

THE EFFECT OF USING VIDEO ANIMATION TOWARD STUDENTS' LISTENING SKILLS

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Abstract

The objective of the research is to know whether there is a significant influence of using animation video on students' listening skills at the tenth semester of the first grade of SMKN 2 Bandar Lampung in the academic year 2023/2024. The population of this research was tenth grade of SMKN 2 Bandar Lampung. The research methodology was experimental research, which was conducted in two classes. They were X GEO as the experimental class and X TKJ as control class. In this research, X GEO was taught by using animation video, while X TKJ was taught without video. In collecting data, the researchers used the instrument test namely pretest and post-test with multiple choice question. From the data analysis, it shows that there is a significant influence of using animation video on students' listening ability at the first semester of the tenth grade of SMKN 2 Bandar Lampung in the academic year of 2023/2024. From the data analysis computed by using SPSS, it was obtained that $\text{Sig} = 0.007 < \alpha = 0.05$. It means that H_a is accepted because $\text{Sig} < \alpha = 0.05$. Therefore, there is a significant influence of using animation video on students' listening ability at the eighth semester of the first grade of SMKN 2 Bandar Lampung in the academic year 2023/2024.

Keywords: Animation; Video; Listening Skills

Introduction

English language is very important when people want to express their ideas. Without language, people will have difficulties when they interact one to another. Patel states that language is a system of communication through which consist of a set of sound and written symbols which are used by the people of a particular country for talking or writer (Patel & Jain, Corresponding author: nisakhoir@gmail.com

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2008). Students should acquire the four language skills that are listening, speaking, reading and writing. All of those skills are connected with each other. If one of them ignored, it will influence other skills. Listening is a receptive skill wherein people grasp the main idea based on what they hear (Harmer, 2001).

Listening is an important part of communication since it allows us to exchange ideas. It is the most common language skill in everyday life and can aid learners in becoming flexible listeners (Gonzales Moncada 2003). Listening is a mental process that involves creating meaning from verbal material (Rost, 2002). She also emphasizes that listening is crucial in the language classroom because it offers input for the student. Without understanding input at the correct level, no learning can happen.

In this study, the researcher focused her attention on listening, researcher think that learning to listen is important. Listening is important plays a role in the communication of everyday life for humans. In the communication process, there are speakers and listeners who have an important role in providing exchanges about information to each other, that's why listening is a basic thing in learning English as a foreign language.

Listening is often a big problem for students to learn English. Researcher often find that there are still many students who have difficulty in listening, and in the real context of implementing listening learning is still far from expectations, textbooks that are often used by teachers in schools are not equipped with audio files and teachers still use conventional tools in teaching listening. Another difficulty that's listening is ignored because there are still people who see listening as a passive skill.

Based on the author's observations, there were several students who experienced problems in learning to listen in English. Students have difficulty understanding the topics they listen to. Apart from that, they are afraid of making mistakes because of their lack of vocabulary so they feel inferior in listening. Apart from that, they feel bored in learning to listen because English teachers only use audio or recordings as a teaching medium.

According to the teachers, learning to listen only requires several media such as audio or recordings. However, many students do not understand or have difficulty listening to lessons. Finally, to make it easier or increase students' effectiveness in learning, teachers need videos to make it easier for students to understand in class.

To overcome this problem, teachers need to provide several media in the teaching and learning process. Especially in listening, media plays a very important role in teaching and learning English. In the teaching and learning process, teachers must be able to choose and use effective and appropriate media. Animated video is one of the proposed media. The use of animated videos in teaching English is one of the best ways to give students additional ways to process subject information, especially to support listening teaching so that students can improve their listening abilities.

Animation video has an important function that the teacher can use in the teaching-learning process. It is supported by a statement from Kayouglu that using animation video is an easy way to integrate computers into a foreign language classroom (Kayaoglu, 2011). Since this kind of media provides students with learning via multi-sensory channels, it is thought that the language learning process can be more fruitful and encouraging for students. Based on Collin and Rayen cited by Naci, affirmed that "The advent of the high-powered multimedia kept the learner close to authentic situations where learning simultaneously involved listening, seeing, reflecting, doing and participating". Unlike the traditional method of teaching, employing animation video in classroom aids students in understanding since they appeal to both visual and audial memory.

Animation as an instructional tool improves the learning experience for students by making it more engaging and creating a novel atmosphere inside the learning (Firdaus, 2022). Animation in educational media adds value because of its widespread appeal, particularly among students, who are the major audience for such learning resources. With their abundance of action and visual aspects, animated movies are extremely effective at achieving goals through listening and speaking exercises. As a result, animated movies serve as a media tool that can boost students' motivation to develop listening skills. This is because students not only hear the voices

but also watch the situations represented in the story, resulting in enhanced interest and motivation when using animated movies (Cameron, 2001)

Several studies have been conducted regarding this issue. Susiani found that animation videos can foster students' ability in completing sentences (Susiani et al, 2020). Agus discovered that animation movies can enhance students listening skills on narrative text (Agus & Syahputra, 2023). Besides, students show positive perception toward the application of animation videos, proven by their enhanced listening skills (Khumairoh, 2023). During the new normal era, Rahayu and Rahayu found that animation videos can improve students' learning achievement (Rahayu & Rahayu, 2023)

Based on those explanations, the researcher concluded that the students are expected to learn to listening by using media especially animation video. Hopefully, through English animation video the ability for the students in listening can give improved.

