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IMPROVING LISTENING SKILL USING AUDIO-VISUAL ANIMATION MEDIA OF EIGHT GRADE SMPN 01 SIANTAR

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ABSTRACT

This study aims to improve the listening skills of grade VIII junior high school students through the use of audio-visual animation media. This study is motivated by the phenomenon of low listening skills among students, which is often caused by the limited learning media used. Conventional learning methods that rely too much on lectures and written texts are considered less interesting and unable to attract students' attention. Therefore, this study uses a quantitative approach with an experimental design to test the effectiveness of audio-visual animation media in improving students' listening skills. The results of the study are expected to show that audio-visual animation media can have a positive impact on the learning process of English, especially in the aspect of listening, as well as provide an alternative learning media that is more interesting for students. This research is also expected to provide practical guidance for schools that want to develop modern learning methods that are relevant to the needs of today's students

Keywords: listening skill, Audio-VisualAnimation Media, EnglishLanguage Learnin, Experiment Design;Skill Improvement

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan keterampilan menyimak siswa SMP kelas VIII melalui penggunaan media animasi audio visual. Penelitian ini dilatarbelakangi oleh fenomena rendahnya keterampilan menyimak di kalangan siswa yang sering kali disebabkan oleh terbatasnya media pembelajaran yang digunakan. Metode pembelajaran konvensional yang terlalu mengandalkan ceramah dan teks tertulis dinilai kurang menarik dan kurang mampu menarik perhatian siswa. Oleh karena itu, penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen untuk menguji keefektifan media animasi audio visual dalam meningkatkan keterampilan menyimak siswa. Hasil penelitian diharapkan dapat menunjukkan bahwa media animasi audio visual dapat memberikan dampak positif terhadap proses pembelajaran Bahasa Inggris khususnya pada aspek menyimak, sekaligus memberikan alternatif media pembelajaran yang lebih menarik bagi siswa. Penelitian ini juga diharapkan dapat memberikan arahan praktis

bagi sekolah yang ingin mengembangkan metode pembelajaran modern yang relevan dengan kebutuhan siswa masa kini.

Kata Kunci: keterampilan mendengarkan, Media Audio-VisualAnimasi, Pembelajaran Bahasa Inggris, Desain Eksperimen, Peningkatan Keterampilan

A. Introduction

Listening is one of the receptive skills because listening does not produce anything. In listening, people get the main idea and gain purpose according to what they hear. That is, students can get the meaning of a language without producing it in their language.According to Silmi Atma Ayu (2023), listening is a skill that children or students acquire first, especially if they are not good at reading. She said that when students are just learning a foreign language, the language that enters through their ears and what they hear is the main source of listening.

Based on the author's observations during the Field Experience Practice (PPL), many students have difficulty with listening skills when listening to test-audio. They often look confused, hesitant to answer exercise questions that use audio.Because they don't know the meaning of the phrases in the sentences mentioned in the audio. This is because learning that relies too much on conventional methods, such as lectures or written text only, is less able to attract students' attention and make them less focused in listening, which ultimately hinders students' understanding in listening.

Translated with DeepL.com (free version)Previous research revealed that audio-visual media has great potential in improving student understanding and listening skill. According to Mayer (2005) in the Cognitive Theory of Multimedia Learning, the combination of audio and visual can improve student understanding because it involves two cognitive channels at once, namely the auditory channel and the visual channel. Similar to the opinion of Husain (2014), the use of multimedia or effective learning media can improve student learning outcomes, especially in terms of presentation. In addition, the delivery of multimedia material tries to make the most of all the senses of students, both the

visual, auditory, and audio-visual senses.

Wijayanti (2019) in her research on the use of learning videos to improve listening skills in junior high school, found that students who were taught using video animation had better listening skills than those taught with conventional methods. Meanwhile, Sari's research (2020) shows that animation media can make learning more interesting and increase students' attention and motivation to learn.

Research conducted by Silfiani (2024) found several problems in learning English listening among students. First, students have difficulty understanding English audio, which often results in their interest in listening to the language decreasing. This suggests that the learning methods or materials used so far may not be effective in improving students' comprehension skills, especially in the context of listening. Secondly, students face challenges in understanding various English accents, such as American, British and Australian accents. These different accents create their own difficulties, indicating that there are limitations in teaching that can help students gradually adapt to diverse accents. Finally, the lack of understanding of English vocabulary is also a major obstacle, making students feel frustrated and lose interest in improving their listening skills. This suggests that the learning methods used have not been optimal in enriching student vocabulary, especially those related to listening contexts.

