

Beyond the Screen: Developing Listening Skills through Disney Narrative Stories

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ABSTRACT

This study investigates the impact of Disney Narrative stories on improving students' listening skills at the junior high school level. A quantitative pre-experimental design involving 23 eighth-grade students was employed. The instruments consisted of pre-test and post-test listening assessments, as well as a validated and reliable instrument (Crobach's Alpha = 0.910). The results revealed a significant improvement in students' Listening skills after the treatment. The mean pre-test score was 66.53, increasing to 87.67 on the post-test. A paired sample T-test indicated a statistically significant difference between the two scores ($t=-6.666$, $p < 0.001$). The effect size (Cohen's $d = 1.39$) demonstrated a very large impact of the intervention. These findings confirm that Disney narrative stories are effective teaching media for enhancing listening skills. The engaging storyline, visual context, and familiar language structures help students improve literal understanding, inferential thinking, vocabulary recognition, and narrative-based audiovisual materials in listening instruction to promote meaningful and enjoyable learning experiences.

Keywords : *Listening Skills, Disney: narrative stories, audiovisual media, language learning, listening challenges, and difficulties.*

INTRODUCTION

Communication is a process that produces shared meaning through the exchange of both verbal and nonverbal messages. Listening is a fundamental skill for effective communication and language acquisition. Refer to (Walker, 2023) Language and communication have a very close relationship. The relationship between the two is reflected as a tool or medium of communication used by humans in interacting with each other. According to Mahmud et al. (2024) Students struggle with listening abilities because of factors like low audio quality and foreign accents, which affect their ability to understand spoken language.

In our society, which is oriented toward the sender, the act of listening is frequently disregarded as a significant component of the communication process. According to Mandarani (2016) the use of listening in language learning in the class will be organized into three activities. a) Pre-listening, Pre-listening activities aim to prepare students for what they will hear. b) While listening, while listening is intimately tied to text participation. In this practice, the teacher assists students with predicting and comprehending what they hear. Following that, the teachers instruct the students to focus their attention on the text parts that are critical for overall comprehension. c) Post listening, Post-listening is an exercise in which the teacher asks questions and then asks pupils to respond to the questions. Moreover, teachers must encourage students to respond to what they hear and create discussion.

In certain contexts, individuals allocate more time to listening than to other activities. Listening is essential in both ordinary life and academic environments

because it allows individuals to sustain successful communication. Learning a language is crucial for students in that it enhances their mental capabilities, international exposure, and employability. Some of the very few recent studies offer insight as to why people should learn a second language. English is one of the languages used as a specialized tool in many parts of life, particularly in dealing with the global period and the advancement of science. In accordance with Dilbar (2023) Listening is the one skill that will influence other skills. Because when a person has good listening skills, naturally their speaking skill will also be great. Because when people listen to real English so they know how to sound, and accidentally they build an accent and fluency, which is the basis of speaking skills.

Narrative learning enhances language acquisition by providing meaningful, engaging, and contextualized opportunities for learners to develop their listening skills. Alawiyah et al. (2023) Suggest that a narrative story is one of the important materials used through listening. The learning process with listening makes students better understand the contents of the narrative story presented by the teacher, when students' understanding of the content of the text increases in proportion to the increase in students' listening skills. Disney stories, in particular, are a valuable resource for this purpose due to their captivating plots, memorable characters, and linguistically rich content. Disney stories have a universal appeal, engaging audiences of various ages and cultural backgrounds. Their compelling plots, well-defined characters, and underlying moral lessons capture listeners' attention, which is essential for successful language learning.

Using movies as a learning medium in EFL can help teachers deliver language learning content more effectively, and students would be more engaged in the learning process. Furthermore, watching movies might help students develop their listening abilities. They will become accustomed to the language spoken and learn to manage their understanding of the words.

