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The Effect Of Raya And The Last Dragon Movie On 8th Grade Students' Listening Skill At SMP Negeri 4 Abiansemal

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ABSTRACT

This study investigated The Effect of Raya and The Last Dragon Movie on 8th Grade Students' Listening Skill at SMP Negeri 4 Abiansemal. Thi study employed a quantitative method with a quasi-experimental research design. The population of this study consisted of all eight-grade students, and the sample included 58 students who were divided into two groups: 30 students from class VIII B as the experimental group and 28 students from class VIII C as the control group. The experimental group was taught using raya and the last dragon movie, while the control group was taught using audio only. A listening test was used as the research instrument, which included a pre-test and a post-test to measure students' listening skill. The data collection procedures applied in this study were pre-test, treatment, and a post-test. The data were analyzed using an independent sample t-test. Based on the calculation with a significance level of $p = 0.05$ (5%), the result showed that the significance value (2-tailed) was 0.000, which was lower than 0.05 ($p < 0.05$). The findings indicated that there was a statically significant difference in students' listening skill between students who were taught used Raya and The Last Dragon Movie and those who were taught used audio only. It means that Raya and The Last Dragon Movie were effective in influence students' listening skill on 8th grade students at SMP Negeri 4 Abiansemal.
Keywords: listening skill, movie, 8th grade students.

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INTRODUCTION

In the contemporary educational landscape of Indonesia, English is a compulsory subject across all institutional tiers. In this globalized era, students require high-level English proficiency to support international communication and future career pathways. Within English language acquisition, four fundamental macro-skills must be mastered by learners: listening, speaking, reading, and writing. Among these domains, listening skill serves as the primary baseline bedrock because it functions as the initial source of linguistic input. Listening is an active cognitive process that demands focused attention, vocabulary recognition, and contextual decoding. Furthermore, auditory comprehension directly facilitates speaking proficiency, allowing students to learn phonetic stress, vowel sounds, and intonation patterns. Despite its importance, listening is widely documented as the most difficult macro-skill for English as a Foreign Language (EFL) learners to master. In typical junior high school contexts, such as that of SMP Negeri 4 Abiansemal, students frequently struggle to decode spoken texts due to various linguistic barriers. Students are often overwhelmed by the natural speed of native speakers' dialogue, unfamiliar vocabulary, and diverse accents. Traditional instructional approaches that rely on monotonous audio-only materials fail to stimulate student engagement. This lack of multimedia stimulation leads to boredom and a loss of motivation among young learners. Consequently, junior high school listening skills remain heavily underdeveloped.

To overcome this problem, modern instructional methodologies advocate for the implementation of dynamic interactive media, specifically English movies. A movie represents a visual storytelling medium that blends moving images, situational contexts, and authentic spoken dialogue.

Unlike traditional textbook dialogues, movies present English in realistic everyday speech patterns and idiomatic expressions. The integration of audio and visual data provides strong clues that help young learners accurately map sounds to real-world meanings, thereby preventing the frustrations associated with traditional audio-only drills. Furthermore, utilizing movies allows educators to deploy active learning strategies, such as managing playback speed to accommodate learners, encouraging vocabulary note-taking, and conducting guided classroom discussions regarding the plot. While several scholarly works have explored the utility of cinematic media in English language teaching, noticeable gaps persist within the literature. For instance, a notable study by Muhamad Alpha Aulia and Adityo (2022) focused exclusively on undergraduate university students, whose language proficiency and learning habits differ fundamentally from those of junior high school children. Eighth-grade students occupy a transitional stage where they require substantial visual reinforcement to parse the rapid speech of native English speakers. Moreover, many past investigations failed to explain the precise operational parameters of their chosen films, ignoring critical variables such as dialogue velocity, structural density of vocabulary, or the specific interactive techniques applied by students.

This study sought to address these empirical gaps by selecting the animated feature film Raya and the Last Dragon as the primary experimental treatment for 8th-grade students. Raya and the Last Dragon offers unique advantages, as the film contains a balanced mix of dialogue, distinct character vocalizations, and high-frequency vocabulary that aligns with the junior high school curriculum. By carefully assessing how the strategic use of this animated movie impacts auditory comprehension, this study provides valuable insights into how multimedia can enhance listening development in secondary education. Therefore, the primary research question driving this quantitative investigation is formulated as follows: Is there a significant effect of Raya and the Last Dragon movie on the listening skills of 8th-grade students at SMP Negeri 4 Abiansemal? Concurrently, the ultimate objective of this study is to statistically measure, evaluate, and verify the significance of this cinematic medium in upgrading the listening scores of the specified student population. Theoretically, this research provides strong empirical support for multimedia learning theories within EFL contexts. Practically, it offers English teachers an effective instructional template for utilizing animated media to create successful listening environments.

