

## THE USE OF DIGITAL ANIMATED STORIES TO IMPROVE STUDENT'S LISTENING SKILL

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### Abstract

Listening is the process of receiving, interpreting, and understanding auditory stimuli, usually in the form of spoken words and other sounds. This research aims to determine the effect of digital animated stories in improving student's listening skills and to determine students' perceptions of the use of digital animated stories. The design of this research is Classroom Action Research. The procedure of Classroom Action Research is planning, action, observation, and reflection. This research was conducted at eleventh grade at SMK AL-FAJAR consist of 31 students. The results of this research indicate that digital animated stories significantly improve students' listening skills, with average test scores increasing from 47.09 in the pre-test to 59.1 after Cycle 1. This shows an increase of 25.5 compared to the pre-test score, and then to 77.9 in Cycle 2. The investigation into students' perceptions of digital animated stories showed that students had positive perceptions of digital animated stories, reporting increased engagement, motivation and comprehension. The integration of these stories also improved the classroom environment, encouraging greater focus and participation, aligning with existing research on the benefits of digital animated stories in language learning. In conclusion, this research provides compelling evidence that digital animated stories are a highly effective tool for enhancing students' listening skills, shaping positive perceptions of learning materials, and improving classroom dynamics. The findings suggest that digital animated stories can be an effective tool in enhancing listening skills in an EFL context. This study recommends the integration of digital animated stories into the regular curriculum to support language learning and improve student outcomes.

**Keywords:** Listening, Digital Animated Stories, Vocational School

### INTRODUCTION

Listening is the process of receiving, interpreting, and understanding auditory stimuli, usually in the form of spoken words and other sounds. Listening skill is the ability to try to understand spoken English. Listening skill a fundamental language acquisition skill essential for effective communication and academic success. This is an active and complex skill that requires not only listening to sounds, but also understanding the message being conveyed. According to Worthington in (Sinaga et al., 2023) "listening is an active process of receiving and responding to spoken (and sometimes unspoken) messages. It is one of the topics of language arts and conversation analysis"

Dominant factors that can reduce in listening skill is the students pay less attention in listening activities because the media used does not provide images or videos so students feel bored in learning process. There are many alternative

that can be used to improve the listening skill. Regarding from the problem above there is one media that can be used to listen activities there is through digital animated stories. The era of globalization has brought rapid progress development of information and communication technology, including education and learning media.

Digital animated stories inform of video is a medium that can be used to improve students' listening skills .According to Bahrani and Sim in (Putri et al., 2017) animation video is full of action and visual aids that it equals listening and speaking to produce output. It shows the understanding of the language used in the video, which is obtained by receiving linguistic input, which was the role of listening as a receptive skill. Digital animated story inform of video is a type of audio-visual media which can train students' listening skills because this can increase their curiosity and motivation in learning so that students can improve their abilities learning outcomes. According to Fitri & Ma'rifah (2022) animation in learning activities has several advantages such as increasing students' critical thinking because animation has a multi-sensory aspect, they are seeing, hearing, and speaking and also the students do not only listen the language but also they can see visually. Through this visual sight as the strength of video, it can support the students' skill on the meaning target to be gained .Otherwise disadvantages of digital animated stories inform of video is the graphics in the film move constantly while it is playing, which prevent some students from understanding the content of the film.

Previous research by Yunita et al (2023) concluded that there is a significant effect in the use of English short animation movie to improve students listening skills at the first grade of SMPN 1 Lingsar. Nuansari & Sriyanto (2021) also concluded that using animation movie in teaching speaking was effective for the elementary students. Putri et al (2017) also support the results of previous research that concluded animation movie is an effective media in teaching listening skill. Regarding to all previous research there is significant difference. The difference from previous research is that this research use fairy tale and legend digital animated stories inform of video using Classroom action research as a method, while previous study use various story using experimental and pre-experimental method. The strength of this research this research will use classroom action research method approach that will use quantitative and qualitative data to evaluate the improvement using digital animated stories to improve students' listening skills.

This research aims to determine the effect of digital animated stories in improving student's listening skills and to determine students' perceptions of the use of digital animated stories. By using this media it is hoped that it can improve students' listening skills and they will be more interested in learning English, especially listening through digital animated stories. The researcher used digital animated stories because according to the problem it was found that students were not interested in learning English, especially in listening learning because there were no pictures or videos.

