THE EFFECT OF TV PROGRAM "FINDING NEMO" ON STUDENTS' LISTENING ABILITY OF THE ELEVENTH GRADE MAN 3 PANDEGLANG

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ABSTRAK

This thesis examines the use of learning media, specifically the TV program Finding Nemo, in enhancing the listening ability of eleventh-grade students at MAN 3 Pandeglang. The purpose of this study was to find out the effect of the TV program "Finding Nemo" on the listening ability of the eleventh-grade students of MAN 3 Pandeglang. In this study, researchers used quantitative research with true experiment as the research design. The sample in this study consisted of 59 students in two classes. Class XI F as an experimental class consisting of 29 students, class XI G as a control class consisting of 30 students. This study used research instruments consisting of pre tests and post tests. The data collected from the test were analyzed using IBM SPSS 29. The analysis in this study includes validity, reliability, normality and homogeneity tests, hypothesis testing, and t-test. The results of the hypothesis test showed a significance level of 0.05 (5%) and Sig. (two-tailed) is 0.001 <0.005, which means Ho is rejected, and Ha is accepted. Researcher conclude that there was a significant effect on the listening ability of grade XI students at MAN 3 Pandeglang.

INTRODUCTION

Language plays a very important role in human life. Mastery of a foreign language is a basic need in today's era of globalization. English is an international language that acts as a global language and is a world language because English is studied and used as a means of communication in various countries, both as a first language, second language, and as a foreign language.

English language skills are one of the skills that everyone must have today. One of the most important components in learning English is listening skills. Listening is the process of understanding information heard through sound, listening skills allow someone to obtain information accurately and quickly (Immanuel et al., 2025)

This is very useful in social and academic interaction situations. Through listening activities, someone will be able to create better relationships between individuals so that it will be easy to communicate. Listening is an active and deliberate process in digesting information from

the sounds we hear. Good listening skills are very important in English speaking skills. Mastery of listening skills in learning English is very important for students, especially at the secondary school level. In learning English, there are 4 main skills that students must master, namely; speaking, listening, writing and reading (Ubaidillah & Holis, 2025)

When communicating, listeners must be able to digest and understand what the speaker is talking about. Therefore, the use of the right method when learning English needs to be considered (Fatirahma et al., 2024). Finding the right method or media for learning English is not easy for teachers. The problem of learning English in schools today is still one of the crucial problems that must be resolved immediately. Therefore, to overcome these problems, teachers need to choose strategies, methods, approaches and interesting learning materials.

One of the media that can be used to make it easier for students to learn to listen is by watching cartoons. By watching English films, students are able to increase their sensitivity in understanding a language. Learning English at the secondary school level. Especially in class XI at MAN 3 Pandeglang. At this stage, students begin to face new challenges in learning English. Including listening to the material presented by the teacher in oral and written form, especially in the form of sound. However, sometimes students' interest in learning English is often low. This is because the teaching methods used by teachers are less effective and interesting for students to increase their enthusiasm in learning English. One method that can be applied in learning English is through the use of English films such as animations in English especially in listening.

Based on observations, 11th grade students at MAN 3 Pandeglang still have difficulty mastering English listening skills. One of the causes is the lack of interesting learning media, especially audio-visual media, which should be able to improve students' understanding and interest in learning. However, the potential of this media has not been fully utilized in learning activities, especially in the listening aspect.

The first study was conducted by Waode Fitriyani Suri, Umar Mansyur, and Andi Puspitasari (2023) entitled “The Use of Film to Improve Students' Listening Skills in Indonesian Language Subjects to Class XI SMA Negeri 7 Wajo.” This study used a quantitative method through Classroom Action Research (CAR) consisting of two cycles. The research subjects were 35 students from class XI MIPA 2. The results showed an increase in the average score to 77.60 in the second cycle, with 74.6% of students achieving mastery. Observations also indicated an increase in student participation and attention during the learning process using film media (Suri, Waode Fitriyan, Mansyur, Umar, Puspitasari, 2023).

