

The Influence of Cartoon Film Media on Listening Skills of Elementary School 106865 Bandar Pamah

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ABSTRACT

This study aims to determine whether there is an effect of using cartoon film media on the listening skills of class III students of elementary school 106865 Bandar Pamah and to determine the learning outcomes before and after using cartoon film media. The method in this study uses quantitative with a one group pretest posttest design model by collecting data using test administration. The data analysis techniques used are validity tests, reliability tests, normality tests, hypothesis tests, and t-tests. The results of the t-test used to test the average value before and after treatment is given whether there is a significant effect or not. Based on the output of "Test Statistic" it is known that the calculated t this value. Where the t table value with a significance level of $\alpha = 0.05$ is obtained a t table value of 6,4281,729. This means that the calculated t value $>$ t table value or $>$ 1.729.6,428 So it can be concluded that the hypothesis is accepted (H_0 is rejected and H_a is accepted), meaning that There is a significant influence of the use of cartoon film learning media on the story listening skills of students in class III at SD Negeri 106865 Bandar Pamah.

Introduction

The scope of Indonesian language learning in elementary schools includes three aspects, namely Indonesian language, appreciation of Indonesian literature, and Indonesian language skills. Indonesian language consists of sounds or letters, pronunciation, intonation, words, sentences, and meaning, but language material is not explicitly stated in the scope of Indonesian language subjects in the 2013 School Level Curriculum (KTSP). Literary appreciation includes poetry, prose, and drama. Meanwhile, Indonesian language skills include four skills, namely listening skills, speaking skills, reading skills and writing skills. (Randa & Anshor, 2022). One of the Indonesian language learning in elementary school is language skills. In accordance with the 2013 School Level Curriculum (KTSP), all language skills must be taught to students, even though the learning does not occur at the same time. (Wati, 2016). The four language skills are closely related, so that they form a single unit and are hierarchical, meaning that one language skill will underlie other language skills. (Dahnial et al., 2017). How a child will be able to tell something after reading or after listening. Likewise with writing. Writing cannot be separated from the ability to listen, read, and speak, so these four aspects must always be considered to improve students' abilities. (Djamarah, 2015). One of the language skills that is an important competency for students during the teaching and learning process, especially in elementary schools, is listening skills. Listening is one of the language skills that has a high urgency to acquire other skills. According to (Aryani et al., 2021). Listening is the basis of functional language knowledge that is more meaningful for humans to express word symbols from the second person which is a process of listening to language sounds, identifying, assessing and reacting to the meaning contained therein. Listening skills cannot be separated from other language skills, namely speaking, reading and writing skills. The process of learning to listen is greater when compared to other language skills activities. Listening skills are very important in everyday life, both when interacting and communicating, what is needed is active, creative, and productive language skills,

one of which is listening skills which aim to capture and understand the message of ideas and concepts contained in the material or language of listening (Kurniawan, 2015).

Based on the results of observations and interviews conducted with the class teacher, the learning outcomes of grade III students of SD Negeri 106865 Bandar Pamah for the material on story elements are not optimal. Of the 19 students, only 42% (8 students) managed to achieve the Minimum Completion Criteria (KKM) for Indonesian language that has been set, which is 74. It is known that during the learning process, the teacher tells stories in front of the students by reading a children's story. Furthermore, the teacher asks questions to the students about the story that was read, the questions are immediately answered by the students simultaneously. When the learning is at the evaluation stage, some students find it difficult to identify story elements and rewrite the contents of the story using their own words. It is known that Indonesian language learning in listening skills at SD Negeri 106865 Bandar Pamah has not been running optimally. This can be seen from each learning, the teacher only uses the lecture method during the learning process. So, students look less enthusiastic and tend to be passive because the learning process is monotonous and boring, and the teacher dominates the class more in the learning process. In addition, the use of media by teachers that has been provided by the school has not been maximized. Another thing is that the materials and assignments given by teachers during the learning process are less interesting because they are still fixated on textbooks. Thus, learning media are needed that can help improve the quality of learning resources that can be used by teachers and students, to provide innovation in the learning process. In this study, the media used as a learning resource that is considered capable of improving students' understanding in listening to a cheerful story is cartoon film video media. The use of this cartoon film learning media can help improve the quality of learning resources that can be used by teachers and students, to provide innovation in the learning process. By using cartoon film media, the material presented will be more interesting so that it can attract the attention of students who are usually only focused on books and pens. This video media can also improve students' knowledge and independence when learning. The use of this cartoon film learning media will help and facilitate the learning process for students and teachers. Students can learn first by watching and absorbing the learning material more completely. Thus, teachers do not have to explain the material repeatedly so that the learning process can take place more interestingly, more effectively and efficiently. Based on this background, the researcher is interested in conducting research on "The Effect of Using Cartoon Film Media on Story Listening Skills in Class III Students of SD Negeri 106865 Bandar Pamah".