## METHOD

The research design for this research is Classroom Action Research (CAR). Action research is a research conducted by educators, and also a type of research that aims to give teachers opportunity to resolve the problems of teaching and non-teaching in the classroom carefully, systematically by using the existed rules (Qomar et al., 2020). This classroom action research will investigate using cycles. Each cycle consist of four phases; planning, action, observation and reflection (Ningrum et al., 2019). By using Purposive Sampling technique (Thomas, 2022), the research chooses one class at financial accounting class at Institution at eleventh grade at SMK Al-Fajar consist 31 students as a sample since student of this class have lowest score in listening.

In this study, the research instruments are test (Qomar, 2013). questionnaire (Sari & Aminatun, 2021) and observation (Mulyasa, 2020). The test will use multiple choice and fill in the blank to test whether the students understood what they have listened or not. Questionnaires usually contain a series of questions designed to obtain information relevant to the research objectives. The observation sheet is conducted during the teaching learning activities in the class. The researcher observes the student participant and class situation while listening activity in the learning process. The information that obtained from this observation sheet is use as a basis to determine the planning for the following cycle.

Data Collecting Techniques that the researcher used in gaining data. In this research, the researcher used test (pre-test and post test), questionnaire, and observation. The pre test and post test given in about 40 minutes. The students will answer 15 fill in the blank and 15 multiple choice question while listening an audio. The test have the purposes to know how far comparison the student's listening skill of digital animated stories inform of video before given treatment. The researcher utilized a Google Form questionnaire. In google form questionnaire Include fields for name, gender, and grade level. The researcher used a variety of liker scale questions to assess different aspects of students' perceptions. Questionnaire used Likert scale to get students' response about how the student interested in listening and learning using digital animated stories. The questioner consist 20 statements. Likert scale answer are given from "strongly disagree", "agree" , "neutral" ,"disagree", "strongly agree". The researcher used observation as data collecting approach to know how teaching listening using digital animate stories in the classroom, how the students respond to the teacher, answering question, doing an assignment and filling out the attendance from using digital animated stories .

Data analysis involves the transformation of collected data into meaningful and interpretable information by Taherdoost (2020) . In this research the researcher will use qualitative and quantitative as a data analyzing technique. The analysis qualitative data is used to measure data from observation and questioner, while the analysis of quantitative data is used to measure data form test. In analyzing the numerical data, the researcher gains the average of students score per action in one cycle.

In this classroom action research, the success criteria will be based on students' scores in the listening test. The implementation will be considered successful if 40% of students achieve an average score of 75 or more. Setting the success criteria at 40% of students who achieve an average score of 75 is a strategic step that considers realistic gradual improvement, diversity of student abilities, and time and resource constraints. This target allows teachers to monitor student progress measurably, accommodate differences in abilities, and evaluate the effectiveness of the learning methods applied. This criterion will be the main measure to determine the effectiveness of the research implementation.

## RESULTS AND DISCUSSION

The results of this research indicate that digital animated stories significantly improve students' listening skills.

Before commencing the classroom action research (CAR), the researcher administered a pre-test to evaluate students' listening skills. This pre-test consisted of 15 fill-in-the-blank questions and 15 multiple choice questions which were 30 questions in total. The students were asked to complete the questions while listening an audio story titled *The Little Red Hen* by The Fable Cottage. To ensure comprehension, the audio was played twice during the assessment.

**Table 1 Frequency of Student's Score of Pre-Test**

| No           | Classification | Score  | Frequency | Percentage (%) |
|--------------|----------------|--------|-----------|----------------|
| 1            | Excellent      | 96-100 | 0         | 0              |
| 2            | Very good      | 86-95  | 0         | 0              |
| 3            | Good           | 76-85  | 0         | 0              |
| 4            | Fairly good    | 66-75  | 0         | 0              |
| 5            | Fair           | 56-65  | 3         | 9.6            |
| 6            | Poor           | 46-55  | 13        | 41.9           |
| 7            | Very poor      | 0-45   | 15        | 48.3           |
| <b>Total</b> |                |        | <b>31</b> | <b>100</b>     |

The table presents the distribution of students' scores on the pre-test for listening skills. The data shows that no students achieved a score in the "Excellent" (96-100), "Very Good" (86-95), or "Good" (76-85) categories. A small number of students, specifically 3 (9.6%), fell within the "Fair" (56-65) range. However, the majority of students scored in the "Poor" (46-55) and "Very Poor" (0-45) categories, with 13 students (41.9%) in the "Poor" range and 15 students (48.3%) in the "Very Poor" range. Given that none of the students met the minimum standard score (KKM) of 75 set by the researcher, it was necessary to proceed with the treatment in Cycle 1 to address these deficiencies and improve students' listening skills.

