

Improving Student's Listening Comprehension Skill Using Animation Video

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ABSTRACT: This current research aims to improve students' listening comprehension skills using animation videos. The classroom action research was conducted at Senior High School 2 in Teriak, Bengkayang, with 34 first-grade students participating. These students faced challenges in comprehending word meanings, implicit messages, and explicit messages in audio. Over two research cycles, findings indicated that animation videos significantly enhanced students' understanding of simple past tense verbs. The videos provided repeated exposure to vocabulary and, through the combination of moving pictures and audio, helped students better grasp both implicit and explicit messages of the stories. Consequently, the researchers concluded that students' listening comprehension skills can be effectively improved through the use of animation videos.

Keywords: animation video, improving, listening comprehension

ABSTRAK: Penelitian ini bertujuan untuk meningkatkan keterampilan pemahaman mendengarkan siswa menggunakan video animasi. Penelitian tindakan kelas ini dilakukan di SMA Negeri 2 Teriak, Bengkayang, dengan melibatkan 34 siswa kelas satu. Para siswa ini menghadapi kesulitan dalam memahami makna kata, pesan implisit, dan pesan eksplisit dalam audio. Selama dua siklus penelitian, hasilnya menunjukkan bahwa video animasi secara signifikan meningkatkan pemahaman siswa terhadap kata kerja dalam bentuk lampau sederhana. Video tersebut memberikan paparan kosa kata yang berulang, dan melalui kombinasi gambar bergerak dan audio, membantu siswa lebih memahami pesan implisit dan eksplisit dari cerita. Oleh karena itu, peneliti menyimpulkan bahwa keterampilan pemahaman mendengarkan siswa dapat ditingkatkan secara efektif melalui penggunaan video animasi.

Kata kunci: animasi video, meningkatkan, pemahaman pendengaran.

INTRODUCTION

Listening is an important language skill. In order to master productive skills such as speaking and writing, the learners will learn through the information that they have absorbed and transfer the information they have received from the productive skills. In other words, before someone is able to write and speak (productive skills), someone must hear and understand sounds, words, and speech patterns (receptive skills). However, listening is one of the four language skills that students struggle with the most when learning English. According to Purwanto et al., (2021), there are many factors that make listening skill challenging such as many speakers' accents in English, lack of mastery of words and pronunciation, concentration, and wrong learning strategies. Therefore, to assist students' learning listening, some strategies are selected, such as practice with some exciting media and materials, for example by using books, songs, films, and videos.

In the tenth grade of SMA Negeri 2 Teriak, the researcher found that most students were had problem in listening. From the interview that the researcher did with teacher, when the teacher talked in English in the classroom, students were difficult to understand the words and meaning. The teacher always uses Indonesian rather than English during the teaching and learning process. It was because the students still lack of vocabulary and always ask the teacher to translate the sentence into the Indonesian language because they were hard to understand what the teacher said. The teacher also stated that she always focuses on reading and writing activities rather than listening activities. It caused the students to become unfamiliar with the listening activity in the classroom. However, from the pre-observation data, it was showed that students' listening practice was low. It was found the students listening mean score was 39,41 and 48,23. It was categorized as poor. As a facilitator of learning, the teacher must find a way to provide an active and exciting learning environment. Therefore, an animation video is one of the teaching media which can motivate the students learning, especially in listening comprehension activities.

Meanwhile, the researcher has providing several previous study related to this research. The first study is from Rohmah and Hakim (2021). Through the data collection results by using case study methodology, it was found that according to the students' perception, using animation video for listening of recount text helps the students easier to understand the lesson of recount text. They also become motivated to learn listening because they were not getting bored during the lesson. The second study is from Susiani et al., (2020). The results of the pra-action and post-test in this study showed a significant improvement of students' listening achievement test in an experimental class by using animation video to teach listening comprehension through sentence completion. The third study is from Puspasari (2018). The results of this study shows students' listening exercise increased after being taught by using animation fable video. It was show from the treatment results, where the students were more active and they looked more enthusiastic in responding teacher questions. The improvement also shows from the pra-action and post test results, where the mean score of pra-action is 63,39 and the mean score of post-test is 79,35.