Research Methodology

This research is classified as quantitative research. In this study, the research instrument used is a listening skills test in the form of a descriptive test or essay test. (Effendi, 2019) explains that the descriptive test or essay test is a form of question that requires students to answer in the form of a description using their own language. There are two types of tests used in this study, namely pretest and posttest. Pretest and posttest were conducted on both the experimental and control groups. Pretest was used to measure students' initial ability in listening skills, while posttest was used to measure students' listening skills after the treatment was completed. Data collection techniques used observation, testing and documentation.

Results and Discussion

Experimental research is research that aims to see the effect of variables on other variables. Research on the influence of using cartoon film media on story listening skills in class III students at SD Negeri 106865 Bandar Pamah, with the sample involved in this research being class III students at SD Negeri 106865 Bandar Pamah, totaling 19 students.

Pretest Data Description

Table 1. The Results of Pretest of Students' Story Listening Skills

Student Code	Question Number								Total	%
	S1	S2	S3	S4	S5	S6	S7	S8		
1	10	10	0	10	10	0	0	10	50	62.5
2	10	0	0	10	0	10	10	0	40	50
3	0	10	10	0	0	10	0	10	40	50
4	10	10	0	0	10	10	10	0	50	62.5
5	0	0	10	10	10	0	10	0	40	50
6	0	0	10	0	0	10	10	10	40	50
7	10	10	0	0	10	10	10	0	50	62.5

Student Code	Question Number								Total	%
8	10	10	0	0	0	0	10	10	40	50
9	0	10	0	10	10	10	10	0	50	62.5
10	0	0	10	10	10	10	0	0	40	50
11	10	0	10	0	10	10	0	0	40	50
12	0	0	0	0	10	10	10	10	40	50
13	10	0	10	0	10	0	10	10	50	62.5
14	10	10	0	0	0	0	10	10	40	50
15	10	10	10	10	10	0	0	10	60	75
16	10	10	10	10	10	0	0	0	50	62.5
17	10	0	10	10	0	10	10	0	50	62.5
18	0	10	10	0	10		0	0	30	37.5
19	10	0	10	10	0	10	0	10	50	62.5
Average										55.92

Based on the table above, it is known that the results of the assessment of students' story listening skills during the pretest of the research, the highest score obtained by students was 60 (75%), while the lowest score obtained by students was 30 (37.5%). From the total calculation of the results of the pretest assessment of students' story listening skills, the average score was 55.92%, meaning that the results are still relatively low or can be said to be still not good.

Posttest Data Description

After conducting a test on students' story listening skills before being given treatment using the help of cartoon film learning media. Then the researcher conducted a test using a test sheet/questions to students, after being given treatment on students' story listening skills using the help of cartoon film media (Posttest). To find out the results of the posttest given to students, it can be explained in the following table;

Table 2. The Posttest Results of Students' Story Listening Skills

Student Code	Question number								Total	%
	S1	S2	S3	S4	S5	S6	S7	S8		
1	10	10	10	10	10	10	10	10	80	100
2	10	10	0	10	10	0	10	10	60	75
3	10	10	10	10	10	10	0	10	70	87.50
4	10	0	10	0	10	10	10	10	60	75
5	10	10	10	10	10	10	10	10	80	100
6	10	0	10	10	10	10	10	10	70	87.50
7	10	10	10	10	10	10	10	10	80	100
8	10	10	0	10	10	0	10	10	60	75
9	0	10	10	0	0	10	10	0	40	50
10	10	10	10	10	10	10	10	10	80	100
11	10	10	10	10	10	10	10	10	80	100
12	10	10	10	10	10	0	0	10	60	75
13	10	0	0	10	10	0	10	0	40	50
14	10	10	0	10	10	0	10	10	60	75
15	10	10	10	10	10	10	10	10	80	100
16	10	10	10	10	10	10	10	10	80	100
17	10	0	10	0	10	10	10	0	50	62.50
18	10	10	10	10	10	10	10	10	80	100
19	10	10	10	10	10	0	10	10	70	87.50
Average										84.21

Based on the table above, it is known that the results of the assessment of students' story listening skills during the post-test of the research, the highest score obtained by students was 80 (100%), while the lowest score obtained by students was 40 (50%). From the total calculation of the results of the post-test assessment of students' story listening skills, an average score of 84.21% was obtained, meaning that the results were classified as high or could be said to be good

