

THE IMPACT OF VIDEO ANIMATION ON THE LISTENING ABILITY OF 9TH GRADE STUDENTS OF MTS MA'ARIF NU KOTA MALANG

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Abstract: The aim of this article is to knowing the impact of video animation on the listening ability of 9th grade students of MTS Ma'arif NU Kota Malang. In this research, the researcher used pre-experimental design and utilized SPSS to calculated the result of data. The result of this study known that the value of sig. (2-tailed) $0.001 < 0.05$. It means, there is difference score between the pretest and posttest, which means that there is an impact of using video animation on students listening ability. This implies that the data is accepted and there is a significant difference between the result of learning English listening by using video animation on the pretest and posttest.

Key Word: listening, video animation, listening ability

INTRODUCTION

Learning English is very important in daily life, beside that in the world of education English is foreign languages that must be learned by students. English has an important role as a means of communication in transferring and gaining knowledge, information, science, technology, art and culture and maintaining international relationship. Because of its importance, English is included as a subject in the school (Hanifa, 2014).

Teaching and learning English includes four activities, which includes listening, writing, speaking, and reading skills. Someone's English language skills can be measured by the ability of listening, it means that if someone have the ability to listen well, then communication using English also be better and smoother. Listening is an activity that is carried out by paying attention and trying to catch the meaning of what have been listened. In the teaching and learning process, before students are able to respond to the teacher, they should listen first in order to get the information and the concept. Besides that, understanding the idea, knowledge, or information that is being expressed by the speakers also requires listening (Hanifah, 2014). Listening activities are interrelated with other activities, such as writing, reading, and speaking.

Based on the observation which has been done, the researcher found some problems and difficulties related to the teaching of listening. Commonly, ineffective learning media became the problem in the classroom. Besides that, the limited materials also make the students uninterested and bored. Another difficulties in learning English listening such as quality of recorded material, cultural differences, accent, unfamiliar vocabulary, and also length and speed of listening. Inayah (2019) stated that to be able to comprehend what is heard through audio/audiovisual media such as tape recorders, television programs, videos, and so forth, listeners must learn vocabulary in listening. There are many ways of media that can be used on the teaching and learning process of English listening in junior high school, the media that is used in this research is video animation.

Video Animation is a picture that originally from a collection of objects that is compiled in particular so that it can move appropriately. Ardiansyah (2018) said that videos convey the conversation's cultural contexts, promoting more acceptable language use, avoiding cross-cultural misunderstandings, and serving as a great starting point for research into the target culture. The researcher stated that using video animation, complex events that need detailed explanations can be conveyed clearly and easily understood, energy and time more efficiently. According to Ardiansyah (2018), videos have a lot of potential for use in teaching listening and improve the acquisition of listening skills. Video animation can be played anytime according to the students' wishes, even when at home. By using video animation, teachers do not spend extra energy in explaining the subject matter. Teachers can focus more on helping students in helping with learning difficulties, building positive character, and motivating students. The type of this video animation in this research is an animated recount text learning videos taken from YouTube. The video displays material in the form of recount text learning and some conversation between animated people about the topic certain, so that the video could be easier to understand.

METHOD

This study is designed to know the impact of video animation on the listening ability or to find out the differences between before and after the score of the students who taught English listening by video animation. This study aims to conduct by using pre-experimental design because this school only provided one class to conduct this research. The researcher gathers and statistically analyzes data from the instrument of video animation and listening comprehension in order to find out the students ability before and after taught video animation in listening.

Population and sample are two crucial elements in the research of this study. MTs Ma'arif NU Kota Malang is selected as the place where the researchers conducted the research. It is located on Jalan Sudimoro 10 RT 07 RW 05 Mojolangu,

Lowokwaru, Kota Malang, East Java 65142 Phone number (0341) 486144. There are three classes in MTs Ma'arif NU Kota Malang, and the researcher chose to grade 9. There are 10 students in listening class from grade 9 of MTs Ma'arif NU Kota Malang as the participant. The ninth grade students are chosen because they have learnt English for three years, then to improve their listening ability need to be improved as it to be tested for national exam.

RESULT

The following table shows the result of descriptive statistics:

Table 4.1 Descriptive statistic of Pretest and Posttest

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	10	65	85	75.40	6.346
Posttest	10	79	98	86.10	7.430
Valid N (Listwise)	10				

Based on the descriptive statistical table above, the researcher found that the mean score of pretest is 75.40, while the mean score of posttest is 86.10. The standard deviation for pretest is 6.346 and posttest is 7.430.