Meanwhile, the researcher proposed using animation video as the media for teaching listening comprehension as an alternative media at SMAN 2 Teriak because it provides colorful pictures and movements. The animation video is one of the listening comprehension media that can help students be more motivated to understand narrative text material by increasing students' attention. The researcher selects to use Classroom Action Research as the research design since the purpose of this study is to help the teacher and the student to find the solution of the students' learning problem, especially in listening comprehension skill. The researcher will use a different genre from the previous research of animation video, such as faiytales story entitled "Little Red Riding Hood" and "The White Snake" taken from English Fairytales Youtube channels. The researcher believes this study will positively contribute to improve students listening comprehension ability.

RESEARCH METHOD

The design of this research was using Classroom Action Research (CAR). This method focused on to solve the problem on students' listening comprehension skill by using teaching media such as an animation video.

This classroom action research was used a model developed by Kemmis and Taggart (as cited in Prima Sari and Br Sembiring, 2019). In this research, there were four stages that showed a cycle, including planning, acting, observing, and reflecting. The scheme of action can be seen through the figure below.

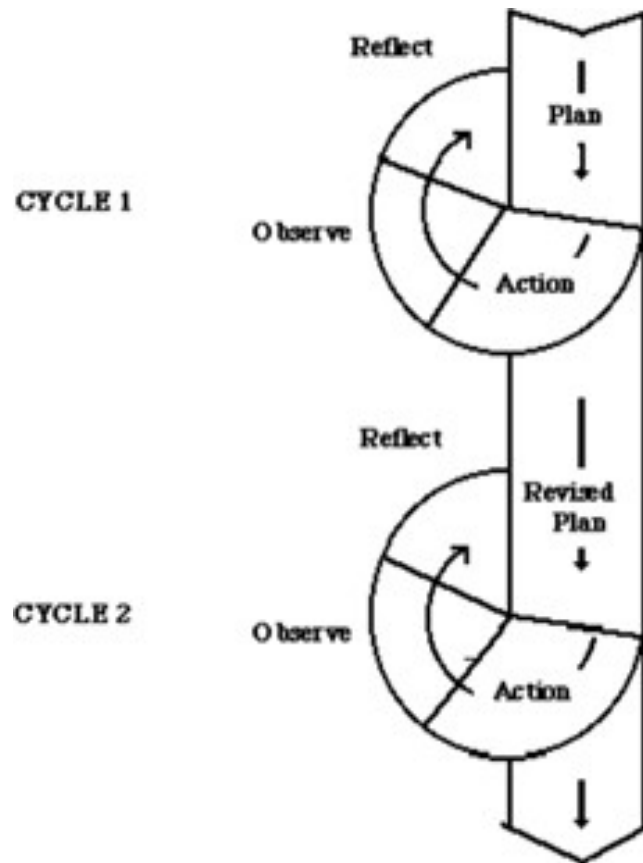


Figure 1. The Action Research Spiral developed by Kemmis, Taggart and Nixon (2014)

This CAR design was organized into two cycles or phases where each cycle, namely cycle one and cycle two. In the first stage (planning), the researcher prepared the lesson plan, teaching media and tools, and listening exercises. Then, in the second stage (acting), the researcher and the teacher worked together as a team in conducting the primary study, planning the action, implementing the action, analyzing or observing the data, and reflecting on the teaching and learning process. After that, in the third stage (observing), the researcher acted as the teacher and the teacher observed situation in the class and students would be response by using the observation guidelines and then made a note of the activities during the action in the classroom. In the fourth stage (reflecting), the collected data had been gained during the observation was then reflected by the

teacher and the researcher. The team (the teacher and the researcher) evaluated and analyzed together the data gained from activities in the classroom.

The subject of this research was the students in SMA Negeri 2 Teriak in the academic year 2022/2023, which consists of 34 students to be observed and conducted animation video as a teaching media. The reason why the researcher selected this subject was the subject has a listening skill problem, so the researcher believes that the problem could be solved by using animation video.

The researcher was collected the data by using observation and measurement techniques. The detail description of the techniques could be seen below.

Observation

Observation became the technique of collecting data used in this research. According to Creswell (2012), observation is collecting open-ended information through observing people and the place of a research site. In this research, the research team (teacher and researcher) did the observations by writing down everything that happens in the classroom on the field notes and observation checklist at every meeting in each cycle.

