

**THE EFFECT OF WATCHING ENGLISH MOVIES “FROZEN” TOWARDS
LISTENING COMPREHENSION OF NARRATIVE TEXT AT X GRADE
STUDENTS AT SMAN 1 KUOK**

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ABSTRACT

This research aimed to examine the effect of watching the English movie Frozen on students' listening comprehension of narrative texts at the tenth grade of SMAN 1 Kuok. The study was conducted using a quasi-experimental design involving two groups: the experimental group was taught using Frozen as audiovisual media, while the control group received instruction through conventional text-based methods. Pre-tests and post-tests were used to assess students' comprehension of main ideas, specific details, and inferences. The results indicated a significant improvement in the experimental group, with the mean score increasing from 60.20 to 80.00, while the control group improved from 54.67 to 72.07. An independent sample t-test revealed a significance value of 0.018 ($p < 0.05$), indicating a statistically significant difference between the two groups. Therefore, it can be concluded that the use of Frozen as audiovisual media had a positive impact on students' listening comprehension in narrative texts.

Keywords: Listening comprehension, English movie, Frozen, narrative text, audiovisual media, EFL instruction

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh menonton film berbahasa Inggris *Frozen* terhadap kemampuan menyimak siswa dalam memahami teks naratif pada siswa kelas X SMAN 1 Kuok. Penelitian ini menggunakan desain kuasi-eksperimen dengan dua kelompok, yaitu kelas eksperimen yang diajar menggunakan media audiovisual berupa film *Frozen*, dan kelas kontrol yang diajar menggunakan metode konvensional berbasis teks. Instrumen penelitian berupa pre-test dan post-test digunakan untuk mengukur kemampuan menyimak siswa dalam memahami gagasan utama, informasi spesifik, dan membuat inferensi. Hasil analisis menunjukkan adanya peningkatan signifikan pada kelas eksperimen, dengan rata-rata nilai meningkat dari 60,20 menjadi 80,00, sedangkan kelas kontrol meningkat dari 54,67 menjadi 72,07. Hasil uji-t menunjukkan nilai signifikansi 0,018 ($p < 0,05$), yang menunjukkan bahwa terdapat perbedaan yang signifikan antara kedua kelompok. Dengan demikian, dapat disimpulkan bahwa penggunaan film

Frozen sebagai media audiovisual memberikan pengaruh positif terhadap kemampuan menyimak siswa dalam memahami teks naratif.

Kata Kunci: Listening comprehension, English movie, *Frozen*, narrative text, audiovisual media, EFL instruction

A. Introduction

Pavithra & Gandhimathi (2024) describe listening as an active process that requires cognitive engagement, concentration, and the ability to distinguish between essential and non-essential auditory information. Similarly, Wang (2024) explains that listening involves both bottom-up processing, where sounds, words, and sentences are decoded, and top-down processing, which relies on prior knowledge and contextual cues to aid comprehension.

Marwan & Sabbar (2021) add that listening goes beyond simply perceiving sounds; it involves constructing meaning by integrating auditory input with cognitive interpretation.

Sert & Amri (2021) define listening comprehension as a skill that combines linguistic knowledge, such as grammar and vocabulary, with contextual awareness to derive meaning.

Wood-Borque (2022) highlights that several elements, including speech rate, familiarity with accents,

and cognitive engagement, influence listening comprehension. These factors are critical in determining how effectively learners process spoken English, particularly non-native speakers who are still developing their proficiency in the language.

Anderson (2003) defines narrative text as a story that typically includes a beginning, a problem, and a resolution. Based on observations conducted at SMA Negeri 1 Kuok in October 2024, researchers found many problems faced by students when learning English as a Foreign Language (EFL), listening comprehension is often one of the most challenging aspects.

Many learners struggle to process spoken English due to various reasons, such as difficulty in identifying key points, confusion when encountering rapid speech or unfamiliar accents, and an inability to answer questions accurately due to poor comprehension.

Additionally, students frequently have trouble following storylines in spoken narratives or understanding

instructions delivered in English. These difficulties are commonly observed in classroom settings, where traditional listening exercises are often scripted and lack authenticity.