The following table shows the student's active participation in the class during first meeting although it was only pre-test:

**Table 2 The result of students' activities in first meeting of Cycle 1**

| No | Student's Activity    | Frequency | Percentage |
|----|-----------------------|-----------|------------|
| 1  | Responding to teacher | 23        | 71.8       |
| 2  | Answering questions   | 15        | 48.3       |
| 3  | Doing assignment      | 31        | 100        |
| 4  | Class attendance      | 31        | 100        |

*Source: Researcher's Observation Sheet*

The table illustrates the results of the researcher's observation during the main activity of the listening class, where digital animated stories were used. It shows that a substantial majority of students, 23 out of 31 (71.8%), actively engaged by responding to the teacher. However, 15 students (48.3%) were noted for actively answering questions, indicating a moderate level of interaction with the content. All 31 students (100%) participated in completing the assignments, reflecting full engagement in the tasks provided. Additionally, class attendance was perfect, with all 31 students present for the session. This observation highlights that while participation in assignments and attendance were uniformly high, engagement in interactive activities varied among students.

**Table 3 The result of students' activities in second meeting of Cycle 1**

| No | Student's Activity    | Frequency | Percentage |
|----|-----------------------|-----------|------------|
| 1  | Responding to teacher | 26        | 83.8       |
| 2  | Answering questions   | 20        | 64.5       |
| 3  | Doing assignment      | 31        | 100        |
| 4  | Class attendance      | 31        | 100        |

*Source: Researcher's Observation Sheet*

The table presents the findings from the researcher's observation during the main activity of the listening class, which utilized the video *The Bird and The Whale* by The Fable Cottage. According to the data, 26 students (83.8%) were observed actively responding to the teacher, demonstrating strong engagement with the instructional guidance. Additionally, 20 students (64.5%) participated in answering questions, indicating a substantial level of interaction with the content. All 31 students (100%) completed the assigned tasks, reflecting full participation in the activities related to the video. Class attendance was also perfect, with all 31 students (100%) present during the session. Overall, the data suggests high levels of engagement and participation in both the interactive and task-oriented aspects of the lesson.

The following table displays the result of student's score of post-test in Cycle 1 after the researcher using digital animated stories to teach the students improving their listening skill.

**Table 4 Frequency of Student's Score of Post-test in Cycle 1**

| No           | Classification | Score  | Frequency | Percentage (%) |
|--------------|----------------|--------|-----------|----------------|
| 1            | Excellent      | 96-100 | 0         | 0              |
| 2            | Very good      | 86-95  | 0         | 0              |
| 3            | Good           | 76-85  | 0         | 0              |
| 4            | Fairly good    | 66-75  | 2         | 6.4            |
| 5            | Fair           | 56-65  | 20        | 64.5           |
| 6            | Poor           | 46-55  | 7         | 22.5           |
| 7            | Very poor      | 0-45   | 2         | 6.4            |
| <b>Total</b> |                |        | <b>31</b> | <b>100.0</b>   |

*Source: Researcher's Data Calculation*

The table displays the distribution of students' scores on the post-test from Cycle 1, which utilized the video of "The Wind and The Sun" for assessment. The results reveal that no students scored in the highest ranges of "Excellent" (96-100) or "Very Good" (86-95), indicating that no students achieved top performance levels. Additionally, no students fell into the "Good" category (76-85), suggesting that none reached a high standard of performance. A small number of students, specifically two, were classified as "Fairly Good" (66-75), accounting for 6.4% of the total, reflecting a modest level of achievement. The majority of students, 20 in total, scored within the "Fair" range (56-65), which represents 64.5% of the participants, indicating that most students performed at a fair level. Moreover, seven students fell into the "Poor" category (46-55), making up 22.5% of the total, which highlights that a significant portion struggled with the material. Finally, two students scored in the "Very Poor" range (0-45), accounting for 6.4%, showing that a small number faced considerable difficulty with the post-test content.