Measurement

Measurement became the technique for collecting quantitative data in this research. In this research, the researcher calculated the results of students' worksheet and calculated the mean score in each cycle. In order to calculate students' individual score, the researcher was used the formula adapted from Harris (as cited in Ristanti and Maria, 2016). The spesification of the formula could be seen below:

Individual score	$: \frac{M}{N} \times 100$
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Note:

- M = individual score
- X = the number of correct answer
- N = the number of item

Tools of data collection used in this research observation checklist, interview script, and test. The detail description of the tools of data collection can be seen below.

Observation Checklist

The researcher tried to use a checklist that was useful as a guide to pay attention to the activeness and participation of students in listening comprehension class. Then, the researcher kept the processes of the activity in the form of a note that will record anything that happens in the classroom when the video was displayed in the classroom.

There are two targets were chosen by the researcher to observe: learners and the teacher when teaching in the classroom. In the learners' elements, 7 items are provided which focus on their enthusiasm, readiness in learning, participation, and compliance in carrying out the instructions given by the teacher. In the teacher elements, the researcher provided 21 items which focus teacher's instruction, mastery of the material, teachers' response to the student's question, teachers' class management, and the reflection of the lesson.

Test. The test items were used to measure students' achievement in listening comprehension skill. There were 2 activities that researcher used. Each of activity consisted of 10 items that were provided by the researcher for the students. The questions of activity 1 was in multiple choice form. It was asking about the detail information, the structure, the moral value, and types of narrative text. Then, the questions of activity 2 was in fill in the blank form. It was asking about the language feature, simple past tense (Verb 2) based on the animation video.

Interview script. The interview was used to know more about students' experience during learned listening by using animation video in the classroom. The interview conducted in open-ended question. There were five questions that researcher asked to the students.

RESULT AND DISCUSSION

Results

In this section, the researcher would try to answer the problem statement, which is "How can animation video improve the listening comprehension skill of the tenth grade students in SMA Negeri 2 Teriak?" through the results and interpretation of data collection that researcher used during the implementation of animation video in the classroom.

Some stages were implemented by the researcher such as planing, acting, observing, and acting. The detail information of the stages could be seen below:

Pre-watching video

The researcher mentioned the topic of the material, "Little Red Riding Hood" and "The White Snake" and mentioned the purpose of the lesson.

The researcher mentioned what they would be done after the teacher explained the material to the students.

The researcher gave a short review of the material to the students about a narrative text.

The researcher gave a brief explanation about the theme of the video the students watched, underlying the plot of the video.

The researcher gave a pre-teaching vocabulary, matching words game and stimulated them by asking about their vocabulary knowledge and related vocabulary.

While watching the video

The teacher shared the worksheet with the students and told them what they did on the worksheet.

The teacher and the students review together the questions on the worksheet.

The teacher gave students time to go over the scene and the questions on the worksheet.

The teacher monitors the students when they answered the worksheet.

After watching the video

The students exchanged their worksheets with their friends in order to review the answers.

The researcher gave feedback and opportunity to the students to discuss together in the classroom.

The teacher asked the students to conclude the material and motivate them.

The teacher asked the students to lead prayer together.

Observing. In this stage, the researcher acted as the teacher. The teacher observed situation in the class and students' would be responded by using the observation guidelines and then made a note of the activities during the action in the classroom.

Reflecting. The collected data had been gained during the observation was then reflected by the teacher and the researcher. The reflection stage described the procedure of how to analyze the results of the observation checklist and test. Then, the researcher and the teacher evaluated the process and impact of the action on the student's performance. In the last stages, the team (teacher and researcher) evaluated and analyzed together the data gained from activities in the classroom. This research was done in two cycles. Each cycle consisted of three meeting. The finding of this research classified into three phases of teaching learning process of each cycle namely pre-listening, while-listening, and post listening.

Pre-listening phase

The pre-listening phase in the first cycle, the teacher played the animation video without subtitle. At this moment most of the students were looked still confused when they were watching the video. Therefore, in the second cycle, the researcher provided the silent animation video with the written subtitle. By watching the silent animation video with English subtitle, it helped the students to get more exposure vocabulary knowledge, especially the verb of simple past tense because they watched the picture and read the written subtitle in the animation video.