The second study was conducted by Lala Sabila, Dina Anika Marhayani, and Dodik Karyadi (2024) with the title “The Effect of Using Cartoon Film Media on Listening Skills for Class V Students' Stories.” This study used a quasi-

experimental design in two classes (VA and VB) at SD Negeri 27 Singkawang, each consisting of 23 students. Data collection was conducted through essay tests and questionnaires. The results showed that the average score of students in the experimental class (57.17) was higher than that of the control class (52.83), and students' responses to cartoon film media were very positive with an average percentage of 83.28% (very good category) .

The third study was conducted by Siti Zulaiha, Jafar Sodiq, and Arso Setyaji (2024) with the title "The Use of Finding Nemo Movie to Improve Vocabulary Mastery of the Seventh Grade Students of SMPN 17 Semarang." This study used a quantitative pre-experimental design with a pre-test and post-test model, involving 30 seventh-grade students. Before the treatment, students were given a pre-test to measure their initial vocabulary mastery. The study showed that the use of the Finding Nemo movie was effective in improving students' vocabulary mastery (Zulaihah et al., 2024).

This study focuses on analyzing the effect of the TV program "Finding Nemo" on the listening skills of eleventh-grade students at MAN 3 Pandeglang. This limitation aims to make the study more focused on one type of audio-visual media and its impact on students' listening skills in a measurable way.

The research question in this study is: "Does the TV program 'Finding Nemo' influence the listening skills of 11th-grade students at MAN 3 Pandeglang?" The purpose of this study is to determine to what extent animated films can improve students' understanding of English listening skills.

Theoretically, the results of this study are expected to increase students' motivation in learning listening skills and provide alternative learning media for teachers. Practically, the results of this study can serve as a reference for teachers in applying interactive and enjoyable audio-visual media, as well as a reference for schools in developing context-based media-based curricula, particularly in listening instruction.

RESEARCH METHODOLOGY

The method used in this study was a quantitative method with a true-experimental design. The approach used was a quantitative approach, as it allows researchers to measure data objectively through numbers and statistics, as well as analyze the relationships between measurable variables. This approach is based on the positivist paradigm, which emphasizes empirical hypothesis testing. In a true experimental design, all external variables that could potentially influence the results can be controlled, and research subjects are randomly selected to be placed in either the experimental class or the control class. In this study, the experimental class received learning treatment using film media, while the control class used conventional methods. This process was carried out to test the effect of technology-based learning media on improving students' listening skills (Marhamah et al., 2025).

The population in this study was all 11th grade students at MAN 3 Pandeglang, consisting of 7 classes with a total of 222 students, comprising 86 male students and 136 female students. The sampling technique was conducted randomly (probability sampling), as the entire population had an equal chance of being selected as a sample (Candra Susanto et al., 2024). In this study, class XI F was designated as the experimental class with 29 students, while class XI G was designated as the control class with 30 students, resulting in a total sample size of 61 students.

Data collection was conducted in two stages: pre-test and post-test. The pre-test was given to both groups to determine the students' initial listening skills before the treatment was administered. The pre-test questions consisted of short audio clips that the students had to listen to and then answer based on their understanding of the conversation. The post-test was given after the treatment was completed, with the material consisting of excerpts from the movie “Finding Nemo,” to measure the improvement in listening skills after the learning media intervention was implemented in the experimental class (Rahayu, 2015).

The research instrument used was a listening comprehension test. This test covered important aspects of listening skills, including understanding detailed information (supporting details), the speaker’s purpose, the ability to make inferences, identifying the speaker’s attitude or tone, and the sequence of events. Each aspect was assessed based on predetermined criteria using a 1 to 5 rating scale. In addition to the test, the researcher also developed learning modules, syllabi, and supporting materials as part of the teaching instruments used in the learning process.

Before the instruments were used in the main data collection, the researchers conducted a pilot test to measure their validity and reliability. Validity was tested using content validity, which was conducted through qualitative expert assessment to ensure that the instruments actually measured what they were supposed to measure (Sito et al., 2024). Meanwhile, reliability was tested to determine the extent to which the instruments produced consistent data. Reliability testing was conducted using SPSS software with the Cronbach Alpha formula. The instrument was declared reliable if the Cronbach Alpha value was greater than 0.60, indicating that the instrument was sufficiently robust and stable in measuring students' listening skills.

The data analysis techniques used in this study aim to answer the research questions and test the previously established hypotheses. The testing was conducted using a paired sample t-test with the assistance of SPSS version 25.