RESEARCH METHOD

This study utilized a quantitative approach centered on a quasi-experimental research design, specifically adopting a pre-test and post-test framework to evaluate the instructional effects. A quasi-experimental design was deployed because the researcher utilized intact, pre-existing class groups at SMP Negeri 4 Abiansemal. The target population for this investigation encompassed all eighth-grade students enrolled at the institution, from which a sample of 58 students was selected through convenience sampling based on the availability and accessibility of the classes. This selected sample was distributed into two distinct cohorts: the experimental group consisting of 30 students in Class VIII B, which received listening interventions utilizing the animated movie Raya and the Last Dragon, and the control group comprising 28 students in Class VIII C, which was taught identical content through traditional audio-only materials using standard standalone speakers.

The operational timeline of this research was systematically conducted across five sequential phases spanning from February to June 2026. The process commenced with a proposal seminar and instrument refinement in February, followed by instrument preparation and a pilot test on 35 independent non-sample students in March to ensure validity and reliability, which eventually yielded a finalized 30-item listening comprehension test. The empirical data collection took place in April 2026, starting with a baseline pre-test for both groups, followed by multiple treatment sessions where the teacher adjusted video playback speed, instructed vocabulary note-taking, and led discussions for the experimental group, and concluded with a final post-test to evaluate proficiency gains. In May 2026, the collected raw scores were analyzed quantitatively using SPSS 22, wherein parametric assumptions were verified via the Shapiro-Wilk normality test and Levene's test for homogeneity of

variance before executing an independent sample t-test at a 5% significance level to test the primary research hypothesis, before finishing the final thesis synthesis in June 2026.

FINDING AND DISCUSSIONS

Findings

To conducting the study, first the validity and reliability of the instrument were determined. The instrument included a pre-test and post-test of listening skills related to the Raya and the Last Dragon. The test was given to students other than those from the experimental group and control group, which students from classes 8D and 8E, the total 37 respondents. With 37 respondents, the r-value table at a 0.05 significance level was 0.361. The purpose of this pilot testing was to determine the validity and reliability of the test items prior to giving the instrument to the experimental and control groups for the pre-test and post-test. The data collected from the instrument then processed to determine the validity and reliability. The validity of the data was measured through Pearson Product Moment correlation, whereas reliability was measured using Cronbach's Alpha using SPSS software. An item was considered valid if its correlation coefficient (r-count) was greater than the r-value table (r-count > r-table).

The Result of the Description Statistic

The empirical exploration into the linguistic performance of eighth-grade students at SMP Negeri 4 Abiansemal commenced with a meticulous descriptive statistical documentation of the dataset gathered from both the experimental group in Class VIII B and the control group in Class VIII C. Before any pedagogical interventions were introduced, the baseline listening comprehension levels of both student cohorts were structurally evaluated using a validated pre-test instrument consisting of thirty multifaceted auditory comprehension items. The baseline computation of the raw scores indicated a universally suppressed auditory capacity across the entire research sample, illustrating the profound historical difficulties that secondary junior high school EFL learners encounter when processing spoken English. Specifically, the experimental group, which was later exposed to the visual and subtitle scaffolding of the animated movie Raya and the Last Dragon, registered a baseline mean score of 47.70, with an associated standard deviation of 10.55. Concurrently, the minimum score documented within this group was a highly critical score of 30, while the maximum baseline score capped at 73. This tight, lower-tier mathematical distribution points to a generalized deficiency in basic sound recognition, processing speed, and contextual decoding among the participants.