Hypothesis Test Results

1. Normality Test

After the results of the pretest and posttest assessments were carried out previously, a hypothesis test was then carried out using the t-test, with the aim of finding out whether there was an effect of the use of cartoon films on students' story listening skills, however, before carrying out the hypothesis test, it must be ensured that the data used in the test must be normally distributed. Thus, before carrying out the hypothesis test (t-test), a data normality test was first carried out using the test *One-Sample Kolmogorov-Smirnov Test*, and will be explained as follows;

Table 3. One-Sample Kolmogorov-Smirnov Test

		<i>Unstandardized Residual</i>
N		19
<i>Normal Parameters^{a,b}</i>	<i>Mean</i>	0.000000
	<i>Std. Deviation</i>	13.51780025
<i>Most Extreme Differences</i>	<i>Absolute</i>	0.165
	<i>Positive</i>	0.111
	<i>Negative</i>	-0.165
<i>Test Statistics</i>		0.165
<i>Asymp. Sig. (2-tailed)</i>		0.187 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table of results of the data normality test using *One-Sample Kolmogorov-Smirnov Test*, it is known Asymp. Sig. (2-tailed) pretest value is 0.187 with the interpretation that 0.187 is greater than 0.05 (0.187 > 0.05). From the test results, it is concluded that each pretest and posttest data has a significance value greater than 0.05, so it is stated that the data is normally distributed. So the data used is suitable for hypothesis testing (t), to determine the effect of using cartoon film learning media on students' story listening skills.

Hypothesis Testing

After the data is obtained, it is then processed using data techniques by conducting a hypothesis test, in this study the hypothesis test used is the t-test. Statistical tests or t-tests are used to determine how the use of cartoon film learning media influences students' listening skills. To find out whether or not there is such an influence, the author uses the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where : and $S = S^2 = \frac{(n-1)S_1^2 + (n-1)S_2^2}{n_1 + n_2 - 1} = \sqrt{\frac{(n-1)S_1^2 + (n-1)S_2^2}{n_1 + n_2 - 1}}$

The first step is to calculate the value of s as follows;

- n1 = 19
- n2 = 19
- s12 = 187,135
- s22 = 48,538

$$S = \sqrt{\frac{(n-1)S_1^2 + (n-1)S_2^2}{n_1 + n_2 - 1}}$$

$$S = \sqrt{\frac{(19-1)187,135 + (19-1)48,538}{19 + 19 - 1}}$$

$$S = \sqrt{\frac{18 \cdot 187,135 + 18 \cdot 48,538}{36}}$$

$$S = \sqrt{\frac{3368,421 + 873,6842}{36}}$$

$$S = \sqrt{\frac{4242,105}{36}}$$

$$S = \sqrt{117,8363}$$

$$S = 10.85524$$

Once the s value is known, the next step is to calculate the t value using the following formula;

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$$\bar{X}_1 = 67.37$$

$$\bar{X}_2 = 44.73$$

So;

$$t = \frac{67.37 - 44.73}{10,85524 \sqrt{\frac{1}{19} + \frac{1}{19}}}$$

$$t = \frac{22,64}{10,85524 \sqrt{0,105263}}$$

$$t = \frac{10,85524 \cdot 0,32445}{22,64}$$

$$t = 3,52198$$

$$t = 6,428$$

From the calculation results above, the calculated t value is obtained as . Where the t table value with a significance level of $\alpha = 0.05$, the t table value is obtained as 6,428 1,729. This means that the calculated t value > t table value or > 1.729.6,428 So it can be concluded that H0 is rejected and Ha is accepted, meaning that There is a significant influence of the use of cartoon film learning media on the story listening skills of students in class III at SD Negeri 106865 Bandar Pamah.

After describing some research results related to the listening skills of grade III students at SD Negeri 106865 Bandar Pamah totaling 19 students. The assessment or testing of students' listening skills conducted in this study used the quasi-experimental method, by conducting 2 (two) tests before and after the treatment was given to the child's learning model using cartoon film media. Based on the results of descriptive statistical testing of differences in students' story listening skills before and after using cartoon film media, it is known that the average pretest score for story listening skills is 44.73, the standard deviation is 6,966, the minimum score is 30 and the maximum score is 60. While the average posttest score is 67.37, with a standard deviation of 13,679, a minimum score of 40 and a maximum score of 80. Thus, it can be concluded that there is a difference in the average score of students' story listening skills before and after being given treatment using cartoon film learning media with a difference of 22.64, meaning that there is an increase in students' story listening skills after learning using cartoon film media. Thus it can be stated that the use of cartoon film media in the Indonesian language learning process, especially in listening to stories, is very helpful for students in stimulating their thinking skills, students' focus can increase, and students' motivation and enthusiasm for learning increase. This is what makes students' achievement scores significantly influenced after using animation media. In contrast to the learning process that is applied conventionally, the results of students' pretest assessments are still very low, meaning that students are still less focused, or less able to capture the story information conveyed by the teacher, this can be seen from students' ability to answer story questions which are still low.

