtained through the use of fairytale animation as a means of instruction. Apart from that, the student's post-test mean score on listening

comprehension increased to 90.025. The figure was obtained after the student finished the researcher's therapy program. Furthermore, the average score on the post-test exceeded the average score on the pre-test.

The SPSS "Paired Sample Test" obtained a significance value of 0.000 < 0.005. The decision-making criteria demonstrate this, stating that if Sig (2-tailed) 0.000 < 0.005, H0 is rejected and H1 is permitted. This demonstrates the advantages of anticipatory storytelling in enhancing the listening comprehension of tenth grade pupils at SMAN 8 Bulukumba. Using fairytale animation greatly enhances students' listening comprehension (Main Idea). The findings of the pre-test, which the researcher administered to the students before they began treatment, showed that they had poor listening comprehension. The majority of students found it difficult to follow along with the animated audio and give proper answers throughout the listening exam.

After completing the pre-test, the researcher distributed the treatment. The fourth time the treatments were provided using storybook animation, the researcher was given the content in the first treatment. As a result, the researcher can see how well the students comprehended the narrative test. According to the study, a large number of pupils who were given these medications had the same issues as before the test. Pupils are unable to distinguish between key concepts and supporting thoughts. Researchers provided students with multiple answers to their questions in the second treatment. For the third and fourth treatments, researchers received the same texts with changed names, like the first and second treatments.

The research mentioned above indicates that using Fairytale Animation in the classroom significantly increases students' understanding of what they are learning. Students' post-test mean score exceeds their pre-test mean score. The study found that incorporating fairytale animation into the classroom can

enhance students' listening comprehension in terms of vocabulary (remembering) and literal listening comprehension (main idea).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher concluded to the conclusion that using fairytale animation to improve students' listening comprehension in the tenth grade at SMAN 8 Bulukumba is beneficial based on the findings and discussions. In Literal Listening Comprehension (Supporting Idea), the students' post-test mean score is 90.025, greater than their pre-test mean of 65.077. Additionally, the researcher concluded that the significance value was greater than $\alpha = 0.05$ based on the data analysis results in Table 4.3 in Interpretative Listening Comprehension (Main Idea), which show that the students' pretest and post-test had significance values of 0.162 and 0.062, respectively.

Considering that the Sig. (2-tailed) on the "paired sample test" table in the previous chapter is $0.000 < 0.005$, H0 is rejected and H1 is accepted. As a result, the researcher concluded that there was a substantial change in the tenth-grade students' listening comprehension before and after they used Fairytale Animation media. Thus, it can be said that including Fairytale Animation media in the educational process helps improve students' listening comprehension.

B. Suggestion

Based on the data analysis and conclusion, the researcher offers the following:

1) To improve the student's English language proficiency, especially in listening, it is suggested that English teachers use English-language films as an alternative during the teaching and learning process.

2) Although there are many movies in English available that can be used as instructional materials to teach listening skills, not all of them meet the requirements of students or are curriculum-compliant. Therefore, to support students in mastering listening skills, teachers need to plan and choose a range of excellent teaching resources with attention.
3) By observing English-language movies, students are expected to get excited about improving their listening abilities.
4) The teacher ought to encourage students to practice listening comprehension and recognize the value of English.
5) This technique can be applied as a backup strategy or to perform more studies with a fresh topic for the following researcher.
6) Additional research is required to determine how English-language films affect senior high school and college students' ability to listen.
7) To find out more about the effect of English-language movies on enhancing writing, reading, and listening skills, more research has been done.
8) The subsequent investigator explored the influence of English movies on more aspects. Watch this movie to sharpen your writing, reading, and listening abilities.

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APPENDICES

Appendix A. Data Penelitian

RANCANGAN PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA Negeri 8 Bulukumba

Mata Pelajaran : Bahasa inggris

Kelas : XI (Sebelas)

Semester : 2 (Dua)

Aspek/Skill : Listening

Alokasi Waktu : 2 x 45 Menit

A. Standar Kompetensi & Indikator

NO	Kompetensi Dasar	Indikator
1	1.1 Bersyukur atas kesempatan yang memperoleh dalaam bahasa Inggris sebagai sarana komunikasi dalam skala global yang mewujudkan semangat belajar.	1.1.1 Ungkapkan rasa syukur setiap kali Anda mendapat kesempatan belajar bahasa Inggris
2	1.2 Mention the social and linguistic roles played by animation in fairy tales.	1.2.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
3	1.3 Using animated fairy tales to convey messages.	1.3.1 . Menangkap makna teks naratif lisan berbentuk legenda sederhana

B. Tujuan Pembelajaran

Setelah mengikuti serangkaian pembelajaran, siswa mampu:

1. Dengan arahan dari guru, siswa mampu membaca nyaring narrative text sesuai dengan pronunciation dan intonasi yang baik.
2. Dengan adanya gambaran tentang ide pokok, siswa mengetahui ide pokok bacaan yang dibaca sesuai dengan aturan yang ada.
3. Dengan membaca bacaan, siswa dapat menemukan 10 kosakata baru yangada dalam bacaan.
4. Dengan melihat bacaan, siswa dapat mengetahui makna dari kalimat dalam narrative text.
5. Mengidentifikasi fungsi sosial animasi dan apresiasinya berdasarkan pertanyaan pengarah dari guru secara lisan dengan tepat.
6. Mampu menemukan informasi tersirat dalam animasi setelah mendengarkan audio dengan tepat dan mampu menemukan informasi tersurat dalam animasi setelah mendengarkan audio dengan tepat.