One effective method for addressing these challenges is the incorporation of English-language animated films, such as *Frozen*, as a learning tool. Pavithra & Gandhimathi (2024) highlight that films like *Frozen* support listening development by offering clear pronunciation, a moderate speech pace, and visual cues that facilitate comprehension.

Similarly, Wang (2024) found that students who watched English-language films performed better in listening comprehension assessments compared to those who relied solely on traditional listening exercises.

Considering these findings, integrating animated movies like *Frozen* into English instruction presents a highly effective and engaging approach to improving listening comprehension, especially in understanding narrative texts. As a globally popular animated film, *Frozen* features clear and articulate dialogues, memorable songs, engaging storytelling, and contextual reinforcement, making it an accessible

and effective medium for EFL learners.

The film's characters interact in natural yet simplified English, which provides students with a balance of comprehensible input and linguistic challenges. By engaging with *Frozen*, students can practice listening to real-life dialogue structures, recognize contextual vocabulary, and enhance their ability to process spoken English narratives in an enjoyable way.

Given the difficulties students face in processing spoken English, especially narrative texts, utilizing *Frozen* as a listening comprehension tool offers a practical and immersive solution to strengthen their listening abilities in the classroom.

The research will find out whether exposure to this film has an effect on students' listening comprehension, particularly in understanding narrative texts. This study is expected to contribute to a more dynamic and interactive learning experience in the EFL classroom by integrating multimedia materials that support both linguistic and narrative competence.

B. Research Methodology

The researcher employed a quantitative approach in the form of

quasi-experimental research in this study.

In this study, the researcher used an experimental design to examine the impact of watching the English movie *Frozen* on students' listening comprehension.

In this study, the researcher utilized a quasi-experimental pre-test-post-test group design. According to Creswell, this design allows for the use of pre-test and post-test measurements. The study compared the experimental group (X) and the control group (Y). The experimental group is the one that watched the English movie *Frozen* as part of the treatment to improve listening comprehension, while the control group did not watch the movie.

The class that watched *Frozen* in English was considered the experimental group, while the control group did not receive the same treatment. The quasi-experimental design can be illustrated using the following formula.

Table 1. Design of the Research

Group	Pre-test	Treatment	Post-test
Experimental	Y1	X1	Y2
Control	Y1	-	Y2

Notes:

X1: Treatment by using CLT method

X2: Treatment without using CLT method

Y1: Pre-test

Y2: Post-test

The population of this study is class X students at SMA Negeri 1 Kuok which consisted of 2 classes, namely X.1 classes and X.2 classes. The population of the result can be seen in the table.

Table 2. Number of Population X Grade Students at SMAN 1 Kuok

No	Classes	Population		Total
		Male	Female	
1	X.1	14	6	20
2	X.2	14	5	19
Total Population				39

For this study, clustering random sampling is used, where intact classes from the 10th-grade level at SMAN 1 Kuok are treated as naturally occurring clusters. Among the two available classes (X.1 and X.2), both were included in the sample, and one class was randomly assigned as the experimental group and the other as the control group.

The final result of the random draw designated class X.1 as the experimental group (which received the movie treatment using *Frozen*) and class X.2 as the control group (which followed standard instruction without the movie).

Table 3. Number of sample X grade students at SMAN 1 Kuok

No	Classes	Population		Total
		Male	Female	
1	X.1	9	6	15
2	X.2	9	6	15
Total Population				30

The primary research instrument is a listening comprehension test designed to evaluate the students' listening comprehension before and after the intervention.

The test content is selected to closely resemble the language, context, and themes found in the movie Frozen, making it both engaging and appropriate for 10th-grade English learners. The listening comprehension test is carefully developed and validated, allowing the researcher to accurately assess the effect of watching Frozen on the listening comprehension of 10th-grade students at SMAN 1 Kuok.

Table 4. Blueprint of the Test

Indicator	Question Item
Main ideas	1, 8, 14, 26, 30
Specific details	3, 5, 6, 7, 10, 12, 13, 15, 17, 21, 22, 23, 24, 25, 27, 28, 29
Making inferences	2, 4, 9, 11, 16, 18, 19, 20

The validity of the instrument used in this study refers to how accurately the listening

comprehension test measured the students' actual listening ability.