RESEARCH RESULT

1. Description of data

In this section, the research results are presented. The researcher conducted this study from May 10 to June 20, 2025 at MAN 3 Pandeglang. The research sample was divided into two classes: class XI F (consisting of 29 students) as the experimental class and XI G

(consisting of 30 students) as the control class. Listening skills using the movie "finding nemo" in the experimental class were taught using audio-visual learning media, while listening skills using descriptive text in the control class were taught using conventional teaching methods. The research findings obtained from the pre-test and post-test results of the experimental and control classes are presented in the following description.

Number of Question	Value of Table	Value of Count	Description
1	0.427	0.367	Valid
2	0.466	0.367	Valid
3	0.379	0.367	Valid
4	0.373	0.367	Valid
5	0.444	0.367	Valid
6	0.449	0.367	Valid
7	0.356	0.367	Valid
8	0.576	0.367	Valid
9	0.430	0.367	Valid
10	0.381	0.367	Valid
11	0.449	0.367	Valid
12	0.376	0.367	Valid
13	0.576	0.367	Valid
14	0.430	0.367	Valid
15	0.368	0.367	Valid

Table 1 Validity pre-test value

Number of Question	Value of Table	Value of Count	Description
1	0.405	0.367	Valid
2	0.482	0.367	Valid
3	0.461	0.367	Valid
4	0.464	0.367	Valid
5	0.434	0.367	Valid
6	0.516	0.367	Valid
7	0.548	0.367	Valid
8	0.424	0.367	Valid
9	0.451	0.367	Valid
10	0.450	0.367	Valid

Table 2 Validity post-test value

The trial was conducted in one class that had received trial materials, with class XI MAN 3 Pandeglang, with a total of 30 respondents. The results of the trial were then calculated and analyzed according to the predetermined criteria. If r count ≥ r table, then the data is considered valid. The rcount value for 30 respondents with a significance value of 0.05/5% is 0.367. Based on the table, the validity test results for the pre-test questions show that all 15 multiple-choice questions are valid. Meanwhile, for the post-test questions, which consist of 10 questions, all are valid.

Table 3 Reliability pre test

Reliability Statistics	
Cronbach's Alpha	N of Items
.642	15

Table 4 Reliability post test

Cronbach's Alpha	N of Items
.696	10

Based on the table above, it can be concluded that the questions instruments used for post-test in this research are reliable, as the Cronbach's Alpha > 0.60.

No	Name	Score	
		Pre Test	Post Test
1	AF	60	75
2	AH	50	70
3	AM	70	80
4	AAM	40	80
5	DE	30	80
6	DAP	45	70
7	DDS	55	75
8	FI	60	80
9	IAK	45	85
10	JF	50	80
11	JP	30	80
12	MI	35	80
13	MM	40	85
14	MZ	50	80
15	NAB	60	80
16	NA	55	85
17	RR	35	75

18	RM	30	80
19	RA	40	50
20	RN	60	70
21	RN	25	75
22	RSR	45	80
23	RA	60	80
24	RS	40	75
25	SFF	30	80
26	SNA	45	80
27	TA	55	85
28	VA	60	90
29	WI	40	60

Table 5 The score of pre test and post test experiment class

Based on the results above, it can be seen that the average pre-test score in the experimental class was 47.59, and increased to 71.55 from a total of 29 respondents from class XI F°. The lowest pre-test score of the experimental class was 25 and the highest pre-test score was 60. The mean value based on the table above is 47.59, because the number of pre-tests: 29 (total respondents) = 1380 : 29 = 47.59. The median for the pre test from the data above is 50, which is looking for the middle value (15th value of 29 data) of all pre test values. While the modus in the pre-test is 60 because appears 5x.

Meanwhile, the lowest post test value is 50 and the highest post test value is 90. The mean on the post test is 71.55, this mean value is the result of the total post test: 29 (total respondents) = 2085 : 29 = 71.55. The median in the post test above is 80, which is the 15th value of 29 data). Meanwhile, the modus is 80 because this value appears 9x.