C. Materi Pembelajaran

Cerita dongeng dari pengarang Carlo Collodi dengan judul "Pinokio"

- Fungsi Sosial
  1) Untuk mengungkapkan perasaan (Happy, Sad, Angry, or Dissapointed)
  2) Untuk mempengaruhi pendengar

D. Media Pembelajaran

Media : Fairytale Animation "Cinderella"
Fairytale Animation "Bawang Putih & Bawang Merah"

E. Sumber Belajar

- Buku SMA kelas XI yang relevan
- www.youtube.com

F. Langkah-Langkah Pembelajaran

Pendahuluan	
Tahap	**Kegiatan**
Kegiatan Awal	- Apresiasi dan Motivasi

	- Penyampaian Tujuan Pembelajaran
Kegiatan Inti	
Observation	- Peserta didik mengamati Animation - Peserta didik menyebutkan kata yang ada pada Animation - Peserta didik mampu menentukan ide pokok pada video animasi - Peserta didik menjawab pertanyaan secara lisan dari guru - Peserta didik menonton dan melengkapi kalimat yang masih kosong
Questioning	- Dengan bimbingan guru, peserta didik menanyakan arti kata sulit yang ada dalam lagu
Penutup	
Penutup	- Menyimpulkan hasil yang telah dipelajari - Refleksi - Penugasan

Instrument Penelitian

PRE-TEST

Nama :
Kelas :
Nisn :

A. Watching the animation and listening to the audio based on the fairytale!

Once upon a time, there lived a beautiful girl with two step sisters and stepmother. Since her biological father died, she was treated like a maid. Forced to comply with the requests of her stepmother and her two step sisters. Even so, Cinderella was a kind girl, she still loved her step sisters and stepmother.

One day a kingdom hold a dance party. Invitations were spread all the way to the villages. The dance party would be hold in the kingdom palace. This dance party was aimed to find a girl who would be the prince's wife. Hearing about the good news, Cinderella's half sisters were very happy. "Mother, please buy me the most beautiful dress to attend a dance party at the palace tonight" said the eldest sister. "Me too, Mom, buy me a new dress. I do not want dissapoint the prince when dancing with me" said the second sister. Hearing her daughter chattering happily, the mother replied "of course, I will buy a nice and beautiful dress for each of you".

Cinderella who was sweeping looked very happy, in her heart she also wanted to go to a dance party at the palace, she said to her stepmother "Mother, please allow me to go to the dance, I do not need a new dress. Just allow me to go". Cinderella's step mother and her two step sisters were very upset. The mother said "You can not. You have to clean the house and do the laundry." Hearing that, Cinderella was silent. Her wish to meet the prince failed. Nevertheless she wanted to go no matter what her step mother and steps sister had said.

The day of the dance party was came. Cinderella's step mother and her two half-sisters were preparing to go to the palace. They wear the best dresses with beautiful shoes and make-up. And for Cinderella, the mother had made a list of things that Cinderella had to do until they returned from the party. Cinderella was sad, because she knew the tasks were too many and she could not finish them all that night. When her step mother and her step sisters were gone to the party, Cinderella sat next to the fireplace and her cried. When Cinderella was crying, she heard voice.

“Cinderella, calmed down. Don’t be sad. You’re going to join this dance party tonight. Do not worry, I’ll help you.” The voice said.

Cinderella surprised, “who are you?”.

“I am a fairy. I come here to help you. You have suffer enough, dear.” Said the voice again.

Cinderella was looking around to find the source of the voice. And when she looked at the window, she saw a fair fairy. With a charming smile, the fairy twirled her wand. All the works that the mother had asked Cinderella to do to were done. The fairy also changed Cinderella’s old dress to a beautiful dress like a royal princess. She wore a nice dress, gold crown, beautiful face, and a pair of glass shoes. Cinderella was so beautiful that night. And moreever, she was so happy.

“Thank you fairy. But how do I get to the palace? I don’t have any horse or cart to go to the palace.” Cinderella said.

“Don’t worry, dear.” Said the fairy.

The fairy twirled her wand again and turned the pumpkin in the table to be a coach and turned the mice to be horses.

“You’ll ride with this coach, dear.” Said the fairy.

“Thank you.” Said Cinderella.

“But, you should come back before the midnight. After the midnight, the spell will be vanish.” Said the fairy.

“Ok, I will come back before the midnight. I promise.” Cinderella nodded.

Without wasting time, Cinderella went to the palace. At the palace, all people were stunned to see the beauty of Cinderella. Even her step mother and her step sisters did not recognize she was Cinderella. The prince was in love with Cinderella. He invited Cinderella to dance. They danced so beautifully. And that time, the prince knew that Cinderella was the one he wanted to be his wife. They both were very happy. Suddenly the midnight bell rang. And Cinderella knew she had to go back before all the spells vanished.

"I have to go now, prince" Cinderella said.

"Wait princess, what is your name?" Asked the prince. Cinderella did not answer it and ran stright to the coach and came back to home. When she ran, unintentionally, one of Cinderella's glass shoes was slipped out on the terrace of the palace. The prince took it. He had made a promise to find the owner of the glass shoe.

The next day, the prince and his bodyguard went all the way to the country, but found no girl fit the glass shoe. Until the prince came to Cinderella's house. Her stepsisters were very excited to hear the prince's arrival.

"It belongs to me, my dear prince. Let me try it." Said the sisters. However, it turned out that the glass shoe did not fit them.

Suddenly Cinderella said "let me try it, my prince".

The Prince replied "please, my lady".

And when Cinderella tried the shoe, it perfectly fit. That time, the prince knew that it was Cinderella shoe. That time also, the prince asked Cinderella to go to the palace and live with him as his wife. Cinderella said yes and then they married. They lived happy after.

Answer the following questions correctly!

1. What is the tittle of that text.....
   a. Cinderella
   b. Timun mas
   c. Princess

Listen to the audio of the following paragraph!

2.

> Once upon a time, there lived a beautiful girl with two step sisters and stepmother. Since her biological father died, she was treated like a maid. Forced to comply with the requests of her stepmother and her two step sisters. Even so, Cinderella was a kind girl, she still loved her step sisters and stepmother.

The main idea in the following paragraph is.....

a. Cinderella's half sisters were very happy.
b. Beautiful girl with two step sisters and stepmother.
c. Cinderella was a kind girl, she still loved her step sisters and stepmother.

3.