**Table 1 The progress of student's score from pre-test to post-test in Cycle 1**

| Score          | Pre-test | Post-test Cycle 1 | Score progress |
|----------------|----------|-------------------|----------------|
| <b>Average</b> | 47.09    | 59.1              | 12.01          |

The table shows the average scores of students on two assessments during Cycle 1 of the study. The pre-test, administered before any intervention or instructional activities, had an average score of 47.09. After the completion of Cycle 1 which included the implemented teaching strategies or interventions, the average score on the post-test rose to 59.1. This increase of 12.01 points reflects a positive impact of the cycle's activities on student performance. However, despite this improvement, the average score did not meet the minimum standard score of 75 set by the researcher. As a result, the researcher needs to conduct

Cycle 11 to further enhance the students' performance and achieve the desired standard.

In Cycle 2, the researcher collaborated with the English teacher to address the challenges encountered in Cycle 1 and to further enhance students' listening skills using digital animated stories. During the planning stage, the researcher focused on several key preparations to improve the effectiveness of the intervention.

**Table 2 The result of students activities in first meeting of Cycle 2**

| No | Student's Activity    | Frequency | Percentage |
|----|-----------------------|-----------|------------|
| 1  | Responding to teacher | 28        | 90.3       |
| 2  | Answering questions   | 25        | 80.6       |
| 3  | Doing assignment      | 31        | 100        |
| 4  | Class attendance      | 31        | 100        |

The table illustrates the students' activities during the first meeting of Cycle 2, highlighting a high level of engagement and participation. Specifically, 28 out of 31 students, or 90.3%, actively responded to the teacher, indicating strong attentiveness and interaction during the lesson. Additionally, 25 students, representing 80.6% of the class, answered questions, demonstrating a willingness to participate in discussions and engage with the material. Notably, all 31 students, accounting for 100% of the class, completed the assigned tasks, reflecting full participation and commitment to the learning process. Moreover, the class had full attendance, with all 31 students present. This overall high level of participation suggests a positive and engaging classroom environment during the first meeting of Cycle 2.

**Table 3 The result of students activities in second meeting of Cycle 2**

| No | Student's Activity    | Frequency | Percentage |
|----|-----------------------|-----------|------------|
| 1  | Responding to teacher | 28        | 90.3       |
| 2  | Answering questions   | 26        | 83.8       |
| 3  | Doing assignment      | 31        | 100        |
| 4  | Class attendance      | 31        | 100        |

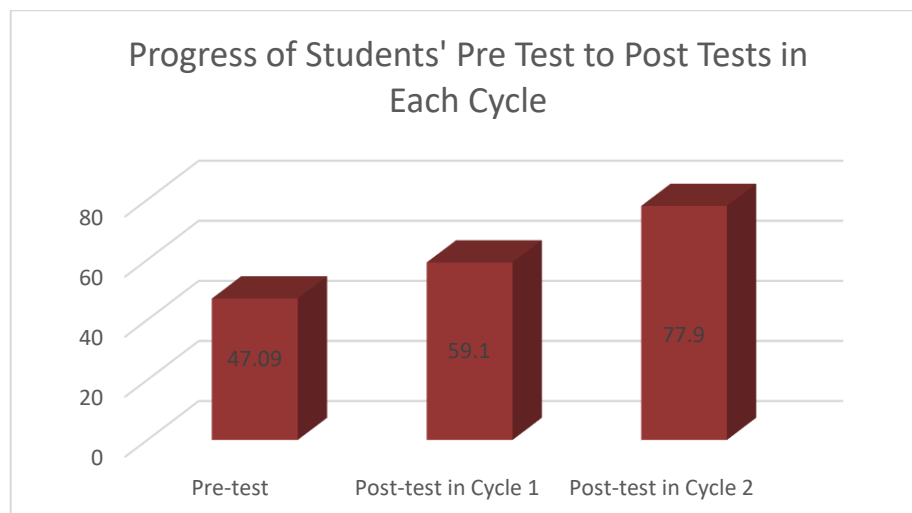
The table provides an overview of the students' activities during the second meeting of Cycle 2, demonstrating consistent engagement and participation levels. A total of 28 out of 31 students or 90.3%, responded to the teacher, showing sustained attentiveness and interaction similar to the first meeting. Additionally, 26 students, representing 83.8% of the class, answered questions, indicating a slight increase in participation and growing confidence in classroom discussions. All 31 students completed their assignments, maintaining a perfect 100% participation rate, which reflects their continued commitment to the learning activities. The class also had full attendance, with all 31 students present, further emphasizing their interest and dedication to the learning process. Notably, by the end of the second meeting, all students successfully met the

standard minimum score (KKM), marking a significant achievement in their learning progress.