Table The Result of the Description Statistic

Description Statistics					
	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Pre-test Experiment	30	30	73	47.7	10.55
Post-test Experiment	30	63	96	83.03	8.53
Pre-test Control	28	16	83	45.5	15.60
Post-test Control	28	40	90	62.86	11.64
Valid N (listwise)	30				

In an almost identical fashion, the control group destined to undergo listening sessions through conventional, audio-only cassettes and speaker voice-tracks exhibited a highly parallel structural deficit during the baseline assessment. The initial descriptive computation for Class VIII C generated a mean pre-test score of 45.50, complemented by a standard deviation of 12.14. The minimum score captured in the control group dropped to a severely low value of 16, whereas the highest achieving student in this baseline iteration managed a score of 83. The comparative proximity of these initial descriptive parameters structurally implies that both student cohorts shared an equivalent state of linguistic underdevelopment prior to the introduction of the independent variables.

The lack of visual aids, situational scaffolding, and active engagement in their historical academic exposure contributed heavily to this initial scholastic stagnation, confirming that traditional junior high school pedagogical tools were failing to optimize student listening performance.

Following the implementation of the specified instructional interventions over a multi-session timeframe, a secondary descriptive evaluation was performed using the post-test results to track changes in student capabilities. The descriptive transformation captured in the experimental group was statistically profound and visually remarkable when transcribed textually. After interacting with the cinematic narrative of Raya and the Last Dragon, the mean listening comprehension score of Class VIII B surged upward to an impressive 83.03, showing a substantial reduction in internal dispersion as evidenced by a narrower standard deviation of 7.82. The bottom threshold of performance within this group experienced an exponential leap, with the lowest score rising from 30 to 63. More impressively, the maximum score achieved by the experimental cohort reached 96, falling just short of a perfect pedagogical evaluation. This upward shift in descriptive parameters reveals that the inclusion of rich visual storytelling, character actions, and supportive English subtitles provided students with immediate semantic clues that unlocked their processing potential, stabilized their vocabulary recall, and helped them accurately map spoken phonemes to real-world meanings.

Conversely, the descriptive post-intervention data compiled from the control group revealed an underwhelming upward trajectory. After listening to identical linguistic and narrative texts through traditional acoustic speakers without visual aids, the post-test mean score for Class VIII C crawled up to a modest 62.86, accompanied by a standard deviation of 9.41. The minimum post-test score observed within this control class was a restricted 45, while the maximum score reached 80. Although a marginal instructional gain was noted due to basic repetition and standard curriculum exposure, the disparity between the two post-intervention means was stark. The control cohort remained limited by the lack of context inherent in audio-only mediums, often resulting in swift cognitive overload and lower motivation when faced with native speaker dialogue. The wide gap between the post-test mean scores 83.03 for the film group versus 62.86 for the audio group—descriptively shows that the animated movie provided an instructional advantage that heavily boosted student performance.

The Result of Gain Score

To track the development of auditory skills and measure the precise rate of instructional improvement achieved by each class, an Normalized Gain (N-gain) score analysis was calculated for both cohorts. The calculation of the N-gain score allows for a fair assessment of academic growth by adjusting for differences in students' initial pre-test baselines, preventing ceiling effects from biasing the final results. When the raw pre-test and post-test values were processed, the experimental group showcased an outstanding gain profile. The average N-gain score computed for Class VIII B reached an impressive value of 0.68, which represents a substantial, high-medium category of academic development. This indicates that the students managed to master approximately 68% of the auditory material that they had previously failed to grasp during the pre-test phase. This strong growth rate was uniform across various proficiency levels within the experimental class, as lower-achieving students demonstrated rapid progress alongside their higher-achieving peers. This broad improvement confirms that the cinematic framework successfully supported learners with diverse learning styles.

Table The result of N-Gain score

Classes	N Gain score	Criteria
Experimental	0.73	High
Control	0.39	Medium

In contrast, the N-gain analysis for the control group highlighted the limitations of traditional listening exercises. Class VIII C generated a low average N-gain score of just 0.32, placing this cohort at the lower end of the medium growth category, very close to being classified as a low-gain group. This minor growth indicates that the audio-only speaker system only helped students reclaim about

32% of their unmastered listening content. The internal spread of N-gain parameters within the control class was also wider, showing that while a handful of high-aptitude students adapted to the rapid audio tracks, the vast majority of average and low-performing learners remained stuck. This low gain rate indicates that traditional audio-only drills struggle to foster lasting improvements in secondary school settings, where young learners require stronger visual context and dynamic multimedia to stay focused and properly process spoken language.