> The day of the dance party was came. Cinderella's step mother and her two half-sisters were preparing to go to the palace. They wear the best dresses with beautiful shoes and make-up. And for Cinderella, the mother had made a list of things that Cinderella had to do until they returned from the party. Cinderella was sad, because she knew the tasks were too many and she could not finish them all that night. When her step mother and her step sisters were gone to the party, Cinderella sat next to the fireplace and her cried. When Cinderella was crying, she heard voice.

The main idea in the following paragraph is....

a. When Cinderella was crying, she heard voice.
b. Cinderella was sad, because she knew the tasks were too many and she could not finish them all that night.
c. Her stepsisters were very excited to hear the prince's arrival.

Please watch and observe the video, then fill the blanks sentence!

4. "Thank you fairy. But how do I ..... to the palace? I don't have any horse or cart to go to the palace." Cinderella said.

a. Get
b. Come
c. Go

5. But, you should come back before the ..... After the midnight, the spell will be vanish." Said the fairy.
a. Afternoon
b. Night
c. Midnight

Instrument Penelitian

SOAL POST-TEST

Nama :
Kelas :
Nisn :

A. Watching the animation and listening to the audio based on the fairytale!

Bawang Putih Bawang Merah

A long time ago, in a nice quite village, there lived a wealthy merchant, he lived together with his daughter who was named Bawang Putih. This merchant's wife had long since passed away. The merchant was very fond of his daughter. Because she was obedient and kind-hearted.

One day, as he came home from travelling, he brought a woman and her daughter along with him. He wanted to marry this woman. So, Bawang Putih now had a stepmother and a stepsister who is named Bawang Merah.

When her father went to trade, her stepmother and Bawang Merah would treat Bawang Putih like a servant. Bawang Putih did all the work that was ordered by her stepmother. She cleaned the house, cooked, washed clothes, and looked for firewood. If Bawang Putih's work went wrong, her stepmother would punish her by not feeding her.

Every morning, her stepmother and Bawang Merah took turns shouting,

"Hey Bawang Putih, wash my clothes!"

Not yet finished washing clothes, Bawang Putih would then be called by her stepmother.

"Bawang Putih, prepare breakfast now! We are hungry."

"Ok... Okay, mom."

Because Bawang Putih worked so hard and was punished so harshly, her body became thinner. One day, Bawang Putih's father returned home and fell ill. He was very ill and Bawang Putih was very sad because of it. She never

left her father alone. However, God decided differently. Bawang Putih's father died.

"Father... Don't leave Bawang Putih... Father ..."

While Bawang Putih wept and cried, her stepmother and Bawang Merah were excited. Because the property and house of Bawang Putih's father now belonged to them.

"Look Bawang Merah, he finally died." "Yes, Mom we will be rich."

Bawang Putih's life was miserable after her father died. She no longer had her father to love and comfort her. Her stepmother and Bawang Merah further tortured her. Bawang Putih tried to be patient but sometimes she would cry at night.

"Lord, please help me. Why are they always evil to me?"

One day, Bawang Putih went to the river to wash clothes. She was sleepy and hungry, her body was weak. While washing, Bawang Putih didn't realise that her stepmother's favourite shawl had washed away. When she put all the clothes into the basket, she was surprised to find her stepmother's scarf was not there.

"Mother's favourite scarf is gone... Oh no! It's drifting down the river... What should I do? I daren't go home. Mother will scold me."

Finally, Bawang Putih decided to go back down the river to look for her stepmother's scarf. In the middle of the road, she met a farmer who was washing his cow.

"Uncle, did you see a red scarf floating down the river?"

The farmer nodded and replied,

"Red shawl? Hmm oh yes I saw it. The scarf was taken by an old grandmother who was washing her by the river. The old grandmother's house is on the mountain."

Bawang Putih immediately headed up the mountain. There, she found a wooden house. Bawang Putih knocked on the door of the house,

"Excuse me, Grandma, did you find my mother's red scarf?"

The old grandmother came out of the house and greeted Bawang Putih.

"Hi dear, let's go in. What's your name?"

"My name is Bawang Putih, Grandma."

The old grandmother will give a red scarf with one condition, Bawang Putih must help her first. Bawang Putih agreed. All day, she helped the grandmother cook, look for firewood, clean the house and wash clothes. For Bawang Putih, all this work was easy, because she was used to doing it.

Finally, it was time for Bawang Putih to leave for home. The grandma gave her the shawl.

"Bawang Putih, this is the red scarf you are looking for. Oh, I want to give you a gift. A pumpkin for you, because you helped me. Choose which one you like."

On the table, there were both small and large pumpkins. Bawang Putih chose a small pumpkin, because she also had to carry a basket full of clothes home.

"Hm, I choose the small one, Grandma."

"Okay, take this little pumpkin. But remember, you can't open the pumpkin until you get home. Understand?"

"Well Grandma, I will do everything you said."

Arriving at home, Bawang Putih was scolded by her stepmother and Bawang Merah.

"Where have you been Bawang Putih? How dare you go out without my permission?"

"Forgive me, mother! I… I was... "

"Stop, enough Bawang Putih! We don't need your excuses!"

They continued to beat her. Then they saw the pumpkin brought by Bawang Putih.

"Cut the pumpkin and cook it! We are starving because of you!"

Bawang Putih took the knife and split the pumpkin. What a surprise, the pumpkin was full of sparkling and expensive jewellery.

"Hah, where did you get the pumpkin?"

Bawang Putih then told them everything.

"Oh.. Bawang Putih, you should have chosen a large pumpkin! It would have had more jewellery!"

Hearing the words of Bawang Merah, the stepmother finally got the idea.

"Looks like I have an idea. Ha Ha Ha."

The next day, the stepmother and Bawang Merah went to the river. They deliberately washed away the red scarf. Then secretly, they followed the veil as it was washed away. Sure enough, the red scarf was picked up by the old grandmother.

The stepmother and Bawang Merah followed the old grandmother who went up the mountain. As they walk, Bawang Merah complained about how far it was.