In the first cycle showed that students' ability to understand the verb of simple past tense was not improved significantly. It could be seen from the students' worksheet. The researcher found that some students did not answer the vocabulary and some of the students rewrote the incorrect vocabulary of what they heard. For example, the correct simple past tense is "Lived" and "Fell" but the students answer is "Lift" and "Failed". In conclusion, the students' still lack of vocabulary. However, the students still need more facilitation from the teacher. Therefore, the researcher provided cycle 2 by using the video which is relevant to the topic and gave them more practice.

The results of the implementation of animation video in the classroom in the second cycle showed that there was a significant progress of students' in understanding the simple past tense (Verb 2) from the previous cycle. It could be seen from the students' worksheet. The students were able to rewrite the correct vocabulary such as lived, gave, came, made, ran, swallowed, wore, heard, went, and fell.

While-listening phase

In the first cycle of this section, the researcher found that students still had difficulty to understand the implicit and explicit message of the story. It was because the quality of picture in the animation video was not very clear and the students have to listen the video until finish then they had a chance to answer the worksheet. It made them hard to remember all the information in the video. Therefore, in the second cycle of this section, the researcher provided another video with the better quality of picture and give the video paused to make the students had a chance to answer the listening exercises. From the interview results, the students became easier to understand the explicit and implicit message of the story by using animation video.

Post-listening phase

In the first cycle, the students listening exercises achievement were very low. It can be seen from the table below:

Table 1. Result of Students' Achievement in Activity 1 And Activity 2

Criteria	Multiple Choice (Activity 1)	Fill in the blank (Activity 2)
Passed	47,05%	29,41%
Failed	52,94%	70,58%

From the table above, the amount of students who passed the Minimum Mastery Criteria (MMC) is still low and do not full the target of this research. However, the spesification of students achievement above can be seen in the students' score of cycle 1 (see Appendix 1). Meanwhile, in the second cycle the students listening exercises achievement were improved. It can be seen from the table below:

Table 2. Result of Students' Achievement in Activity 1 And Activity 2

Criteria	Multiple Choice (Activity 1)	Fill in the blank (Activity 2)
Passed	70,58%%	76,47%
Failed	29,41%	23,52%

From the table above, it could be seen that students' achievement improved from cycle to cycle. The amount of students who pass the MMC (Minimum Mastery Criteria) have fulfill the target of this research which 70% of 34 students pass the MMC. However, the spesification of students achievement above can be seen in the students' score of cycle 1 (see Appendix 2). Meanwhile, the interview results showed that animation video help the students' easier to understand the lesson. It could be seen from the interview result below:

Researcher: Oke miss mau nanya nih ya.. kan kita udah menggunakan video animasi untuk belajar listening di kelas. Disini miss mau nanya nih apakah kamu menyukai belajar listening dengan menggunakan media video animasi?

Student 1: Iyaa suka banget! soalnya kalo nonton video tuh kitanya ga gampang boseen terus ga gampang ngantuk pokonya jadi lebih seru ajaa gitu, miss.

Researcher: Lebih seru ya? Naah miss mau nanya lagi nih setelah belajar listening menggunakan video animasi apa perbedaan yang kamu rasakan setelah belajar listening menggunakan video animasi?

Student 1: Kalau belajar dengan menggunakan video animasi ini kita jadi cepat nangkap materinya miss dan kalo pake video animasi kita jadi gak hanya sekedar dengerin tapi sambil nonton tapi berusaha juga memahami isi cerita yang ada di dalam video.

Discussion

Based on the research finding above, it can be conclude that using animation video could improve students' listening comprehension. According to Harmer (2007), encouraging students to watch while they listen brings a good impact on them. First, the students get to see the use of language. This will help

them to see the verbal communication processes that do not use words. These might emphasize certain words or give them a different shade of meaning. For example, facial expressions, body language, gestures, tone of voice, and body movements. According to Sarani et al., (2014), the result of their experiment is that video is a very useful and relevant tool when accompanied by various types of assignments for training and strengthening listening comprehension skills. Through watching the video, the student will see the character during communicative acts, and it will help facilitate comprehension because the student will directly see body language and facial expressions to help encode the meaning of a message. In addition, animation videos will make students feel fun when learning because of unique character depiction and rich color expression.