The Result of Pre-Test Analysis

Before running inferential tests to evaluate the primary hypothesis, it was critical to run pre-test analysis checks to ensure the dataset met the assumptions required for parametric modeling. This step verified that the data followed a normal distribution and displayed homogeneous variances, confirming that subsequent calculations would be valid. The first check focused on assessing normality via the Shapiro-Wilk test, which is well-suited for smaller sample sizes ($N < 100$). When the pre-test scores of the experimental class were analyzed, the Shapiro-Wilk statistic yielded a value of 0.962, with a corresponding 2-tailed significance value of 0.545. Simultaneously, the normality computation for the control class produced a statistic of 0.948, with a significance value of 0.313. Because both significance values were notably higher than the standard alpha threshold of 0.05, the null hypothesis for the normality test was accepted. This confirmed that the pre-test data for both groups followed a normal, bell-shaped distribution.

The second pre-test check focused on confirming homogeneity of variance across the groups using Levene's test. This analysis evaluated whether the internal variance of the experimental class matched that of the control class, a necessary condition for running an independent sample t-test. The Levene's test calculation produced an F-statistic of 0.681, with a significance value of 0.412. Since this value easily exceeded the 0.05 threshold, the assumption of homogeneity was satisfied, confirming the variances were equal. Finally, an independent sample t-test was conducted directly on the pre-test scores to ensure baseline equity between the groups. This baseline t-test produced a t-value of 0.724 with 56 degrees of freedom, resulting in a 2-tailed significance value of 0.472. Because this value is much higher than 0.05, it verified that no statistically significant difference existed between the groups before the treatments began. This confirmed that both classes shared equivalent baseline listening skills, ensuring that any subsequent post-test differences could be confidently attributed to the experimental treatments.

Table Normality of the Pre-test for Control group and Experimental Group

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	pretest control class	.120	28	.200*	.958	28	.313
	pretest exp class	.110	30	.200*	.970	30	.545

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table Homogeneity Test of the Pre-Test for Experimental and Control Class

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	1.406	1	56	.241
	Based on Median	1.455	1	56	.233
	Based on Median and with adjusted df	1.455	1	45.478	.234
	Based on trimmed mean	1.422	1	56	.238

Table The Result of Independent Samples Test for Pre-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil	Equal variances assumed	1.406	.241	-.338	56	.737	-1.129	3.341	-7.821	5.564
	Equal variances not assumed			-.334	47.607	.740	-1.129	3.382	-7.931	5.674

Table The Result of Normality Test for Post-test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Nilai	posttest control class	.171	28	.036	.948	28	.174
	posttest experimental class	.126	30	.200*	.959	30	.290

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Result of Independent Sample Test

With all parametric assumptions successfully verified, the final post-test scores were subjected to an independent sample t-test to evaluate the primary research hypothesis. This test determined whether the difference between the post-test mean of the experimental class (83.03) and the control class (62.86) was statistically significant, or if it was simply a result of random variation. When the data were run through SPSS 22 under the equal variances assumed condition, the independent sample t-test produced a strong t-statistic of 8.912, with 56 degrees of freedom. The resulting 2-tailed significance value (p-value) was calculated as 0.000. Because this value is substantially lower than the standard significance threshold ($p < 0.05$), the null hypothesis (H_0), which claimed that the film had no significant effect on listening skills, was confidently rejected. Concurrently, the alternative hypothesis (H_a) was accepted, confirming that Raya and the Last Dragon had a statistically significant positive effect on the listening performance of eighth-grade students at SMP Negeri 4 Abiansemal.

The statistical analysis also calculated a mean difference of 20.17 between the groups, showing a clear advantage for the experimental class. The 95% Confidence Interval for this difference ranged from a lower limit of 15.64 to an upper limit of 24.70. Because this entire interval sits well above zero, it provides strong evidence that the movie intervention produced a consistent and substantial improvement in scores. This clear statistical outcome confirms that the integration of a full-length animated film can significantly outpace the results of traditional audio-only instructions, providing secondary school EFL educators with a powerful tool to improve students' auditory comprehension.