"Ahh, I'm tired. Let's just go home."

"Bawang Merah, be patient! Soon we will get even more jewellery than Bawang Putih."

"But I'm tired, mom."

"I said be patient!"

Arriving at the old grandmother house, the stepmother and Bawang Merah knocked on the door. The old grandmother welcomed them warmly. Then, the stepmother and Bawang Merah pretended to be sad and asked about the red scarf.

"Dear grandmother, did you find my mother's red scarf?"

"Oh yes, it just so happens that Grandma found it on the river." Just like Bawang Putih, the new grandmother will give them the shawl, if they helped her. The only way to get the pumpkin was to work to help the old grandma, but they still couldn't stop complaining.

"I'm so tired, if it weren't for the pumpkins, I wouldn't do this."

"Yes, I'm also tired. Hopefully, there will be even more jewellery inside this pumpkin.Ha Ha Ha"

Finally, Bawang Merah and the stepmother finished their work at the old grandmother's house and said goodbye. The old grandmother gave the shawl to Bawang Merah and her mother. On the table, there are two pumpkins, one large and one small.

"Choose one pumpkin, as a gift from me."

And of course, the stepmother and Bawang Merah chose the largest pumpkin.

"Of course, I choose the big one grandma."

"Yeah, choose the big one." "Remember, don't open the pumpkin, before you get home."

"Yes Grandma, that's for sure. We will go home first Grandma."

Bawang Merah and her mother, do not obey the advice of the grandmother. On the way, the stepmother splits the big pumpkin. They were impatient to get their hands on jewellery inside.

"Mom, let's just open this pumpkin now, the old grandmother will not know."

"Yeah, let's open this. I'm also curious."

However, they were in for quite a surprise. Because inside the pumpkin were venomous animals, such as snakes, scorpions, spiders and centipedes. They were both bitten by a snake.

"Oh, what is this?" "Where is the jewellery? Why did it have these animals inside? Ihhh"

"Aw! Aw! It hurts!" "Aw! Aw! Ouch!" "Mom…Ouch…Aw…What should we do Mom?" "I also got bitten"

Because they are still in the middle of the forest, no one came to help them. The stepmother and Bawang Merah died from the snakebite. Their greed brought them to disaster.

Meanwhile, Bawang Putih lives happily ever after. The jewellery given by the old grandmother making her rich. She continued her father's business and enjoyed the fruits of her obedience and kindness.

B. Answer the following questions correctly!

1. What is the tittle of that text.....
   a. Sangkuriang
   b. Bawang putih bawang merah
   c. Danau toba

Listen to the audio of the following paragraph!

2. A long time ago, in a nice quite village, there lived a wealthy merchant, he lived together with his daughter who was named Bawang Putih. This merchant's wife had long since passed away. The merchant was very fond of his daughter. Because she was obedient and kind-hearted.

The main idea in the following paragraph is.....

a. They were impatient to get their hands on the jewellery inside.
b. On the table, there are two pumpkins, one large and one small.
c. This merchant's wife had long since passed away.

3. The old grandmother will give a red scarf with one condition, Bawang Putih must help her first. Bawang Putih agreed. All day, she helped the grandmother cook, look for firewood, clean the house and wash clothes. For Bawang Putih, all this work was easy, because she was used to doing it.

The main idea in the following paragraph is.....

a. Bawang Putih must help her first. Bawang Putih agreed. All day, she helped the grandmother cook, look for firewood, clean the house and wash clothes.
b. Because inside the pumpkin were venomous animals, such as snakes, scorpions, spiders and centipedes. They were both bitten by a snake.
c. The jewellery given by the old grandmother making her rich.

Please watch and observe the video, then fill the blanks sentence!

4. "Okay, take this little ..... . But remember, you can't open the pumpkin until you get home. Understand?"
    a. Eggplant
    b. Pumpkin
    c. Mustard

5. "Oh.. Bawang Putih, you should have chosen a large pumpkin! It would have had more ..... !"
    a. Jewellery
    b. Gold
    c. Diamond

UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PERPUSTAKAAN DAN PENERBITAN

45

60

SOAL PRE-TEST

Nama : Eka Piana Putri
Kelas : X MIPA 5
Nisn : 22.00.103

A. Watching the animation and listening to the audio based on the fairytale!

Once upon a time, there lived a beautiful girl with two step sisters and stepmother. Since her biological father died, she was treated like a maid. Forced to comply with the requests of her stepmother and her two step sisters. Even so, Cinderella was a kind girl, she still loved her step sisters and stepmother.

One day a kingdom hold a dance party. Invitations were spread all the way to the villages. The dance party would be hold in the kingdom palace. This dance party was aimed to find a girl who would be the prince's wife. Hearing about the good news, Cinderella's half sisters were very happy. "Mother, please buy me the most beautiful dress to attend a dance party at the palace tonight" said the eldest sister. "Me too, Mom, buy me a new dress. I do not want dissapoint the prince when dancing with me" said the second sister. Hearing her daughter chattering happily, the mother replied "of course, I will buy a nice and beautiful dress for each of you".

Cinderella who was sweeping looked very happy, in her heart she also wanted to go to a dance party at the palace, she said to her stepmother "Mother, please allow me to go to the dance, I do not need a new dress. Just allow me to go". Cinderella's step mother and her two step sisters were very upset. The mother said "You can not. You have to clean the house and do the laundry." Hearing that, Cinderella was silent. Her wish to meet the prince failed. Nevertheless she wanted to go no matter what her step mother and steps sister had said.

The day of the dance party was came. Cinderella's step mother and her two half-sisters were preparing to go to the palace. They wear the best dresses with beautiful shoes and make-up. And for Cinderella, the mother had made a list of things that Cinderella had to do until they returned from the party. Cinderella was sad, because she knew the tasks were too many and she could not finish them all that night. When her step mother and her step sisters were gone to the party, Cinderella sat next to the fireplace and her cried. When Cinderella was crying, she heard voice.

