

# Does video animation is effective for teaching English for increase student listening grade?

Dimas Agustiar Syah & Niko Vediato, M.A

Program Studi Pendidikan Bahasa Inggris  
Universitas Muhammadiyah Sidoarjo

# INTRODUCTION

1. According to Telambauna (2024) Listening is an essential part of learning a language. Listening is a receptive skill in English that necessitates the capacity to hear spoken words. It is the ability to identify and understand what is being spoken [3]
2. According to Prayudha (2023) It is impossible to stop the rapid advancement of technology. Building excellent character requires active participation from all instructors, including parents. An essential part of the educational process is learning media. Learning media are necessary for a teacher's instructional process. Even with a variety of instructional resources, it can help teachers explore more expansive concepts [9]
3. According to Gustika, et al (2024) The use of suitable media, such as animation videos, is one of the secrets to effective learning in the classroom. One form of media that enhances the learning process is animation, which may be used in the classroom to provide a range of methods for enhancing students' listening comprehension [12].

# INTRODUCTION

4. According to Suryandari (2021) During the COVID-19 pandemic, media learning tools have been extensively studied for students studying at home, particularly during non-class hours. Digital platforms and methods have been used to enhance learning experiences and provide adaptable opportunities. Instructional films are a popular online learning tool that allows students to learn at their own pace and revisit challenging material. However, for challenging subjects, direct instruction with films should be combined to prevent misconceptions [10].

# LITERATURE REVIEW

- According to William (2001) Animation is the art of employing movement to create the illusion of life, according to Williams. By modifying their movements frame by frame, a sequence of drawings, models, or computer renderings can be given life in an animated video. Animation conveys weight, timing, emotion, and personality in addition to movement, which provides inanimate objects or characters a sense of life and relatability for viewers. Animated videos are unique because of their ability to tell a story or deliver a message through well planned and timed effects .
- The purpose of this study is to address the difficulties teachers encounter, especially the short learning hours that prevent pupils from fully processing the material. Pre-observation revealed that time restrictions frequently cause students to struggle with learning process texts. In order to close this gap, the study examines how animated movies affect students' listening abilities in the context of English language teaching (ELT). This project aims to enhance educational outcomes in English language learning and contribute to the development of creative teaching strategies by investigating whether animated movies might help students improve their listening skills even in the face of limited class time.

# RESEARCH QUESTIONS

Does it effective teaching english using Animated Video for improving student listening skills?

# RESEARCH METHOD

1. This research approach uses a quantitative approach.
2. This type of research is Pre-Experimental design. This research took place at SMA Negeri 1 Taruna Madani Bangil, with the sample being drawn from grade 10 student
3. This research used a pre-experimental method with a one-group pre-test and post-test design

# Data Collection

## Pre-Test

- At the start of the study, students will take a pre-test to determine how well they understand the material that hasn't been covered before or that they haven't fully understood due to the short school days

## Treatment

- After the pre-test is finished, the teacher will give the material to the student, then students will receive treatment in the form of animated video content as an learning media

## Post-test

- After the treatment phase, which involves watching animated video, students will be given a post-test to see how well they understood the material

# Data Collection Media

## 1. Pre-Test

Using multiple choice question with Google form

## 2. Treatment

[Listening a Procedure Text \(Viewing or Listening\) | How to make a food – YouTube](#)

[CONVERSATION \[ PROCEDURE TEXT \] TEKS PROSEDUR](#)

<https://youtu.be/rMwD0xsHQS8?si=CKy6jjVs2Id35CZX>

## 3. Post-Test

[A Procedure Text about Eating Healthy \(Listening Task\) - YouTube](#)

# Data Analysis

There are two processes in processing quantitative data. Normality test and statistical requirements for hypothesis generation, are the first step. Utilizing the t-test, specifically the Paired sample t-test, is the next step after the necessary tests are complete. This study examined the effectiveness of Animated Video in improving Student Listening Skills among 36 grade X student (14 boys 22 girls) at SMA Negeri 1 Bangil. In addition, researchers also conducted data analysis to assess the impact of the intervention, which will be explained below:

- A. Normality Test:** To ensure that the data to be analyzed has a normal distribution, a normality test is conducted.
- B. Hypothesis Test:** Following the completion of the normality tests, which guarantee that the data are normally distributed, the next step is to examine and validate the hypothesis. To ascertain if the hypothesis should be accepted or rejected, hypothesis testing is done. The paired sample t-test was utilized to assess the hypothesis and ascertain whether a significant difference in the mean scores existed.