Similar to the problems found by researchers in previous studies, researchers found problems in students at SMPN 1 Siantar class VIII by observing PPL research activities for more than 2 weeks in class VIII. During the observation process, researchers noted several problems faced by students in English subjects, especially those related to listening skill. Direct observation of the teacher's teaching methods showed that students often had difficulty understanding English listening material, which had an impact on their low understanding and interest in learning.

Some problems observed in the classroom include the lack of vocabulary possessed by the students, which hinders them from understanding or interpreting the

words that are heard in English. Students are often not able to recognize the meaning of the spoken words due to limited basic vocabulary. Secondly, students have difficulty in writing sentences given by the teacher for example, the phrase “Hi, let me tell you about my daily routine” may sound like “Hai, meet me talk you about my daily rutine” which obscures the actual meaning.

The third problem is that students still have difficulty distinguishing the sounds of the same words in English, which can lead to confusion in understanding the meaning. For example, when the teacher provides audio of the word "let," students incorrectly mean it as "meet". Fourth, students also find it difficult to identify words when speakers speak quickly, which often leads to them mistaking certain words or phrases.

Therefore, the authors provide a solution to overcome this problem with the need for learning media that can attract students' attention and increase their motivation to learn. Based on existing research, audiovisual animation media has great potential as an effective tool for learning English, especially for listening skill. The use of this media is expected to overcome some of the obstacles faced by students, such as limited vocabulary, difficulty pronouncing words, and inability to distinguish similar word sounds. With clear and interesting animations and sounds, students can more easily understand the material, pronounce words correctly, and practice listening repeatedly.

The purpose of using animation media is to improve student listening skill and make students more interested in learning English, especially listening skill by using animated media such as dolls, animals, and others. Therefore, the researcher conducted a study on “IMPROVING LISTENING SKILL USING AUDIO VISUAL ANIMATION MEDIA OF EIGHT GRADE SMPN 01 SIANTAR”.

The author hopes that this research can show that audiovisual animation media can have a positive impact on the teaching and learning process of English, especially in the aspect of listening. With this approach, teachers are expected to have alternative learning media that are more interesting, so as to motivate students to be more active and

interested in learning English. This research can also provide practical guidance for schools that want to develop modern learning methods that are relevant to the needs of today's students.

B. RESEARCH METHOD

This study aims to determine the effectiveness of using audio-visual animation media to improve the listening skills of first-grade high school students implemented in class VIII of SMP NEGERI 1 SIANTAR located at Jl. Mahoni Raya No. 237, Perumnas Batu 6, Kec. Siantar, Simalungun Regency, North Sumatra. The author uses a quantitative approach research method, specifically using an experimental model design

Research Design

Creswell (2018) explains that research design is a type of investigation in qualitative, quantitative, and mixed methods approaches that provides specific guidance on procedures in a study. In line with that, according to Creswell (2014), there are three research approaches in conducting research, namely qualitative, quantitative, and mixed methods. Quantitative research is an approach to testing theoretical objectives by investigating the relationships between variables. The variables being tested are numerical data, which can be analyzed using statistical procedures. Creswell (2012), experimental research is a traditional approach in conducting quantitative research. The researcher uses the pre-experimental research method, which includes several types of experimental methods, such as one-shot case studies, pre-test and post-test groups, and static group comparisons. This research uses a pre-test, treatment, and post-test design. This design employs one group for the pre-test phase (01), treatment (X), and post-test. (O2). The testing conducted before the treatment is called a pre-test, and the testing conducted after the treatment is called a post-test.

O_1 X O_2

Notes:
O_1 : Pre-test (before treatment)
X : Treatment
O_2 : Post-test (after treatment)

Research Participants

Participants in this study were VIII grade students at SMPN 1 SIANTAR which consisted of 9 classes, namely

from class VIII-1 to class VIII-9. The selection of participants in this study was taken from only one class, namely class VIII-2, with a total of 30 students, with 20 girls and 10 boys. The class selection was based on the criteria of similarity in initial ability and willingness to participate. Participants will be given instructions to take a listening pre-test in English at the initial stage of the study, then follow the treatment in the form of listening practice sessions using video animation for several weeks, and end with a listening post-test to measure the changes that occur in their listening ability after being given the treatment.