"Cinderella, calmed down. Don't be sad. You're going to join this dance party tonight. Do not worry, I'll help you." The voice said.

45

3 Benar
2 salah

B. Answer the following questions correctly!

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   a. Cinderella
   b. Timun mas
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Listen to the audio of the following paragraph!

2. Once upon a time, there lived a beautiful girl with two step sisters and stepmother. Since her biological father died, she was treated like a maid. Forced to comply with the requests of her stepmother and her two step sisters. Even so, Cinderella was a kind girl, she still loved her step sisters and stepmother.

   The main idea in the following paragraph is.....
   a. Cinderella's half sisters were very happy.
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3. The day of the dance party was came. Cinderella's step mother and her two half-sisters were preparing to go to the palace. They wear the best dresses with beautiful shoes and make-up. And for Cinderella, the mother had made a list of things that Cinderella had to do until they returned from the party. Cinderella was sad, because she knew the tasks were too many and she could not finish them all that night. When her step mother and her step sisters were gone to the party, Cinderella sat next to the fireplace and her cried. When Cinderella was crying, she heard voice.

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   a. When Cinderella was crying, she heard voice.
   b. Cinderella was sad, because she knew the tasks were too many and she could not finish them all that night.
   c. Her stepsisters were very excited to hear the prince's arrival.

Please watch and observe the video, then fill the blanks sentence!

4. "Thank you fairy. But how do I ..... to the palace? I don't have any horse or cart to go to the palace." Cinderella said.
   a. Get
   b. Come
   c. Go
5. But, you should come back before the ..... After the midnight, the spell will be vanish." Said the fairy.
   a. Afternoon
   b. Night
   c. Midnight

/

$\frac{2}{5} \times 100$ (=40)

SOAL PRE-TEST

Nama : Elsa Ramadhani
Kelas : X. MIPA 5
Nisn : 22.08.105

A. Watching the animation and listening to the audio based on the fairytale!

Once upon a time, there lived a beautiful girl with two step sisters and stepmother. Since her biological father died, she was treated like a maid. Forced to comply with the requests of her stepmother and her two step sisters. Even so, Cinderella was a kind girl, she still loved her step sisters and stepmother.

One day a kingdom hold a dance party. Invitations were spread all the way to the villages. The dance party would be hold in the kingdom palace. This dance party was aimed to find a girl who would be the prince's wife. Hearing about the good news, Cinderella's half sisters were very happy. "Mother, please buy me the most beautiful dress to attend a dance party at the palace tonight" said the eldest sister. "Me too, Mom, buy me a new dress. I do not want dissapoint the prince when dancing with me" said the second sister. Hearing her daughter chattering happily, the mother replied "of course, I will buy a nice and beautiful dress for each of you".

Cinderella who was sweeping looked very happy, in her heart she also wanted to go to a dance party at the palace, she said to her stepmother "Mother, please allow me to go to the dance, I do not need a new dress. Just allow me to go". Cinderella's step mother and her two step sisters were very upset. The mother said "You can not. You have to clean the house and do the laundry." Hearing that, Cinderella was silent. Her wish to meet the prince failed. Nevertheless she wanted to go no matter what her step mother and steps sister had said.

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Listen to the audio of the following paragraph!

2.

> Once upon a time, there lived a beautiful girl with two step sisters and stepmother. Since her biological father died, she was treated like a maid. Forced to comply with the requests of her stepmother and her two step sisters. Even so, Cinderella was a kind girl, she still loved her step sisters and stepmother.

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a. Cinderella's half sisters were very happy.
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The main idea in the following paragraph is....

a. When Cinderella was crying, she heard voice.
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Please watch and observe the video, then fill the blanks sentence!

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5. But, you should come back before the ..... After the midnight, the spell will be vanish." Said the fairy.
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   b. Night
   c. Midnight

/

5/5 x100 (100) 45

SOAL POST-TEST

Nama : ANDI AHMAD HILAL ALFATIH
Kelas : X. MIPA 5
Nisn : 22.08.053

A. Watching the animation and listening to the audio based on the fairytale!

Bawang Putih Bawang Merah

A long time ago, in a nice quite village, there lived a wealthy merchant, he lived together with his daughter who was named Bawang Putih. This merchant's wife had long since passed away. The merchant was very fond of his daughter. Because she was obedient and kind-hearted.

One day, as he came home from travelling, he brought a woman and her daughter along with him. He wanted to marry this woman. So, Bawang Putih now had a stepmother and a stepsister who is named Bawang Merah.

When her father went to trade, her stepmother and Bawang Merah would treat Bawang Putih like a servant. Bawang Putih did all the work that was ordered by her stepmother. She cleaned the house, cooked, washed clothes, and looked for firewood. If Bawang Putih's work went wrong, her stepmother would punish her by not feeding her.

Every morning, her stepmother and Bawang Merah took turns shouting,

"Hey Bawang Putih, wash my clothes!"

Not yet finished washing clothes, Bawang Putih would then be called by her stepmother.

"Bawang Putih, prepare breakfast now! We are hungry."

"Ok... Okay, mom."

Because Bawang Putih worked so hard and was punished so harshly, her body became thinner. One day, Bawang Putih's father returned home and fell ill. He was very ill and Bawang Putih was very sad because of it. She never left her father alone. However, God decided differently. Bawang Putih's father died.

"Father... Don't leave Bawang Putih... Father ..."

While Bawang Putih wept and cried, her stepmother and Bawang Merah were excited. Because the property and house of Bawang Putih's father now belonged to them.

"Look Bawang Merah, he finally died." "Yes, Mom we will be rich."

Bawang Putih's life was miserable after her father died. She no longer had her father to love and comfort her. Her stepmother and Bawang Merah further tortured her. Bawang Putih tried to be patient but sometimes she would cry at night.

"Lord, please help me. Why are they always evil to me?"

One day, Bawang Putih went to the river to wash clothes. She was sleepy and hungry, her body was weak. While washing, Bawang Putih didn't realise that her

B. Answer the following questions correctly!

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   b. Bawang putih bawang merah
   c. Danau toba

Listen to the audio of the following paragraph!