Reliability analysis was conducted using SPSS with the Cronbach's Alpha formula to determine the internal consistency of the test items. The try-out results were input into SPSS, and the reliability score was calculated.

Before conducting the research, the researcher obtained official permission from the principal of SMAN 1 Kuok and informed consent was sought from the students and their parents or guardians, considering that the participants were minors.

One class will serve as the experimental group, receiving the treatment by watching the English movie Frozen, while the other will act as the control group, receiving conventional instruction. Both classes will be treated equally in terms of teaching time and assessment procedures to maintain fairness.

The procedure of this study follows a quasi-experimental design with a pre-test and post-test involving two groups: an experimental class and a control class. The research procedure consisted of three main stages: Pre-test, Treatment, and Post-test.

The normality test was conducted to determine whether the data in both the experimental and control groups were normally distributed. In this study, the Kolmogorov-Smirnov and Shapiro-Wilk tests were applied using SPSS. If the significance value (Sig.) is greater than 0.05, the data are considered normally distributed; otherwise, they are not.

The homogeneity test was used to determine whether the variances between the experimental and control groups were equal. The Levene's Test was applied for this purpose. If the significance value is greater than 0.05, it indicates that the data variances are homogeneous.

After ensuring the data met the assumptions of normality and homogeneity, the researcher used an independent sample t-test to test the hypothesis. This test was conducted to determine whether there was a statistically significant difference in the listening comprehension scores between the students who watched the English movie *Frozen* and those who did not.

The decision rule is as follows: if the significance value (Sig. 2-tailed) is less than 0.05, the null hypothesis

(Ho) is rejected and the alternative hypothesis (Ha) is accepted, indicating that the treatment had a significant effect.

C. Research Finding and Discussion

Research Finding

This pre-test served as a baseline to understand their comprehension level before any instructional intervention. After the group discussion method was applied to the experimental group, a post-test was conducted to collect data on the students' listening comprehension outcomes following the treatment. The result can be seen as follows:

Table 5. Students' Pre-test and Post-test Scores of Experimental Class

No	Score of Experiment Class		
	Students	Pre-test	Post-test
1	Student 1	60	77
2	Student 2	57	63
3	Student 3	70	90
4	Student 4	63	80
5	Student 5	57	77
6	Student 6	50	80
7	Student 7	60	87
8	Student 8	63	90
9	Student 9	60	77
10	Student 10	73	93
11	Student 11	50	70
12	Student 12	60	80
13	Student 13	57	73
14	Student 14	63	93

15	Student 15	60	80
SUM		903	1200
AVERAGE		60,2	80

The difference between the pre-test and post-test scores of the experimental class can be seen in Table 5. The **sum** of the pre-test scores obtained by Class X.1 (experimental group) was 903, with a **mean** score of 60.2. These results indicate that, before receiving treatment through the English movie *Frozen* as a narrative text, many students still demonstrated limited listening comprehension skills.

After the treatment was applied, the **sum** of the post-test scores increased to 1200, with a **mean** score of 80. This improvement reflects a positive effect of using the English movie *Frozen* on students' listening comprehension.

Table 6. The Descriptive Statistics of Pre-test Score in Experimental Class

The Pre-test Score of Experiment Class		
N	Valid	15
	Missing	0
Minimum		50
Maximum		73
Sum		903
Mean		60.20
Std. Deviation		6.109
Range		23
Variance		37.314

The sum score of the pre-test that achieved by X.1 or experimental

class is 903, the mean score of pre-test is 60.20, for standard deviation of pre-test is 6.109, the variance of pre-test is 37.314, the range of pre-test is 23. The lowest score of the pre-test is 50 and the highest score is 73.

Table 7. The Frequency of Categories of Pre-test Score in Experimental Class

	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	13.3	13.3	13.3
	57	3	20.0	20.0	33.3
	60	5	33.3	33.3	66.7
	63	3	20.0	20.0	86.7
	70	1	6.7	6.7	93.3
	73	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

The results show that 2 students (13.3%) scored 50, 3 students (20%) scored 57, 5 students (33.3%) scored 60, 3 students (20%) scored 63, and 1 student (6.7%) each scored 70 and 73. These findings indicate that the majority of students in the experimental group achieved a score of 60 in the pre-test, which suggests that their listening comprehension skills prior to the treatment were still relatively low and centered around the mid-range.