Table 4.2 Paired sample T-test

	Paired Differences							
	95% Confidence Interval of the Difference							
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair1 Pretest – Posttest	-10.700	7.379	2.334	-15.979	5.421	-4.585	9	.001

Based on the table paired sampe T-test above, it is known that the value of sig. (2-tailed) of 0.001 < 0.05. There is a difference scores between the pretest and posttest, which means that there is an effect of using video animation on students listening ability. This implies that the data is accepted and there is a significant difference between the result of learning English listening by using video animation on the pretest and posttest.

According to the result of the analysis paired sample t-test table above, the result of sig value is 0.001 indicating that there is strong change of students pretest and posttest result which is lower than 0.05. (H_0) appears to be rejected, while (H_1) appears to be accepted. In other words, there is an impact of using video animation on the listening ability of 9th grade students of MTs Ma'arif NU Kota Malang.

DISCUSSION

The aim of this research was designed to find out the impact of using video animation on the students listening ability. Based on the findings, the posttest result is higher than the pretest, it means that the video animation is the effective media for teaching English listening.

Comparing to the previous study “Utilizing Video to Enhance Junior High School Students’ Listening Comprehension” by Pratama (2019), the use of video had significantly improved most of the students listening comprehension. Pratama (2019) also stated that video as media in listening comprehensions could help students improve their listening comprehension, as evidenced by their improving grades in listening performance during the learning process. The students ability who taught English listening by using video after the treatment was higher than students ability who taught English listening before treatments. To summarize, the findings show that the pretest and posttest were significantly different. It is possible that video animaton impacted the listening ability of ninth grade students of MTs Ma’arif NU Kota Malang. This study also have the similarities with the previous studies conducted by Ramadhika (2014). The findings shows that using animation videos succesfully improved students listening skills as well as teachers performance over two cycles.

The impact of using video for teaching English listening was described by Bravo (as cited in Pratama, 2019) that videos increase students’ motivation to learn by entertaining them in a way that assists students in studying some technical concepts that are difficult to understand without a graphical representation and facilitates information transmission to students. In short, the findings show a positive impact of using video for teaching English listening. This also reinforces statement that using video animation on listening impacted the students ability of 9th grade students MTs Ma’arif NU Kota Malang. Inayah (2019) stated that the use of video is effective not only for attracting students or improving their motivation for the lesson, but also for assisting in the achievement of the teaching objective. Another theory, Dung (2021) stated that Video animation can encourage students to understand more because they represent a visual sense that enables students to understand their learning abilities and develop them.

The research findings were similar to previous studies, but the current researcher focused on a different method, different place, and different condition. In the current studies the researcher focused on the students of ninth grade MTs Ma’arif NU Kota Malang to conduct the research, the current researcher using pre-experimental design of the study, and this study conducted during the pandemic condition. Before doing the treatments, the researcher gave the students a pretest to get data about students current listening ability. This is done to find out how far students listening skills are before the use of video animation is applied. After

conducting the pretest, the researcher gave the treatments to the students four times. Last, the researcher assessed the students after giving the posttest. This is to measure the increase in students listening skills after being given treatments using video animations.

CONCLUSION

The conclusions of the study are presented based on the data that has been analyzed in the previous chapter. From all the data analysis about the impact of video animation on the listening ability of 9th grade students of MTs Ma'arif NU Kota Malang, teaching listening using video animation has an impact for students listening ability.

The findings also similar and supports some previous studies, Bravo (as cited by Pratama, 2019) that videos increase students' motivation to learn by entertaining them in a way that assists students in studying some technical concepts that are difficult to understand without a graphical representation and facilitates information transmission to students. The research of Ramadhika (2014) also stated that the findings shows using animation videos successfully improved students listening skills as well as teachers performance over two cycles.

In short, the findings show a positive impact of using video for learning English listening. This also reinforces statement that using video animation on the learning listening has an impact on the students ability of 9th grade students MTs Ma'arif NU Kota Malang.

According to the findings, there was a significant difference from the students learning listening outcomes using video animation before being given treatment and after being given the treatment on the 9th grade students MTs Ma'arif NU Kota Malang. There was a positive impact of using video animation on the students listening ability. Students who have been given treatment get better achievement than students before being given treatment.

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