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   The main idea in the following paragraph is.....

   a. They were impatient to get their hands on the jewellery inside.
   b. On the table, there are two pumpkins, one large and one small.
   c. This merchant's wife had long since passed away.

3. The old grandmother will give a red scarf with one condition, Bawang Putih must help her first. Bawang Putih agreed. All day, she helped the grandmother cook, look for firewood, clean the house and wash clothes. For Bawang Putih, all this work was easy, because she was used to

   The main idea in the following paragraph is.....

   a. Bawang Putih must help her first. Bawang Putih agreed. All day, she helped the grandmother cook, look for firewood, clean the house and wash clothes.
   b. Because inside the pumpkin were venomous animals, such as snakes, scorpions, spiders and centipedes. They were both bitten by a snake.
   c. The jewellery given by the old grandmother making her rich.

Please watch and observe the video, then fill the blanks sentence!

4. "Okay, take this little ..... . But remember, you can't open the pumpkin until you get home. Understand?"
   a. Eggplant
   b. Pumpkin
   c. Mustard

5. "Oh.. Bawang Putih, you should have chosen a large pumpkin! It would have had more ..... !"
   a. Jewellery
   b. Gold
   c. Diamond

SOAL POST-TEST

Nama : Nopitasari
Kelas : X-IPA 5
Nisn : 22-08-219

A. Watching the animation and listening to the audio based on the fairytale!

Bawang Putih Bawang Merah

A long time ago, in a nice quite village, there lived a wealthy merchant, he lived together with his daughter who was named Bawang Putih. This merchant's wife had long since passed away. The merchant was very fond of his daughter. Because she was obedient and kind-hearted.

One day, as he came home from travelling, he brought a woman and her daughter along with him. He wanted to marry this woman. So, Bawang Putih now had a stepmother and a stepsister who is named Bawang Merah.

When her father went to trade, her stepmother and Bawang Merah would treat Bawang Putih like a servant. Bawang Putih did all the work that was ordered by her stepmother. She cleaned the house, cooked, washed clothes, and looked for firewood. If Bawang Putih's work went wrong, her stepmother would punish her by not feeding her.

Every morning, her stepmother and Bawang Merah took turns shouting,

"Hey Bawang Putih, wash my clothes!"

Not yet finished washing clothes, Bawang Putih would then be called by her stepmother.

"Bawang Putih, prepare breakfast now! We are hungry."

"Ok... Okay, mom."

Because Bawang Putih worked so hard and was punished so harshly, her body became thinner. One day, Bawang Putih's father returned home and fell ill. He was very ill and Bawang Putih was very sad because of it. She never left her father alone. However, God decided differently. Bawang Putih's father died.

"Father... Don't leave Bawang Putih... Father ..."

While Bawang Putih wept and cried, her stepmother and Bawang Merah were excited. Because the property and house of Bawang Putih's father now belonged to them.

"Look Bawang Merah, he finally died." "Yes, Mom we will be rich."

Bawang Putih's life was miserable after her father died. She no longer had her father to love and comfort her. Her stepmother and Bawang Merah further tortured her. Bawang Putih tried to be patient but sometimes she would cry at night.

"Lord, please help me. Why are they always evil to me?"

One day, Bawang Putih went to the river to wash clothes. She was sleepy and hungry, her body was weak. While washing, Bawang Putih didn't realise that her

B. Answer the following questions correctly!

1. What is the tittle of that text.....
   a. Sangkuriang
   (b.) Bawang putih bawang merah
   c. Danau toba

Listen to the audio of the following paragraph!

2. A long time ago, in a nice quite village, there lived a wealthy merchant, he lived together with his daughter who was named Bawang Putih. This merchant's wife had long since passed away. The merchant was very fond of his daughter. Because she was obedient and kind-hearted.

The main idea in the following paragraph is.....

   a. They were impatient to get their hands on the jewellery inside.
   b. On the table, there are two pumpkins, one large and one small.
   (c.) This merchant's wife had long since passed away.

3. The old grandmother will give a red scarf with one condition, Bawang Putih must help her first. Bawang Putih agreed. All day, she helped the grandmother cook, look for firewood, clean the house and wash clothes. For Bawang Putih, all this work was easy, because she was used to doing it.

The main idea in the following paragraph is.....

   (a.) Bawang Putih must help her first. Bawang Putih agreed. All day, she helped the grandmother cook, look for firewood, clean the house and wash clothes.
   b. Because inside the pumpkin were venomous animals, such as snakes, scorpions, spiders and centipedes. They were both bitten by a snake.
   c. The jewellery given by the old grandmother making her rich.

Please watch and observe the video, then fill the blanks sentence!

4. "Okay, take this little ..... . But remember, you can't open the pumpkin until you get home. Understand?"
   a. Eggplant
   b. Pumpkin
   (c.) Mustard

5. "Oh.. Bawang Putih, you should have chosen a large pumpkin! It would have had more ..... !"
   (a.) Jewellery
   b. Gold
   c. Diamond