Table 8. The Descriptive Statistics of Post-test Score in Experimental Class

The Post-test Score of Experiment Class		
N	Valid	15
	Missing	0
Minimum		63
Maximum		93
Sum		1200

Mean	80.00
Std. Deviation	9.071
Range	30
Variance	82.286

The sum score of the post-test that achieved by X.1 or experimental class is 1200, the mean score of post-test is 80.00, for standart deviation of post-test is 9.071, the variance of post-test is 82.286, the range of post-test is 30. The lowest score of the post-test is 63 and the highest score is 93.

Table 9. The Frequency of Categories of Post-test Score in Experimental Class

	Score Category	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63	1	6.7	6.7	6.7
	70	2	13.3	13.3	20.0
	73	1	6.7	6.7	26.7
	77	3	20.0	20.0	46.7
	80	3	20.0	20.0	66.7
	87	1	6.7	6.7	73.3
	90	2	13.3	13.3	86.7
	93	2	13.3	13.3	100.0
	Total	15	100.0	100.0	

The result showed that total students who got 63, 73, and 87 resulting 1 or 6.7%, for score 70, 90, and 93 resulting 2 or 13.3%. Then 3 or 20% for score 77 and 80.

In this study, Class X.2 of SMAN 1 Kuok was selected as the control group, consisting of 15 students who were taught narrative texts without the use of the English movie *Frozen*. The results of the pre-test and post-test

scores for the control group are presented as follows:

Table 10. Students' Pre-test and Post-test Scores of Control Class

No	Score of Control Class		
	Students	Pre-test	Post-test
1	Student 1	57	70
2	Student 2	50	67
3	Student 3	60	80
4	Student 4	47	60
5	Student 5	53	70
6	Student 6	60	87
7	Student 7	50	77
8	Student 8	50	67
9	Student 9	53	70
10	Student 10	67	77
11	Student 11	50	70
12	Student 12	63	80
13	Student 13	63	83
14	Student 14	50	63
15	Student 15	47	60
SUM		820	1081
AVERAGE		54,67	72,07

The difference between the pre-test and post-test scores of the control class can be seen in Table 10. The **sum** of the pre-test scores obtained by Class X.2 (the control group) was 820, with a **mean** score of 54.67. This

indicates that, prior to the treatment, many students still had low listening comprehension ability.

After being taught without the use of the English movie *Frozen*, the **sum** of the post-test scores increased to 1081, with a **mean** score of 72.07. Although there was an improvement in the post-test results, the increase was lower when compared to the experimental group, which received the movie-based treatment.

Table 11. The Descriptive Statistics of Pre-test Score in Control Class

The Pre-test Score of Control Class		
N	Valid	15
	Missing	0
Minimum		47
Maximum		67
Sum		820
Mean		54.67
Std. Deviation		6.466
Range		20
Variance		41.810

The sum score of the pre-test that achieved by X.2 or control class is 820, the mean score of pre-test is 54.67, for standart deviation of pre-test is 6.466, the variance of pre-test is 41.810, the range of pre-test is 20. The lowest score of the pre-test is 47 and the highest score is 67.

Table 12. The Frequency of Categories of Pre-test Score in Control Class

Score Category	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 47	2	13.3	13.3	13.3
50	5	33.3	33.3	46.7
53	2	13.3	13.3	60.0

57	1	6.7	6.7	66.7
60	2	13.3	13.3	80.0
63	2	13.3	13.3	93.3
67	1	6.7	6.7	100.0
Total	15	100.0	100.0	

The frequencies were found after applying the formula in categorizing the student scores and the result showed that the frequency of the 47, 53, 60, and 63 was 2 or 13.3%, for the score 57 and 67 was 1 or 6.7%. Then 5 or 33.3% for score 50.