# Normality Test

Table 1. Normality Test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.154	36	.030	.942	36	.060
PostTest	.118	36	.200	.948	36	.087

- From the normality test result in table.1, it shows than Shapiro-Wilk the data obtained for the Experiment *Pre-test* is 0.060, and the Experiment *Post-test* is 0.087. That is, 0.060 and 0.087 > 0.05, so the data is declared normal or regular because the *p-value* of 0.060 and 0.087 exceed 0.05.

# Hypothesis Test

- H0 : Animated video media does not affect the improvement of students' listening skills in learning English.
- H1 : Animated video media affects the improvement of students' listening skills in learning English.

Table.2 Paired Sample T-test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-Test Post-Test	-12.500	6.268	1.045	-14.621	-10.379	-11.966	35	.000

- According to the findings of the paired sample T-test computation, the paired sample T-test's significant value (2-tailed) is 0.000, or less than 0.05. As a result, the null hypothesis (H0) is opposed and the alternative hypothesis (H1) is accepted. Upon analyzing the pretest and posttest results, it was discovered that the use of animated media greatly enhanced students' listening skills. This is demonstrated by the comparison of the pretest and posttest scores.

# Result

- A study at SMA Negeri 1 Bangil assessed the impact of animated video media on students' listening skills. The hypothesis test, which used a paired sample t-test, found that the use of animated video content significantly improved students' listening skills. The null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_1$ ) was accepted with a significant value of 0.000, below the 0.05 threshold. The results of the hypothesis test provide strong evidence for the value of using animated video content in English language instruction at SMA Negeri 1 Bangil.

# Discussion

- This research is supported by Masfufah's research [20], This study shows that primary pupils' listening and retelling skills are much enhanced when they use Nusantara animated video media. The findings suggest that incorporating Nusantara animated video media into classroom instruction is an effective strategy to enhance these critical skills, particularly in the context of Indonesia language learning. This study highlights the broader educational implications, including potential applications in curriculum design for elementary student
- This research is supported by Yunita research [21], Putraidi research [22], and Uly's research [23], According to the study they conducted, junior high school pupils' listening skills in English have significantly improved. The three studies stated above suggest that employing animated films can improve the listening skills of junior high school pupils. This will allow evaluation of any significant improvements in the students' listening skills following the intervention.
- This research is supported by Hajrawati's research [24], this research findings illustrated that the use of audio-visual-based learning media (animated videos) improves student learning outcomes on folklore material in class X SMK Negeri 6 Pangkep and improves their listening skills. The usage of animated video and other audio-visual-based learning materials is highly successful and can enhance students' listening comprehension, which in turn influences their learning results. .

# Discussion

This research focuses on the use of animated video media in English language teaching at senior high school. The results show that this media can be widely used to improve students' listening skills. Previous research supports these findings, and this study is consistent with other research projects. However, the study was conducted at a high school, which may differ from earlier research focusing on elementary, junior high, and vocational school students. The study used only one class's sample, and implementing the media for multiple subjects and classes could change the situation. The true-experimental method or implementing the media for multiple subjects would be beneficial.

# Conclusion

The study at SMA Negeri 1 Bangil found that using animated video content in English classes significantly improved students' listening and learning skills. The study also highlighted the potential of interactive elements, audiovisual content, and animated video narration in creating dynamic learning environments. It also highlighted the importance of creative teaching strategies in fostering student engagement and academic achievement. The study highlights the adaptability and influence of animated video media as a useful tool for encouraging curiosity and exploration in the classroom, ultimately enabling students to succeed in their English language learning journey.