**Table 4 Frequency of Student's Score of Post-test in Cycle 2**

| No           | Classification | Score  | Frequency | Percentage (%) |
|--------------|----------------|--------|-----------|----------------|
| 1            | Excellent      | 96-100 | 0         | 0              |
| 2            | Very good      | 86-95  | 4         | 12.9           |
| 3            | Good           | 76-85  | 9         | 29.06          |
| 4            | Fairly good    | 66-75  | 18        | 58.03          |
| 5            | Fair           | 56-65  | 0         | 0              |
| 6            | Poor           | 46-55  | 0         | 0              |
| 7            | Very poor      | 0-45   | 0         | 0.0            |
| <b>Total</b> |                |        | <b>31</b> | <b>100.0</b>   |

The table presents the frequency and distribution of student scores in the post-test for Cycle 2, categorized into different classifications. Out of 31 students, none scored in the "Excellent" (96-100) range. Four students, or 12.9%, achieved a "Very Good" score (86-95), indicating strong performance. The largest group, consisting of nine students or 29.06%, fell into the "Good" category (76-85), demonstrating solid understanding and performance. The majority of students, 18 in total or 58.03%, scored in the "Fairly Good" range (66-75), indicating an acceptable but slightly lower level of performance. No students scored in the lower categories of "Fair" (56-65), "Poor" (46-55), or "Very Poor" (0-45), reflecting a satisfactory level of comprehension and skill among all participants. In conclusion, the majority of students performed within the "Good" and "Fairly Good" ranges, with a significant number achieving "Very Good" scores. Since all students met the minimum score (KKM) in Cycle 2, there is no need to proceed to another cycle. The observed improvements and the absence of low scores indicate that the teaching strategies implemented in this cycle were effective.



**Figure 1 Progress of Students' Pre Test to Post Tests in Each Cycle**

The table illustrates the progress of students' scores from the pre-test through the post-tests in Cycle 1 and Cycle 2. Initially, the average score on the pre-test was 47.09, reflecting the starting level of students' knowledge and skills. Following the implementation of Cycle 1, the average score on the post-test increased to 59.1, showing a notable improvement in students' performance due to the intervention. This positive trend continued into Cycle 2, where the average score on the post-test further rose to 77.9. The data indicates a significant overall improvement in students' scores from the pre-test to the post-tests in both cycles. The consistent increase in average scores demonstrates the effectiveness of the teaching strategies and interventions implemented across the cycles, leading to enhanced student performance and learning outcomes.

The questionnaire results reveal that students generally had a positive perception of using digital animated stories in their learning process. A majority of students reported that the audio from the videos was clear and helped them understand the material better, with 80.6% strongly agreeing on the clarity of the audio and 77.4% acknowledging that clear audio facilitated their comprehension. Furthermore, most students found that animated videos made learning easier, with 80.6% strongly agreeing that they could understand lessons better through this medium.

Students also expressed a high level of engagement and motivation when using digital animated stories. An impressive 93.5% of students strongly agreed that animated videos increased their enthusiasm for learning, while 83.9% felt that these videos made the learning experience more enjoyable and motivating. Additionally, there was a strong consensus on the necessity of animated videos in classroom learning, with 96.8% of students agreeing that these videos are essential. The majority also felt that digital animated stories helped improve their listening skills, with 71% agreeing that their listening ability had increased as a result of using these resources.

The researcher aims to connect the findings with existing research studies and theoretical frameworks from Chapter 2 in this undergraduate thesis. By examining how the results align with previous studies and theories, the researcher provides a deeper understanding of the impact of digital animated stories on students' listening skills, engagement, and classroom dynamics.