Table 13. The Descriptive Statistics of Post-test Score in Control Class

The Post-test Score of Experiment Class		
N	Valid	15
	Missing	0
Minimum		60
Maximum		87
Sum		1081
Mean		72.07
Std. Deviation		8.276
Range		27
Variance		68.495

The sum score of the post-test that achieved by X.2 or control class is 1081, the mean score of post-test is 72.07, for standart deviation of post-test is 8.276, the variance of post-test is 68.495, the range of post-test is 27. The lowest score of the post-test is 60 and the highest score is 87.

Table 14. The Frequency of Categories of Post-Test Score in Control Class

Score Category	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	2	13.3	13.3	13.3
63	1	6.7	6.7	20.0
67	2	13.3	13.3	33.3
70	4	26.7	26.7	60.0

77	2	13.3	13.3	73.3
80	2	13.3	13.3	86.7
83	1	6.7	6.7	93.3
87	1	6.7	6.7	100.0
Total	15	100.0	100.0	

The result of post-test scores control group showed that frequency and percentage of 60, 67, 77, and 80 resulting 2 or 13.3%, for score 63, 83, and 87 resulting 1 or 6.7%. Then 4 or 26.7% for score 70.

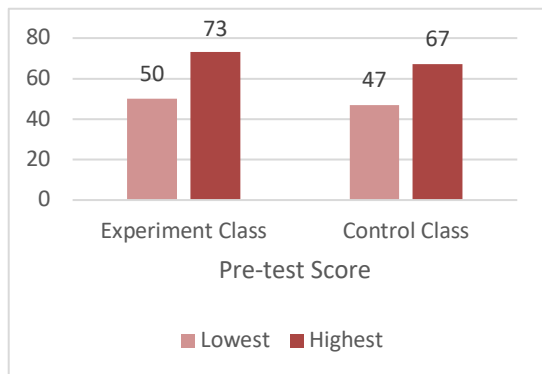


Figure 1. The Diagram of Pre-test Scores in Experiment Class and Control Class

Based on the following graphic, the pre-test of experiment class' had a highest score of 73 and the lowest score of 50. The control class results showed that highest score was 67 and the lowest score was 47.

Table 15. The Data of Pre-test Scores of Experiment and Control Class

Class	N	Mean	Standard Deviation
Experimental Class	15	60.20	6.109
Control Class	15	54.67	6.466

Based on the table above, it could be seen that difference of pre-

test scores between control class and experiment class. In the experiment class, the mean score was 60.20 and standard deviation was 6.109. Meanwhile in the control class, the mean score was 54.67 and the standard deviation was 6.466.

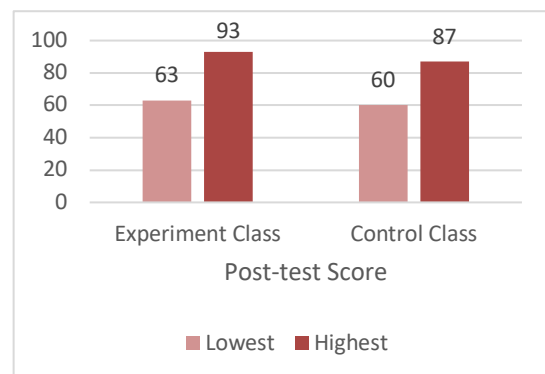


Figure 2. The Diagram of Post-test Scores in Experiment Class and Control Class

Based on the following graphic, the post-test of experiment class' had a highest score of 93 and the lowest score of 63. The control class results showed that highest score was 87 and the lowest score was 60. From the explanation above, it could be seen that the scores of students' at experimental class was higher than the mean score of students' post-test score at control class.

Table 16. The Data of Post-test Scores of Experiment and Control Class

Class	N	Mean	Standard Deviation
Experimental Class	15	80.00	9.071
Control Class	15	72.07	8.276

In the experiment class, the mean score was 80.00 and standard deviation was 9.071. Meanwhile in the control class, the mean score was 72.07 and the standard deviation was 8.276. the pre-test is the test which is given to students before giving the treatment. It means that teaching listening through the use of the English movie *Frozen* had a significant effect on the listening comprehension of X grade students at SMAN 1 Kuok.