Table 3.1 Sample of the Research

No	Classes	Total of Students
1	VIII-2	30
Total	1 Classes	30 Students

Instruments

According to Creswell (2014), data collection in research often uses instruments or tests. This research, which uses a quantitative data approach, utilizes such instruments to assess specific outcomes. Creswell (2014) further explains that in quantitative research, instruments designed to measure attitudes or other variables are analyzed using statistical methods and hypothesis testing. In this study, the researcher used a listening test as the main data collection tool. Gultom (2016) notes that tests are commonly used to evaluate students' skills, knowledge and performance in an educational setting. The tests were administered at the beginning and at the end of the study. The listening test was specifically used to measure the percentage of significant difference in student performance between lessons delivered through audio recordings and those delivered with animated videos. The listening test includes activities such as recording summaries and fill-in-the-blank exercises with a total of 10 questions on the pre-test using audio and a total of 10 questions on the post-test using fill-in-the-blank exercises.

Data Collection Technique

In this study, researchers used listening tests as an instrument in collecting data. To find out the data both before and after the test, researchers used a listening test.

a) Pre-test

Pre-test is a test given before some treatment.

Pre-test is done to find out students' listening skills. In this pre-test, students are asked to write back what they have heard using audio sounds.

b) Treatment

Treatment is given to the sample. This study conducted four treatments. In each meeting, students are taught by animated films with different topics.

c) Post-test

Post-tests are given after teaching several times. The post-test is used to collect final data on students' listening skills after giving treatment to the experimental class. After assessing the results of student writing using the assessment rubric, the researcher is given a score classification for students' listening skills. According to Arikunto (2010) the classification of student scores can be seen as follows.

Table 3.3 Description of Score

Score	Integrity	Level	Category
81 – 100%	5	A	Excellent
61 – 80%	4	B	Good
41 – 60%	3	C	Enough
21 – 40%	2	D	Bad
< 21%	1	E	Very Bad

1. Classifying students' results on the test into the following criteria.
2. Calculating the test result

1.Validity

In quantitative research, to obtain valid, reliable, and objective data, the researcher uses valid and reliable instruments, carried out on samples that are close to the total population, and data collection and data analysis are carried out in the right way. According to Cresswell (2012), validity is the development of sound evidence to show that the interpretation of the test (the score about the constructed concept that the test is assumed to measure) matches its proposed use. He means that validity is the extent to which the conclusions made from the assessment of the results are appropriate, meaningful, and useful according to the purpose of the assessment. In this study, to determine the validity of the test, the researcher used construct validity. According to Irwan Sulistyanto in Surapranata (2005), construct validity means the instrument that is used in the research is in line with the theoretical construction where the instrument is made. The construct validity is explained briefly in the standard competence, basic

competence, and indicator. All of them are used to answer the construction of the test. The researcher wants to measure student's listening comprehension. To find out the validity of the instrument, the researcher calculated it by using the SPSS 22 version.

2. Bivariate Analysis

Based on the results of the normality test that has been carried out, the hypothesis significance test of two paired samples to determine the difference between the pretest and posttest used is the Wilcoxon test. The wilcoxon test is a test performed twice on the same subject or the same sample, this test is used when the normality assumption is not met, this test can be used in the “Pretest-Posttest” design in an experimental study. The following is the hypothesis and basis for decision making as follows.

Hypothesis

- H0 = There is no difference between pretest and posttest
- H1 = There is a difference between pretest and posttest

Basis for Decision Making

- If the Sig value. <0.05 then H0 is rejected and H1 is accepted
- If the Sig value. > 0.05 then H0 is accepted and H1 is rejected.

3. **Independent Sample T-Test**

This test is used to test whether there is a difference between two independent samples (Potochnik et al., 2018). In other words, the purpose of the independent sample t-test is to determine the difference in mean scores between two unpaired samples. The purpose of this test is to compare the post-test scores of the experimental class and the control class. The purpose of this comparison is to find out whether the use of video animation in the experimental group increases students' listening test scores compared to the use of audio learning in the control group. In addition, if the significance value (2-tailed) is smaller than the probability degree value of 0.05, it can be concluded that there is a difference in the post-test scores of the two classes, but if the value is greater, then there is no difference.

C. RESEARCH FINDINGS AND DISCUSSION

Research Findings

The study's findings describe the analysis of the data. This includes the students' pre-test and post-test scores and reactions to the animation video learning materials.

1. Evaluation of student's pre-test and post-test

In this pre-test and post-test, the researcher shows the results of listening to the students. researchers present data in a table. The pre-test and post-test results can be seen in Table 4.1 Student's score in Pre-test and post-test.