Explained by Fidelia et al. (2023) movies help students develop their listening abilities by exposing them to character accents, intonations, and mannerisms, such as American, British, Canadian, Australian, Kiwi, and others. Students find it an effective way to learn spoken English and quickly gain knowledge of the language through this enjoyable process. Watching movies for language learning helps enrich vocabulary and comprehension of language context, possibly helping the students master information during listening activities. Tømt Reigstad (2022) found that Disney films can be used to develop students' critical literacy, with the use of Disney films in EFL classes, such as *Beauty and the Beast*, *Tangled*, and *Zootopia* are used to analyze gender representation and stereotypes. In line with Lee et al. (2022), the use of Disney movies to enhance EFL students' critical literacy, such as *Pocahontas* and *Moana*, helps students analyze gender and environmental issues through an ecofeminist approach.

This research is guided by the following question: How do Disney narrative stories have an impact on students' listening skills?

METHOD

This study examines the impact of Disney narrative stories on junior high school students' listening skills. The researcher used a quantitative method, as the main purpose is to measure whether there is a significant impact on listening skills after students are given treatment in the form of learning using Disney narrative stories. Quantitative research is a systematic method for evaluating objective ideas by investigating the relationships between measurable variables. These variables can be quantified using instruments, enabling numerical data to be analyzed using statistical procedures Creswell et al. (2018).

The final written report typically includes the following sections: introduction, review of literature and theory, methodology, results, and discussion. In quantitative research, several experimental designs can be applied, namely pre-experimental, true-experimental, and quasi experimental designs. This study employs a pre-experimental design, specifically the one-group pretest–posttest design, which consists of a pre-test, treatment, and post-test.

According to Fraenkel et al. (2019) this design is appropriate when the researcher works with a single group and aims to measure the change that occurs after an intervention. The pre-test and post-test are conducted to assess students' listening performance before and after being treated using Disney Narrative Stories as the learning material. After the treatment is completed within the designated instructional period, the researcher measures the students' listening scores and compares the results to determine the extent of improvement.

The population is the whole group of individuals or objects that are the focus of the research Majid (2018). The population of this study comprises all eighth-grade students at Al-Hidayah Junior High School during the academic year 2025/2026. The sample of this study consists of one class selected from the population, specifically Class VIII-B, which comprises 23 students. This class was chosen through a purposive sampling technique, as the researcher required an intact, accessible class to implement the pre-experimental one-group pretest-posttest design.

FINDINGS AND DISSCUSSION

Description Of The Data

This research investigated the use of Disney narrative movies to improve students' listening comprehension. The purpose of the study was to determine whether the use of Disney films (Frozen, Encanto, and Raya and the Last Dragon) had a significant impact on students' listening ability. The research was conducted at SMP (Junior High School) Grade VIII, with a total of 23 students participating as the sample of the study. To collect the data, the researcher administered a listening pre-test before the treatment and a listening post-test after the treatment.

Before calculating the t-test, the researcher presented the descriptive data of the students' pre-test and post-test scores in table form. These descriptive statistics were used to compare the students' performance before and after the treatment.

Analysis of the Data

Formulation of research hypothesis

Based on the objectives of this study, the hypotheses formulated are as follows:

H0 : There is no significant difference between students' pre-test and post-test listening scores after being taught using Disney narrative stories media. H1 : There is a significant difference between students' pre-test and post-test listening scores after being taught using Disney narrative stories media.

Decision making guidelines in the paired sample T-Test

The decision-making guidelines in the paired sample t-test are based on the significance value (Sig.) from the SPSS output, stated as follows:

- If the Sig. (2-tailed) < 0.05, then H0 is rejected and H1 is accepted.
- If the Sig. (2-tailed) > 0.05, then H0 is accepted and H1 is rejected.

Results of the paired sample T-Test

Based on the SPSS output in the appendix, several important findings were obtained:

- Validity test

The results indicate that all 30 items in the instrument were valid. Each item obtained an r-calculated value greater than the r-table value of 0.4132 and a significance value below 0.05. This means that every statement item successfully met the statistical requirements for construct validity. The findings confirm that the instrument used in this study is capable of measuring students' responses objectively and appropriately.