The researcher used the levene statistics test with IBM SPSS version 24 for this analysis. In this context, if the significance value (Sig) is < 0.05 , it indicates that the variances among the samples data sets are not homogenous. On the other hand, if the significances value (Sig) is > 0.05 . The result obtained from the test is in the following:

Table 17. The Result of Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	1.185	1	28	.286
	Based on Median	.622	1	28	.437
	Based on Median and with adjusted df	.622	1	27.522	.437
	Based on trimmed mean	1.132	1	28	.296
Posttest	Based on Mean	.011	1	28	.916
	Based on Median	.095	1	28	.761
	Based on Median and with adjusted df	.095	1	27.998	.761
	Based on trimmed mean	.028	1	28	.868

Based on the table above, the result of the Levene Statistics Test showed that the significance level or

probability value (μ) pre-test data between the experimental class and the control class based on mean was $0.286 > 0.05$, and the post-test data between the experimental class and the control class based on mean was $0.296 > 0.05$. This means that the result was higher than the degree of significance ($\alpha > 0.05$). Therefore, the findings of the homogeneity test indicated the population sample data had a homogenous variance.

After conducting tests for normality and homogeneity, an independent sample t-test was carried out to examine the effect of watching English movies on students' listening comprehension. The hypothesis testing in this study was conducted using SPSS version 24. The results of the normality and homogeneity tests indicated that the data from both the experimental and control groups met the assumptions for variance homogeneity, meaning the data variances were equal across groups. The hypothesis of testing students' listening test is:

Ho: There is no a significant the effect of watching english movies "Frozen" of narrative texts towards listening comprehension at X grades students at SMAN 1 Kuok.

Ha: There is a significant the effect of watching english movies "Frozen" of narrative texts towards listening comprehension at X grades students at SMAN 1 Kuok.

The conclusion criteria for the test are:

- a. If the value of Sig (2-tailed) < 0.05 then Ho is rejected and Ha is accepted.
- b. If the value of Sig (2-tailed) > 0.05 then Ha is rejected and Ho is accepted.

DISCUSSION

This study aimed to investigate the effect of watching the English movie *Frozen* as a narrative text on students' listening comprehension. The findings revealed promising results, indicating that the use of the movie *Frozen* in listening activities had a positive influence on students' listening skills. To analyze the data, the researcher employed an Independent t-test, which produced a significance value ($p < 0.05$). This result indicates a statistically significant difference in listening comprehension between students who watched the English movie in the experimental group and those who did not in the control group. Furthermore,

the experimental class showed greater improvement compared to the control class. Therefore, it can be concluded that watching the English movie *Frozen* as a narrative text had a positive effect on the listening comprehension of X grade students at SMAN 1 Kuok.

In the experimental class, the total pre-test score was 903 from 15 students. The highest score was 73 and the lowest score was 50, with a mean score of 60.20. After the treatment, the sum of the post-test scores increased to 1200, with the highest score reaching 93 and the lowest score being 63. The mean of the post-test was 80.00. This indicates that students' listening comprehension improved after watching the English movie *Frozen*.

In contrast, the control class had a total pre-test score of 820. The highest score was 67 and the lowest score was 47, with a mean of 54.67. The post-test total score was 1081, with the highest score being 87 and the lowest score 60. The mean of the post-test in the control class was 72.07.

The impact of the treatment was clearly reflected in the post-test results. The experimental group,

which engaged in listening activities using the English movie *Frozen*, achieved a mean score of 80.00, while the control group reached a mean of 72.07. These findings show that the use of the movie *Frozen* helped enhance students' English listening comprehension.

Based on the results above, it can be concluded that watching the English movie *Frozen* as a narrative text had a significant effect on the listening comprehension of X grade students at SMAN 1 Kuok.

D. Conclusion

The implementation of the English movie *Frozen* as a narrative text in listening activities had a significant impact on improving students' listening comprehension. Students in the experimental group, who received instruction using the movie, demonstrated a noticeable increase in performance. Their mean score rose from 60.20 in the pre-test to 80.00 in the post-test, with the highest score increasing from 73 to 93. Meanwhile, the control group, which received traditional text-based instruction, experienced a more modest improvement, with the mean score increasing from 54.67 to 72.07.

The result of the independent t-test showed a significance value of 0.018 ($p < 0.05$), indicating a statistically significant difference between the experimental and control groups.

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