No	Nama	Pre-test	Post-test
1	A.ADRI FAIZ IRSYAD	60	80
2	A.AINUN PRATIWI A.PATRA	70	80
3	AISYAH MAHARANI RAMLI	60	100
4	ALDHIANSYAH	0	80
5	ALYA MUSFIRA	64	80
6	ANDI AHMAD HILAL AL-FATIH	60	100
7	ANDI ALTHAF FAYYADH	75	85
8	ANDI ILLYIN MAHAPUTRA	69	98
9	ANDI MUHAMMAD	55	90
10	ANDI NADYA ISLAM MADINA	60	96
11	AULIA AZSAHRA EFENDI	75	86
12	DWI PASYARWATI	60	87
13	EKA PIANA PUTRI	60	95
14	ELSA RAMADANI	40	80
15	FIRLI AGUSTINA LATIEF	50	98
16	GHINAA QONITAH RISALDI	55	95
17	HIKMAH ALFIDIA LESTARI	64	86
18	INCE M.ANDIKA TRI PUTRAWARMAN	7 0	80
19	M.ICAL	70	98
20	MELISA OKTAVIANA	75	90
21	MUH.ADZAN ZAKY	69	97
22	MUH.FARID TRI AL-IHKSAN	55	95
23	NAFLAH NAZIHAH	75	96
24	NIZZA PHAICA HALID	70	86
25	NOPITASARI	68	85
26	NURISLAWATI	75	80
27	NURUL ANDINI	70	88
28	NURUL REZKY FATIMA	74	96
29	NURUL SYAHWA	65	90
30	RAHMA RAIHANA	69	98
31	RARA ANGGRAENI	65	86
32	RISKA AMELIA RISMA	70	87
33	SEPTY AULIA RAMADANI	75	90
34	WULAN FAJRIN WARAHMAH	70	98
35	ZAHRA AULIA DAMRA	64	90
Total		**2302**	**3195**
Mean			

Appendix B. Surat Keterangan Bebas Plagiat

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin N0.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar, Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : A.Miftahul Fatirah
Nim : 105351118118
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	9 %	10 %
2	Bab 2	23 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	9 %	10 %
5	Bab 5	3 %	5%

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 16 November 2023
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nurhayati, S.Ikom.,M.I.P
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

BAB I A.Miftahul Fatirah - 105351118118

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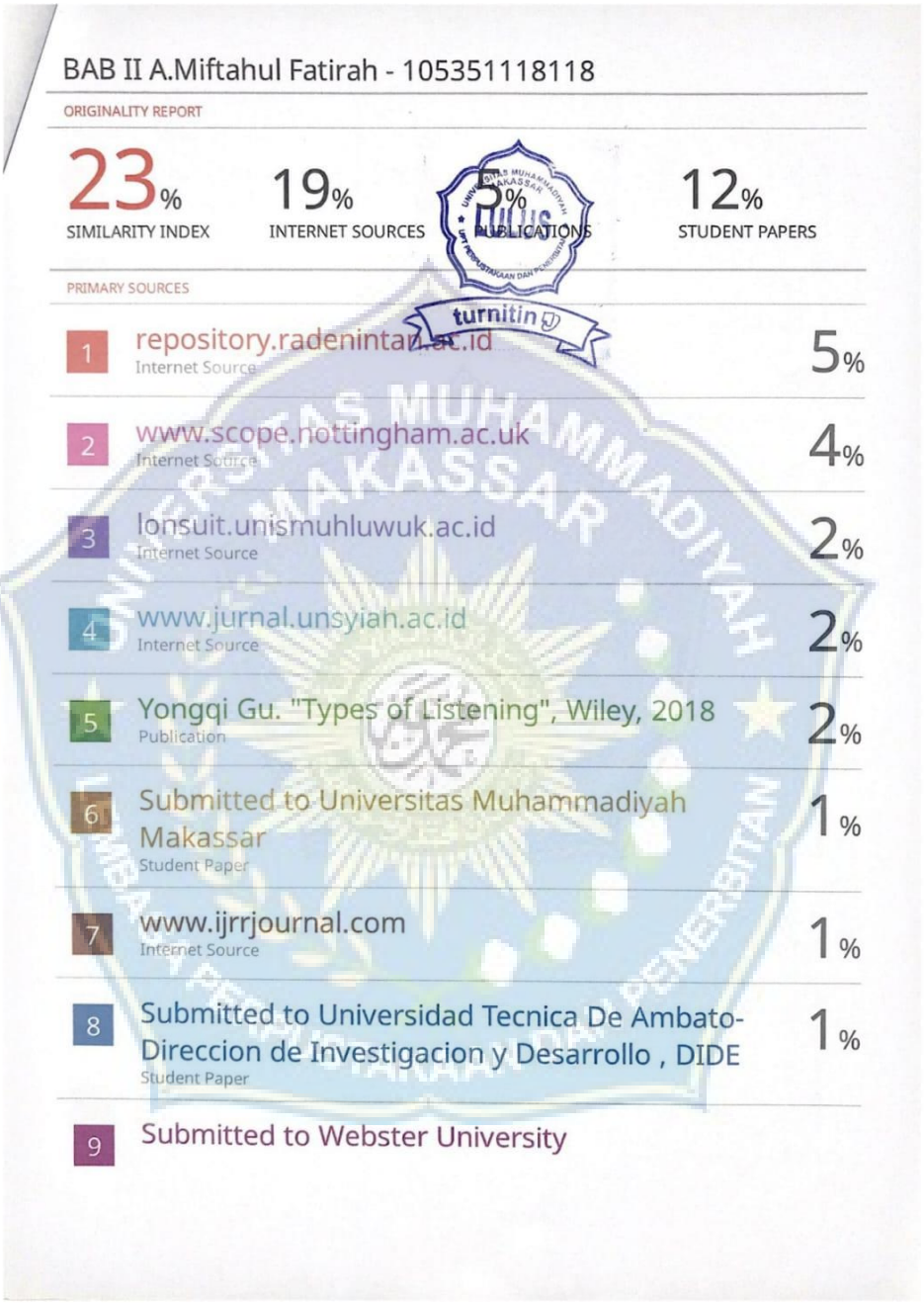

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Appendix C. Surat Pengantar LP3M Dari Fakultas

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بسم الله الرحمن الرحيم

Nomor : 12524/FKIP/A.4-II/I/1444/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	:	A.MIFTAHUL FATIRAH
Stambuk	:	10535111818
Program Studi	:	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	:	Bulukumba / 08-01-2000
Alamat	:	BTN 2 Blok 12/3 Kelurahan Tanah KongKong Kecamatan Ujung Bulu, Kabupaten Bulukumba, Sulawesi Selatan

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: USING POPULAR FAIRYTALE ANIMATION AS LEARNING MEDIA TO IMPROVE STUDENTS' LISTENING COMPREHENSION SKILLS