No	Name	Score	
		Pre test	Post test
1	AHY	30	50
2	AP	40	55
3	ACPN	50	70
4	AS	35	60
5	BH	20	60
6	EM	60	70
7	FRA	55	75
8	KR	70	80
9	KI	65	80
10	MFR	40	75
11	MR	45	60
12	MY	60	70
13	MO	40	60
14	MMA	55	75
15	NO	65	80
16	NF	70	80
17	SA	65	85
18	SNP	30	50
19	SMR	40	55
20	SN	50	65
21	SU	65	75
22	SY	40	60
23	SR	50	70
24	SNA	60	75
25	UD	70	80
26	VIP	75	85
27	YMJ	55	75
28	ZA	60	70
29	KN	40	50
30	WI	65	75

Table 6 The score of pre test and post test control class

Based on the results above, it can be seen that the average pre-test score in the control class was 52.83, and increased to 71.67 from a total of 30 respondents from class XI G. The lowest pre-test score in the experimental class was 20, and the highest pre-test score was 75. The average score based on the table above is 52.83, because the number of pre-tests: 30 (number of respondents) = 1585 : 30 = 52.83. The median pre-test score from the data above is 57.5, which is the middle value (the 15th value out of 30 data points) of all pre-test scores. Meanwhile, the

mode of the pre-test is 60 and 45 because this value appears 4 and 5x.

Meanwhile, the lowest post-test score is 50 and the highest post-test score is 85. The average post-test score is 71.67, which is the result of the total post-test: 30 (number of respondents) = 2150 : 30 = 71.67. The median of the post-test above is 70, which is the 15th value out of 30 data points. Meanwhile, the mode is 75 because this value appears 5x.

Based on the table above, the average scores of the experimental and control classes both increased. However, the experimental class experienced a more significant increase compared to the control class. This can be seen from the range of points obtained by each group. The experimental class experienced an increase of 23 points because the average pre-test (-) Average post-test in the Experimental Class (47.59 – 71.55), while the control class only experienced an increase of 18 points because the average pretest (-) Average post-test in the Control class (52.83 - 71.67).

2. Analysis of data

a. Normality test

		Shapiro-Wilk		
	class	Statistic	df	Sig.
result	pretest class G (Kontrol)	.950	30	.169
	posttest class G(kontrol)	.914	30	.119
	pretest class F(exp)	.951	29	.192
	posttest class F(exp)	.937	29	.186
*. This is a lower bound of the true significance.				
a. Lilliefors Significance Correction				

Table 7 Normality test result

In this normality test, researcher used Shapiro-Wilk with the help of the SPSS Version 29 application, with the following decision-making provisions:

If the Sig value obtained is > 0.05, then the data can be said to be normally distributed. Conversely, if the Sig value < 0.05 then the data is not normally distributed.

Based on the normality test table above, the following conclusions can be drawn.

1. For the pre-test experimental class, the sig value = 0.192 > 0.05, so the data is normally distributed.
2. For the post-test experimental class, sig value = 0.186 > 0.05, the data is normally distributed.
3. For the control class pre-test, sig value = 0.169 > 0.05, the data is normally distributed.
4. For the post-test control class, sig value = 0.119 > 0.05, data is normally distributed.

b. Homogenity test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.332	1	57	.567

learning	Based on Median	.048	1	57	.828
	Based on Median and with adjusted df	.048	1	56.986	.828
	Based on trimmed mean	.285	1	57	.596

Table 8 Homogenity test result

If the significance value > 0.05, then the data is homogeneous.

If the significance < 0.05, then the data is not homogeneous.

Based on the results of the SPSS 29 version Homogeneity test, the Sig. value of (0.567 - 0.828, and 0.596) is greater than 0.05, this indicates that the pre-test and post-test data for both the experimental and control classes are homogeneously distributed. The sig. value indicates that there is not enough evidence to reject the null hypothesis.

This means that the variance between groups is homogeneous, or in other words the variance of the groups being compared can be considered the same. The homogeneity test results show that the variances between groups are not significantly different, so the assumption of homogeneity of variance is met.

c. Paired Sample Correlation

Paired Samples Correlations					
				Significance	
		N	Correlation	One-Sided p	Two-Sided p
Pair 1	pre test & post test	59	.439	<.001	<.001

Table 9 Paired sample result

Based on the results of the Paired Samples Test, there is a significant difference between the pre-test and post-test scores. The average difference in scores is -23.90, which means that the average post-test score is 23.90 higher than the pre-test score. The variation in this difference is measured by a standard deviation of 12.73, indicating that although most students experienced improvement, there is variation among individuals.