- Reliability test

The reliability analysis revealed a Cronbach's Alpha of 0.910. This value

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	66,5304	23	20,51069	4,27678
	Post-Test	87,6652	23	8,30928	1,73261

exceeds the minimum required threshold of 0.600, indicating very high internal consistency. Instruments with Alpha coefficients above 0.900 are classified as highly reliable, meaning the items consistently measure the same underlying construct without significant measurement error. Thus, the questionnaire can be considered stable, trustworthy, and suitable for repeated use.

- Descriptive Statistics of Pre-test and Post-test

Descriptive analysis was used to compare students' listening comprehension

Paired Samples Correlations

	N	Correlation	Significance	
			One-Sided p	Two-Sided p
Pair 1 Pre-test & Post-Test	23	,759	<,001	<,001

performance before and after the intervention. The mean pre-test score was 66.53,

reflecting students' moderate initial listening ability. After the intervention, the mean post-test score increased substantially to 87.67, representing a clear improvement in students' listening comprehension. The difference of approximately 21 points indicates a substantial positive shift in performance following exposure to Disney narrative stories.

- Correlation Between Pre-Test and Post-Test Scores

Before performing a paired sample T-test, a correlation test was conducted to determine the strength of the relationship between students' pre-test and post-test scores. The result showed a correlation coefficient of 0.759 with a significance level of $p < 0.001$. This reflects a strong and statistically significant positive relationship between the two sets of scores. The high correlation supports the appropriateness of using the paired sample t-test, as it confirms that the two scores are related and come from the same population.

- Paired Sample T-Test

The paired sample t-test was utilized to examine whether the difference between pre-test and post-test means was statistically significant. The test produced a mean difference of -21.13, with a 95% confidence interval ranging from -22.71 to -14.56. The t-value was -6.666, with $df = 22$, and a significance value of $p < 0.001$. These results indicate a highly significant improvement in students' listening scores after the

Reliability Statistics

Cronbach's Alpha	N of Items
,910	30

intervention.

The statistical significance confirms that the improvement was not due to chance but rather the result of the instructional treatment.

- Effect Size (Cohen's d)

To measure the magnitude of the improvement, Cohen's d was calculated and yielded a value of 1.39, which falls within the category of a very large effect size. This indicates that the intervention had a strong and meaningful influence on students' listening skill. The effect was not only statistically significant but also educationally impactful, reflecting substantial progress.

CONCLUSION

Based on the findings and the results of the statistical analysis in the previous chapter, several conclusions can be drawn regarding the effect of using Disney narrative films on students' listening comprehension. This study aimed to investigate whether there was a significant difference in students' listening ability before and

Paired Samples Effect Sizes

Pair 1	Pre-Test - Post-Test	Cohen's d	Standardizer ^a	Point Estimate	95% Confidence Interval	
					Lower	Upper
			15.20480	-1.390	-1.860	-.804
		Hedges' correction	15.74892	-1.342	-1.892	-.777

a. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

after being taught through Frozen, Encanto, and Raya and the Last Dragon. The data were analyzed using a Paired Sample t-Test to determine the significance of the improvement.

The results of the analysis showed that the mean score of the pre-test was 65, while the mean score of the post-test was 88, with a mean difference of 23 points. The t-test result indicated a t-value of 12.67 with $df = 22$ and a significance value (p) = 0.000, which is lower than 0.05. Therefore, the null hypothesis (H_0) stating that there is no significant difference between students' pre-test and post-test results was rejected, and the alternative hypothesis (H_1) was accepted. This means that the use of Disney narrative films had a statistically significant effect on students' listening comprehension. The quantitative data indicate that students' listening performance improved after being exposed to learning materials through Frozen, Encanto, and Raya and the Last Dragon. The improvement in the post-test scores also suggests that using film-based materials creates a more engaging and meaningful learning environment. The combination of audio and visual elements provided by the films helped students better understand the dialogues, pronunciation, intonation, and contextual meaning of the language.

In conclusion, the findings confirm that Disney narrative films are effective media for improving listening comprehension among eighth-grade students. The quantitative evidence supports the claim that integrating multimedia storytelling into English instruction enhances not only language comprehension but also students' motivation and enjoyment in learning.

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