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan*

Wassalamu Alaikum
Warahmatullahi Wabarakatuh

Makassar, 6 Jumadal Ula 1441 H
26 Januari 2023 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

Appendix D. Penelitian Dari LP3M

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 2742/05/C.4-VIII/XI/1445/2023 — 17 Rabiul Akhir 1445
Lamp : 1 (satu) Rangkap Proposal — 1 Nopember 2023 M
Hal : Permohonan Izin Penelitian

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di –
Makassar

اَلسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 12524/FKIP/A.4-II/1/1444/2023 tanggal 26 Januari 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **A. MIFTAHUL FATIRAH**
No. Stambuk : **10535 1118118**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"USING POPULAR FAIRYTALE ANIMATION AS LEARNING MEDIA TO IMPROVE STUDENTS' LISTENING COMPREHENSION SKILLS"

Yang akan dilaksanakan dari tanggal 7 Februari 2023 s/d 7 April 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

اَلسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr.Muh. Arief Muhsin, M.Pd
NBM 1127761

11-23

Appendix E. Kartu Kontrol Penelitian

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp. 0411-866837/(0812)1355247
Email: prodibg@unismuh.ac.id
Research Service: research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : A. Miftahul Fatirah
NIM : 10535511 8118
Judul Penelitian :
Tanggal Ujian Proposal : 11 Januari 2023
Tempat/Lokasi Penelitian : SMA Negeri 8 Bulukumba

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Jum'at, 10 Februari 2023	Pemberian Soal Pre-test	Andi. Yulianah S.Pd M.Pd	
2	Jum'at, 17 Februari 2023	Penjelasan Materi Narrative text	Andi Yulianah S.Pd M.Pd	
3	Jum'at, 24 Februari 2023	Penjelasan Materi Narrative text dan Penjelasan Contoh Soal	Andi Yulianah S.Pd M.Pd	
4	Jum'at, 3 Maret 2023	Pemberian Soal Post-Test terkait Materi yang diberikan	Andi Yulianah S.Pd M.Pd	
5				
6				

....., ...2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah/Instansi

Ansar, S.Pd., M.Pd
NIP/ID 19701001 199412 1 004

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS TERAKREDITASI UNGGUL LEMBAGA AKREDITASI MANDIRI
RESEARCH GROUP
RESEARCH ACADEMY
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Appendix F. Surat Telah Meneliti

PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMAN 8 BULUKUMBA
TERAKREDITASI"A"
NSS: 301191104501, NPSN: 40304254
Jalan K.H. Mukhtar Lutfi Nomor 32, Bulukumba, Telepon/Faks (0413) 81098
Laman http://sman08bulukumba.sch.id., Pos-el sman8bulukumba@yahoo.com

SURAT KETERANGAN PENELITIAN

Nomor : 421.4/484-UPT SMA.8/BLK/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMAN 8 Bulukumba menerangkan bahwa :

N a m a	: A. MIFTAHUL FATIRAH
Tempat Tanggal Lahir	: Bulukumba, 08 Januari 2000
NIM	: 105351118118
Jurusan	: Pendidikan Bahasa Inggris (S1)
Alamat	: BTN 2 Blok 12/3 Kelurahan Tanah Kongkong Kec. Ujung Bulu Kab. Bulukumba

Yang bersangkutan adalah benar telah melaksanakan penelitian di UPT SMAN 8 Bulukumba dalam rangka penyusunan Skripsi berdasarkan Rekomendasi No : 2742/05/C.4-VIII/XI/1445/2023 tanggal, 01 Nopember 2023 yang berlangsung pada tanggal, 07 Februari s/d 7 April 2023 yang dikeluarkan oleh Majelis Pendidikan Tinggi Pimpinan Pusat Muhammadiyah Universitas Muhammadiyah Makassar. Untuk memperoleh data dalam rangka penyusunan Skripsi dengan judul:

"USING POPULAR FAIRYTALE ANIMATION AS LEARNING MEDIA TO IMPROVE STUDENTS LISTENING COMPREHENSION SKILLS"

Demikianlah surat keterangan ini diberikan kepadanya untuk dipergunakan sebagaimana mestinya.

Bulukumba, 25 September 2023
A.n. Kepala UPT SMAN 8 Bulukumba,
Wakil Kepala Kurikulum,

Muhammad Jusni, S.Pd.,M.Pd.
NIP 19680620 199203 1 011

#BerAKHLAK #SIPAKATAU #CERDASKI'

Appendix G. LOA (Letter of Acceptance)

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بســـــم اللـه الرحـمن الرحيـــم

LETTER OF ACCEPTANCE
0878/BG-FKIP/LOA/B/I/1445/2023

Dear A. MIFTAHUL FATIRAH
It is our pleasure to inform you that, after reviewing your paper:
USING FAIRYTALE ANIMATION AS LEARNING MEDIA TO IMPROVE STUDENTS' LISTENING COMPREHENSION SKILL
The manuscript ID: 1250
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Computer Interaction in Education,** ISSN (paper) *2656-5218* ISSN (online) *2622-2418*. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at *jcie@bg.unismuhmakassar.ac.id*

Makassar, 29 January 2024 M
17 Rajab 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

Appendix H. Documentation

CURRICULUM VITAE

The researcher, **A.Miftahul Fatirah** was born on January 08nd, 2000 in Bulukumba South Sulawesi. She is the second children of the merriage of Mr.Masy'al and Mrs.Jasmidar. She has one Brother namely A.Rahmat Hidayat and one young sister namely A.Hulwatul Aqilah. She began her study at SDN 2 Terang-Terang and graduating at 2012. She continued her education at SMPN 1 Bulukumba and graduated in 2015. After that, she continued at SMAN 8 Bulukumba and graduated in 2018. In 2018 she registeredas a student of English Education in Faculty of Teacher Training and Education at Universitas Muhammadiyah Makassar. At the end of her study, she could finish her thesis with the title "Using Fairytale Animation As Learning Media To Improve Students' Listening Comprehension Skill".