Methods

This research is quantitative. Quantitative research tests objective ideas by investigating the relationship between variables. These variables can be measured using instruments and examined statistically. The final report follows a structured format with an introduction, literature and theory, methodology, results, and discussion sections (Creswell, 2008).

The researchers employed the quasi-experimental research design. Quasi experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment (Ary, 2013). In this research, the students in control class were given a treatment using audio recording and the students in experimental class was given treatment using animation video.

In this Study, the researchers use cluster random sampling in taking sample from the population. This procedure allows the researcher to select cluster randomly and a sampling technique that selecting individuals randomly. The researcher took two group (Narbuko & Achmadi, 2015).

In this research, the researcher used test to collect data. The test was used to get the students assessment and influence after the treatment. The test is done twice, namely the pre-test and post-test. Pre-test are used to collect data about students' listening skills before treatment. Pretest can also be interpreted as an activity to test the level of student knowledge about the material to be delivered, pre-test activities carried out before teaching activities are given.

The researchers analyzed the data by performing the t-test to determine the mean difference between two groups. The researchers performed this test because the data were normally distributed and homogeneous.

Findings and Discussion

The aim of this study is to get the empirical data about the effectiveness of using animation video toward students' listening ability at the tenth-grade students of SMKN 2 Bandar Lampung. Based on the test, there are the differences in both the experimental class and the control class.

Based on the analysis, it can be concluded that the normality and homogeneity tests have met the standard criteria. Data were analyzed using an independent sample t-test on SPSS (Statistical Program for Social Sciences) version 25 to find out whether there was a significant effect after using the treatment in the experimental class. The result of the hypothesis test can be seen in Table 1.

Table 1. The Result of Hypothetical Test

Independent Samples t-Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result students	Equal variances assumed	8,176	0,006	2,807	62	0,007	6,46875	2,30491	1,86131	11,07619
	Equal variances not assumed			2,807	54,033	0,007	6,46875	2,30491	1,84776	11,08974

The independent sample t-test results in the table show that the assumed equal variances have a significant value of Sig. 0.007, which is less than 0.05. This means that H_a is accepted, while H_o is rejected. Based on the results of the independent sample t-test, it is possible to conclude that using video animation has a significant effect on the listening ability of class X students of SMKN 2 Bandar Lampung for the 2021/2022 academic year.

These data include the results of the experimental class, which had an average pre-test score of 63.28 before the English Language Animation Video was implemented. After the researcher treated the experimental class with English Animation Videos, the post-test average score was 80.78. Meanwhile, Table 4.4 displays the results for the control class, which has an average pre-test value of 61.80 and an average post-test score of 69.47. This means that both classes had higher post-test scores. Based on statistical analysis, the experimental class's value increased by 17.81 points, from 52.93 to 73.2. The control class decreased by 11.34 points, from 60.84 to 70. Using animated videos in class can improve knowledge, vocabulary, grammar, pronunciation, and fluency. Using animated videos as a treatment not only allows students to hear the language but also allows them to see it. To support understanding, the videos contain visual cues such as gestures and expressions that allow students to go beyond what they listen to interpret the video.

Furthermore, the calculation of the t-test using the independent sample test yielded a p-value or sig (2-tailed) of 0.007. The result indicated that the null hypothesis was rejected and the alternative hypothesis was accepted, as the p-value (0.007) was less than sig $\alpha = 0.05$ (5%). In other words, using English Animation Video had a significant effect on students' listening skills.

As a conclusion, the results of data analysis prove that using English Animation Video as a treatment gave a strong impact to improve students' listening ability for the tenth-grade students of SMKN 2 Bandar Lampung.

Conclusion

As claim by the research that was carried out in SMKN 2 Bandar Lampung in the academic year of 2023/2024, the researcher might draw conclusions that there was a significant influence of using animation video on students' listening ability. By using animation video, it could give influence towards students' listening ability. It could gain the result of students' multiple-choice test and could improve the students' listening ability. So, the use of animation video in teaching learning process could make a good improvement. In this research, the researcher can conclude that animation video can give influence to the students' listening ability. It is supported by the students' score that they received higher score in the post-test than in the pretest after the researcher give treatment by using animation video in learning listening ability. In other words, the use of animation video has significant influence toward students' listening ability at the first semester of the tenth grade of SMKN 2 Bandar Lampung in the academic year of 2023/2024. Therefore, this research can be used for the reader to conduct the other research by using animation video.

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