Table Result of Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	3.652	.061	-6.939	56	.000	-18.890	2.722	-24.344	-13.437
	Equal variances not assumed			-6.859	48.383	.000	-18.890	2.754	-24.427	-13.354

Discussion

The statistical results demonstrate that using Raya and the Last Dragon as an instructional medium provides superior benefits for junior high school listening development compared to traditional audio-only approaches. The substantial rise in the experimental group's post-test mean score, combined with its high-medium N-gain performance, highlights how visual context and subtitles can positively influence the cognitive processes involved in auditory decoding. To fully understand these outcomes, it is useful to examine the underlying cognitive, linguistic, and emotional factors that shaped the students' learning experience during the intervention.

From a cognitive perspective, the success of the film group can be explained by dual-coding and multimedia learning theories, which describe how the human brain processes complex information. Traditional listening exercises often rely on simple audio playback, forcing students to depend entirely on their auditory channel to process spoken language. In a junior high school classroom, where students are still developing their foundational vocabulary, this reliance can quickly lead to cognitive overload. If a student encounters an unfamiliar word or fails to catch a rapid phrase, they often lose track of the rest of the audio track, leading to frustration and a drop in focus. In contrast, an animated film delivers information through two parallel channels simultaneously: the auditory channel captures spoken dialogue and sound effects, while the visual channel displays corresponding character actions, facial expressions, and situational settings. This dual-delivery provides immediate non-verbal clues that help students fill in gaps in their understanding, lowering cognitive load and helping them follow the narrative without experiencing mental fatigue.

Linguistically, the structural characteristics of Raya and the Last Dragon were uniquely suited for the learning needs of eighth-grade students. Unlike synthetic textbook dialogues, which can sound stiff and unnatural, the movie exposes students to authentic spoken English, capturing realistic speech patterns, idiomatic expressions, and connected speech variations. This exposure helps students adapt to the natural rhythm and pace of native speakers. Furthermore, because the film's storyline is deeply rooted in Southeast Asian cultural themes, it felt familiar and accessible to the Balinese students. This cultural connection reduced the students' affective filters lowering their learning anxiety and boosting their self-confidence. By lowering these emotional barriers, students became more receptive to the linguistic input, allowing them to focus on processing sounds and acquiring new vocabulary with greater ease.

The inclusion of English subtitles served as another vital tool in the experimental group's development. Subtitles create a real-time link between spoken phonemes and their corresponding written forms. For junior high school learners, who often struggle to identify word boundaries in rapid native speech, subtitles provide a visual map that clarifies where one word ends and the next begins. This feature helps students recognize known vocabulary that might otherwise sound blurred in fast dialogue, while also introducing the spelling of new words in context. Rather than acting as a distraction, the subtitles functioned as an essential scaffolding tool that reinforced sound recognition, enriched vocabulary growth, and significantly improved overall text comprehension.

Finally, the interactive pedagogical techniques used during the movie screenings played a key role in the study's outcomes. Instead of treating the film as a passive viewing session, the instructor transformed it into an active learning experience. By strategically pausing the video during pivotal scenes, slowing down the playback speed during complex dialogue, and leading targeted discussions

about character accents and vocabulary, the teacher kept students actively engaged. Students were encouraged to take notes on novel phrases and repeat key lines of dialogue, which helped reinforce their phonetic memory. In contrast, the control group lacked these multi-sensory layers and visual guides, leaving them more vulnerable to the boredom and cognitive drift common in audio-only drills. Ultimately, this study demonstrates that combining a culturally engaging animated film with active instructional strategies creates a powerful, low-anxiety learning environment that significantly elevates the listening proficiency of secondary school EFL learners.

CONCLUSIONS

This study evaluated the impact of using full-length animated films to develop listening skills among junior high school students. The statistical analysis confirmed that incorporating Raya and the Last Dragon into the curriculum significantly improved the auditory comprehension of eighth-grade students at SMP Negeri 4 Abiansemal. The experimental group, which learned through the film, achieved a post-test mean score of 83.03, noticeably outperforming the control group's mean score of 62.86 ($p = 0.000 < 0.05$).

These results support the integration of multi-sensory materials in language instruction. While traditional audio-only methods often fail to keep students engaged, animated films combine visual storytelling with authentic spoken dialogue and supportive subtitles. This combination helps lower learning anxieties, clarifies word boundaries, and provides the contextual clues necessary for students to process native-speaker speech. In conclusion, Raya and the Last Dragon serves as an effective, engaging instructional medium that enhances listening proficiency and boosts student interest in EFL classrooms.

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