The presence of a cartoon film media in the learning process, which is related to the story, is very interesting and interesting for students to learn because this animated video is also something new for students and teachers are still minimal in using cartoon film media in their learning. Cartoon films are one part of the progress of technology or multimedia today, where cartoon films are a collection of images that are processed in such a way as to produce

movement (Achmad Mahatir, 2021). This cartoon film media can realize the illusion that is projected or displayed in the form of a video so that it can be watched together by students in the classroom. Referring to the differences in the results of the pretest and posttest of the story listening skills above, it can be stated that cartoon film media is an alternative that can support students' listening skills, in addition to supporting motivational factors, cartoon film media is also a solution to students' psychological factors because the psychological factors referred to in this case are feelings of boredom and saturation. Therefore, by using cartoon film media that can attract students' attention through their unique characters, feelings of boredom and saturation can be overcome. As explained above about learning without using learning media, there are many problems in delivering teaching materials to students. Different when in the learning process the media is applied, one of which is given treatment in the form of cartoon film media, students are very enthusiastic because learning using cartoon film media is something new for them and very varied, as we know that currently the hobby of watching among children is very high, for example when at home they can spend hours in front of the TV, therefore cartoon film media in the form of this video is very good at attracting students' attention and learning motivation.

This is also proven through the results of the hypothesis test (t) conducted in this study, that through the statistical test or t test used related to how the use of cartoon film learning media influences students' story listening skills. That the results of the hypothesis test, the calculated t value is known to be . Where the t table value with a significance level of $\alpha = 0.05$, the t table value is obtained as 6,4281,729. This means that the calculated t value $>$ t table value or $>$ 1.729.6,428 So it can be concluded that H_0 is rejected and H_a is accepted, meaning that There is a significant influence of the use of cartoon film learning media on the story listening skills of students in class III at SD Negeri 106865 Bandar Pamah. These provisions are in line with research conducted Nuramelyah, Syamsuri, & Latief, (2023), who stated that Audio visual media of animated films have an effect on the listening skills of Indonesian language subjects of grade III students of Romanglasa Elementary School, Bontonompo District, Gowa Regency. Strengthened by the results of the study Shafa, Kurnianti, & Hasanah, (2023), who stated that The use of animated films in integrated learning of elementary school students' listening and speaking skills can help students learn more and achieve better academic results. Referring to the results of the t-test that have been conducted by researchers and also some statements from previous researchers, it is known that cartoon film media is an alternative that can be used by teachers in delivering materials and is very good to be used as an aid in the teaching and learning process that can attract students' attention. Therefore, teachers should use cartoon film media in the learning process, especially in learning activities to listen to students' stories at SD Negeri 106865 Bandar Pamah.

Conclusion

Based on the results of the research and discussion, it can be concluded that the Influence of the Use of Cartoon Film Media on Story Listening Skills in Grade III Students of SD Negeri 106865 Bandar Pamah is stated to be influential.

1. Listening to students' stories before and after being given treatment using cartoon film learning media with a difference of 22.64, meaning that there was an increase in students' story listening skills after learning using cartoon film media. In addition, based on the results of observations of student activities, the use of cartoon films in learning to listen to stories can make students interested, enthusiastic, and can make students' listening learning activities not boring from before using cartoon film media.
2. In this study, it can be concluded that the use of cartoon film media has an effect on the listening skills of class III students of SD Negeri 106865 Bandar Pamah. The results of students' listening skills after the application of cartoon film learning media to class III students of SD Negeri 106865 Bandar Pamah This is illustrated by the results of the hypothesis test, where the calculated t value is known to be . With the t table value at a significant level of $\alpha = 0.05$, which is 6,4281,729. This means that the calculated t value $>$ t table value or $>$ 1.729.6,428 So it can be concluded that H_0 is rejected and H_a is accepted. This can also be seen from the results of the descriptive statistics of the differences. the average value of pretest and posttest, that the average value of pretest is while the average value of posttest is 67.37. Thus it can be stated that there is a difference in the average score value of skill level.

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