The estimated standard error of the mean difference is 1.66, which provides an indication of how much this difference may vary if different samples are used. The 95% confidence interval for this difference ranges from -27.22 to -20.58, which does not include zero, thus reinforcing the conclusion that this difference is significant. The t-value obtained is -14.42 with 58 degrees of freedom, and the very small p-value (< .001) indicates that the results are highly significant. Overall, the data show that the intervention implemented was effective in improving student scores.

The results of the Independent Samples Test revealed a significant difference in listening scores between the experimental and control groups. Levene's Test showed unequal variance (F = 5.825, Sig. = 0.019), prompting analysis under both assumptions.

In both equal and unequal variance assumptions, the t-values were -3.449 and -3.467 respectively, with p-values < 0.001. This indicates that the difference between the groups is

statistically significant. The mean score difference was -8.414, with a 95% confidence interval that did not include zero, confirming the effect. Therefore, the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. It can be concluded that the use of the TV program “Finding Nemo” had a significant effect on the listening skills of grade XI students at MAN 3 Pandeglang.

RESEARCH DISCUSSION

Based on the results of data analysis at MAN 3 Pandeglang, the use of the TV program “Finding Nemo” as a learning medium has been proven to have a significant effect on students' listening skills. The results of the tests conducted through pre-tests and post-tests show that the group of students who learned using the “Finding Nemo” medium obtained higher scores than the group that did not use the medium.

The normality test conducted using SPSS showed that the data from both groups—experimental and control—were normally distributed, as the significance value was greater than 0.05. Additionally, the homogeneity test indicated that the data came from homogeneous groups, as the significance values of the pre-test and post-test were above 0.05 (range 0.567–0.828).

To determine the effectiveness of the learning media, the researcher used an Independent Sample T-Test with a significance level of 5% (0.05). The t-value was 3.449 with a significance of 0.001 (< 0.05), which means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Thus, it can be concluded that there is a significant difference between the experimental and control groups.

These results support Waode Fitriyani's theory that the use of films can increase student motivation and learning outcomes. This study is also in line with Lala Sabila's (2024) findings on the use of cartoon films to improve listening skills. In addition to improved grades, students also became more active and motivated in learning.

CONCLUSION

Referring to the results of research that has been conducted in one of the senior high schools, namely MAN 3 Pandeglang. Researcher can conclude that the application of audio-visual learning media, namely the film "Finding Nemo" has an influence on listening skills in class XI students. In this research, researcher used two classes, namely class XI F as an experimental class that was given treatment. For class XI G as a control class that was given different treatment. In this research, researchers used 59 samples from a combination of the two classes.

After conducting research, namely an English learning experiment using television program learning media namely finding nemo in the experimental class. The researcher found that in the experimental class, after the treatment was carried out, there were students who had the lowest score of 45 and the highest score in the experimental class students was 90. In the control class that used audio learning media from a

different TV program, namely the Inside Out program. In the control class, it was found that the students who got the lowest scores after the treatment were 40 and 85.

After the data was obtained, the researcher then calculated and analyzed the data to compare between the control class and the experimental class. The results of the data analysis obtained results showing that the average pre-test score in the experimental class that had been given treatment using audio-visual media showed an increase in the score from 46.20 to an average score of 65.17.

However, in this data analysis, although the results showed a significant increase in the score, in the statistical analysis which used the t-test which aimed to show the difference between the experimental and control groups. In this t-test, the results showed that the difference between the control and experimental classes was not significant or did not reach the level of significance, namely ($p > 0.05$) but there was still an effect. This shows that the use of the film "Finding Nemo" can improve students' listening skills, but does not have an effect that is not statistically significant enough but still has an effect.

This research also shows that the pre-test and post-test data have a normal and homogeneous distribution. Where all of that can support the validity of the research results. Although there is no significant difference, the use of audio-visual learning media such as the film “Finding Nemo” can increase students' learning motivation and create a more active learning atmosphere compared to conventional learning. In this series of studies also provide insight that the use of interesting learning media such as the film “Finding Nemo” can contribute to improving the listening skills of high school students. Although this research did not achieve the desired significant results. This can be a reference for further research to examine more deeply the use of various types of learning media and their impact on other language skills.

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