

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on these findings, it can be concluded that students give positive responses to the use of cartoon animation media in listening lessons. Most students showed increased motivation, attention, and understanding during the learning sessions that used animations. The combination of visual and auditory elements helps students understand vocabulary, sentence patterns, and context more effectively. Cartoon animations also make the learning environment more engaging and enjoyable, leading to higher student participation and reducing anxiety in listening activities.

Despite its benefits, this study also identifies several barriers experienced by both students and teachers. Technical issues, such as unstable internet connections and unclear audio, often disrupt the flow of learning. Additionally, the differing listening abilities of students require teachers to adjust their instructions, which can sometimes hinder the overall pace of learning. Furthermore, some students are distracted by the entertainment aspect of animations and lose focus on the learning objectives. These challenges highlight the importance of careful media planning, infrastructure readiness, and adaptive teaching strategies.

In addition, the study also found differences in perspective between students and teachers. While students primarily emphasize enjoyment and ease of understanding through visual cues, teachers stress the importance of careful media selection, structured repetition, and pedagogical alignment with learning objectives. This contrast highlights the need to balance student engagement with teaching effectiveness.

5.2 Suggestion

Based on the findings in this study, the researcher gave the following suggestions:

1. For teachers, it is advisable to continue to explore creative and contextual learning media, including cartoon animation, as part of a fun and effective listening teaching strategy. Teachers also need to combine these media with interactive approaches such as discussions, questions and answers, or reflective exercises to make learning more meaningful.
2. For schools, it is hoped that there will be support for facilities and infrastructure, especially in the provision of a stable internet network and adequate multimedia devices, to support the integration of audio-visual media in daily learning activities.
3. For the next researcher, it is recommended to explore the effectiveness of various genres or types of animation (for example, story-based, dialogue-based, or culturally localized content) on various aspects of English language skills beyond listening, such as speaking or writing.

Additionally, research can be expanded to compare the impact of cartoon animation on different age groups, proficiency levels, and learning environments (for example, online vs. face-to-face). This investigation can provide a more comprehensive understanding of how to tailor animation-based teaching for diverse learners.

Thus, the findings in this study are expected to be a reference in the development of innovative English learning practices that are responsive to the needs of students in the digital era.