In regard to the first question, "Can digital animated stories improve students' listening skills at SMK AL-FAJAR KASUI among students? If yes, to

what extent is the improvement?" the findings discovered that the research conducted at SMK Al-Fajar Kasui provides strong evidence that digital animated stories can significantly improve students' listening skills. The implementation of digital animated stories in the listening activities led to a notable increase in students' average test scores from 47.09 in the pre-test to 77.9 in the post-test of Cycle 2. This substantial improvement suggests that digital animated stories are an effective tool for improving listening skills and engagement. This finding aligns with current research by Nuansari & Sriyanto (2021), which emphasizes the effectiveness of multimedia in enhancing language comprehension by providing both visual and auditory stimuli.

Digital animated stories offer several advantages that contribute to improved listening skills. They provide visual context that helps students better understand and retain auditory information (Smeda et al., 2014). According to a study by Yunita et al. (2023), multimedia tools, including animations, can enhance comprehension by engaging multiple senses, which supports the cognitive processing of information. The visual elements of digital animated stories help students connect words with images, improving their ability to follow and understand spoken content (Nair & Yunus, 2021). Similarly, a study by Nuansari & Sriyanto (202) found that using multimedia, particularly animated videos, in language learning significantly improved students' listening comprehension and retention.

Furthermore, related to the second research question, "How are students' perceptions of the use of digital animated stories in learning English?" the questionnaire data revealed that students generally had a highly positive view of the digital animated stories used in their English lessons. The majority of students strongly agreed that the audio clarity of the videos significantly aided their understanding of the material and made learning more accessible. Specifically, 80.6% of students strongly agreed that clear audio from the videos was beneficial, and 77.4% felt that it facilitated better understanding. This is consistent with findings by Yunita et al. (2023) who reported that clear and high-quality audio in multimedia presentations is critical for effective listening comprehension.

Students also reported increased engagement and motivation due to the use of animated stories. An overwhelming 93.5% of students felt more enthusiastic about learning when animated videos were used, and 83.9% found the videos made the learning process more enjoyable. This aligns with research

by Yunita et al. (2023), which highlights that multimedia learning tools can enhance student motivation and engagement by integrating visual and auditory stimuli to create a more dynamic learning environment. The data also indicated that students perceived animated stories as essential tools in their learning process, with 96.8% agreeing that these videos are necessary in classroom settings. This finding is supported by studies such as those by Pudjiati & Fitria (2022), which suggest that multimedia resources are critical in facilitating deeper understanding and retention of information. Additionally, 71% of students agreed that their listening skills improved due to the use of digital animated stories, reflecting the effectiveness of these resources in enhancing specific language skills.

Lastly, in responding to the third research question, “How are the classroom situations when digital animated stories are applied in the learning process?” the findings revealed that the integration of digital animated stories had a significantly positive impact on the classroom environment. When digital animated stories were used, students exhibited heightened engagement and enthusiasm. Observations indicated that students were more focused and participative during lessons involving these stories. The interactive nature of the animations, combined with their visual and auditory appeal, created a stimulating learning environment that encouraged active participation. This improvement in classroom dynamics aligns with findings from studies such as those by Abdulrahman et al. (2020), which suggest that multimedia resources can make lessons more engaging and interactive, leading to increased student involvement.

## **CONCLUSION AND SUGGESTION**

In conclusion, the research conducted at SMK Al-Fajar Kasui provides compelling evidence that digital animated stories are a highly effective tool for enhancing students' listening skills, shaping positive perceptions of learning materials, and improving classroom dynamics. In terms of classroom dynamics, the integration of digital animated stories positively influenced the learning environment. Observations showed that students were more focused and actively participated during lessons involving these stories. The interactive and visually stimulating nature of the animations created a more dynamic and engaging classroom atmosphere, which facilitated greater involvement and enthusiasm from the students. Overall, digital animated stories have proven to be a valuable

addition to the educational toolkit at SMK Al-Fajar Kasui. They not only improve listening skills but also foster positive attitudes towards learning and enhance classroom interaction. These findings underline the importance of incorporating multimedia resources into teaching strategies to enrich the educational experience and support student development across multiple dimensions.

For student while watching the digital animated stories, students should take notes on key points or new vocabulary. This practice helps reinforce learning and provides a reference for review, which can be particularly useful for understanding and recalling details. Teachers can choose digital animated stories that are relevant to the curriculum and engaging for students. Also ensuring that the content aligns with learning objectives and is appropriate for the students' proficiency levels. This will help maintain students' interest and make learning more effective. For other researcher while this research highlights the effectiveness of digital animated stories in improving students' listening skills and engagement, several limitations should be acknowledged

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