Table 4.1 Student's score in Pre-test and Post-test

Correct Answer	Pretest Score Pretest	Pretest Criteria	Correct Answer	Posttest Score Posttest	Posttest Criteria
5	50	3	9	90	5
5	50	3	8	80	4
6	60	3	8	80	4
5	50	3	5.5	55	3
6	60	3	5	50	3
5	50	3	4	40	2
7	70	4	5	50	3
7	70	4	6	60	3
7	70	4	7	70	4
1	10	1	8	80	2
5	50	3	2,5	28	2
1	10	1	8	80	4
5	50	3	7	70	2
1	10	1	6	60	3
5	50	3	5	50	3
1	10	1	8	80	4
5	50	3	5	50	3
7	70	4	5	50	3
7	70	4	5	50	3
7	70	4	3,5	36	2
7	70	4	7	70	4
7	70	4	5	50	3
7	70	4	9,5	95	5
7,5	75	4	9	90	5
7	70	4	8	80	4
4	40	2	9	90	5
7,5	75	4	7	70	4
7,5	75	4	7	70	4
7,5	75	4	6	60	3
7,5	75	4	6	60	3

pre-test and post-test criteria as follows according of the Wilcoxon test which can be seen in the table below:

Wilcoxon Signed Ranks Test

4.2 Ranks

		N	Mean Rank	Sum of Ra
ria Posttest - Kriteria est	Negative Ranks	0[a]	0,00	
	Positive Ranks	26[b]	88,50	70
	Ties	4[c]		
	Total	30		

4.3 *Wilcoxon* Hypothesis Testing Results

Hasil	N	Mean Rank	Sum of Ranks	Z	Sig.
Negative Ranks	0[a]	.00	.00	6.556	0.000
Positive Ranks	60[b]	88.50	451		
Ties	9[c]				
Total	64				

a. Criteria Posttest < Criteria Pretest
b. Criteria Posttest > Criteria Pretest
c. Criteria Posttest = Criteria Pretest

Discussion

Based on the results of the Hypothesis Test in the table above, a negative rank value of 0 was obtained, which means that no respondents experienced a decrease or increase in listening ability from pretest to posttest. While the positive rank value of 88.50 means that there were 60 respondents who experienced an increase in listening ability from pretest to posttest. And the ties value of 9 means that there were 9 respondents who experienced the same increase in listening ability between pretest and posttest. In addition, the Sig. value of 0.000 <0.05 so that it can be decided that H0 is rejected and H1 is accepted, which means that there is a difference in increasing listening ability between pretest and posttest. Based on this, it can be decided that there is an effect of providing animation media on improving students' listening ability.

This study was conducted with a focus on the use of animated videos to improve students' listening ability. The author wants to know whether animated videos can improve listening ability when applied to class VIII students of SMPN 1 Siantar.

Furthermore, this study was conducted using two comparison groups, namely the first group as the control class and the second group as the experimental class. Therefore, the author wants to know the significant differences between the two groups. Based on the findings that have been presented previously, it can be concluded that animated videos are effective in improving students' listening skills. In addition, the findings of this study will be clarified in the following points. First, students' listening skills that are taught without using animated videos show a slight but not significant increase. This can be seen from the results of the pre-test and post-test, where based on the assessment category there is an increase of one level from the "sufficient" category to the "good" category. Furthermore, based on the pre-test and post-test criteria, there is a difference in the average from the pre-test to the post-test, which is indicated by the Sig value. The value is 0.000 which is smaller than 0.05.

This finding is in accordance with research conducted by Drood and Asl (2016) that students who are given audiovisual treatment in this case animated videos show a significantly better effect compared to students who are not given audiovisual treatment. Thus, the experimental class is able to demonstrate its ability to absorb information contained in the listening text in the video. During the learning process, the author gave questions after the video was played and they were able to explain it. They also showed their abilities in the post-test results. Students in the experimental class had better achievement in listening comprehension because they had the advantage of using animated videos as a medium for their listening comprehension learning.

D. CONCLUSION

From the discussion of the research results in this study, several conclusions were obtained as follows:

1. The listening skills of students who are taught without using animated videos are not good. This is evidenced by the comparison of the pre-test

value of 75 with the post-test value of 95. Furthermore, the implementation of learning without using animated videos based on Wilcoxon calculations refers to the ineffective index category for improving students' listening skills. So that the results obtained are unacceptable.

2. The listening skills of students who are taught using animated videos are classified as very good. This is evidenced by the comparison of the pre-test value of 75 with the post-test value of 95. Furthermore, based on Wilcoxon calculations referring to the fairly effective animated video index category and proven to be effective in improving students' listening skills. So that the results obtained are acceptable.

3. There is a significant difference between the listening skills of students who are taught without using animated videos and those taught using animated videos. There is an increase in students in the experimental class compared to the control class.

These results indicate that the method used in the control class is less effective and the animated videos used in the experimental class are effective in improving students' listening skills..

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