In this research project the researcher finds that students' listening comprehension skill have improved gradually from cycle to cycle after being taught using animation video, especially in understanding the simple past tense (Verb 2). Based on the researcher analysis, the animation video that had been displayed by the researcher give the students vocabulary exposure, especially simple past tense (Verb 2). In the animation video, the researcher found more than ten of simple past tense (Verb 2) vocabulary showed. However, the incomplete sentences activities that researcher give to the students support the students to transfer the vocabulary they received from the animation video to the written form. The animation video also helps the students be able to understand the explicit and implicit message of the story. Students can determine the moral value of the story by understanding the characteristics of the character and the detail information contained in the video animation. The animation video that researcher used in the teaching learning process present clear characteristic of the character and of the story described the character of each cast in detail so that students could understand the moral message of the video they were watching. In addition, the animated video that researchers showed also has an appropriate story structure consisting of orientation, complication, resolution. So that students can identify the structure of the video animation they are listening to.

The result of this study is in line with some previous research. The results of this research are in line with Puspasari (2018). This study conducted a pre-experimental research and the results of this research showed that the students' listening achievement improved after being taught by using animation fable video. It is also supported by Susiani et al., (2020) whereas through experimental research the results of this study found the animation video improved students' listening skills which was successfully conducted with the experimental group. It means that using animation videos in teaching listening is helpful, especially in improving students' listening skills. Then, according to Rohmah and Hakim (2021), the results of the case study showed that animation videos improved students' attitude in learning listening. The use of animation video in teaching listening makes the student feel easier understand to the lesson when the teacher used animation video.

CONCLUSION

Based on the research findings, it is concluded that using animation videos to teach narrative text has improved students' listening comprehension from cycle to cycle. Students were able to comprehend the detail information, the narrative text's structure, the moral lesson, and the simple past tense (Verb 2) through the use of animation video. The animation video contained the clear audio and appropriate moving picture which help the students understand the message of the story. With the support appropriate practice help the students to build students' knowledge, understand the concept that are highlighted, and evaluate their outcome during the teaching and learning process. However, this media not only helped students perform listening tasks well, but it also inspired them and helped them pay attention while they were learning. Nevertheless, the use of this media does not always run smoothly. The technical issue and students' limited vocabulary are just two of the obstacles that research has identified. By using better tools and providing the students with more practice through engaging activities, the researcher was ultimately able to overcome these obstacles.

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APPENDIX 1

Students Test Result Cycle 1

Students Codes	Students' Score	
	Fill in the blank (Activity 2)	Multiple Choice (Activity 1)
S-1	40	50
S-2	40	60
S-3	30	50
S-4	40	50
S-5	50	40
S-6	20	20
S-7	40	30
S-8	40	60
S-9	40	60
S-10	50	70
S-11	40	60
S-12	30	50
S-13	50	60
S-14	50	70
S-15	30	40
S-16	30	40
S-17	60	60
S-18	70	80
S-19	60	70
S-20	40	50
S-21	50	40
S-22	40	30
S-23	70	70
S-24	30	50
S-25	50	50
S-26	50	30
S-27	40	60
S-28	30	30
S-29	40	50
S-30	60	70
S-31	60	70
S-32	60	70
S-33	50	60
S-34	60	60
Total of individual score	1540	1810
Mean Score	45,29	53,23

APPENDIX 2

Students' Test Result Cycle 2

Students Codes	Students' Score	
	Fill in the blank (Activity 2)	Multiple Choice (Activity 1)
S-1	70	70
S-2	80	70
S-3	60	70
S-4	50	50
S-5	70	60
S-6	60	50
S-7	40	40
S-8	50	70
S-9	60	80
S-10	70	80
S-11	50	70
S-12	60	60
S-13	60	50
S-14	60	70
S-15	60	40
S-16	60	50
S-17	60	70
S-18	70	70
S-19	80	70
S-20	70	60
S-21	50	40
S-22	40	50
S-23	60	70
S-24	70	60
S-25	50	50
S-26	70	60
S-27	60	60
S-28	70	60
S-29	60	50
S-30	60	70
S-31	70	70
S-32	80	80
S-33	50	60
S-34	60	70
Total of individual score	2090	2100
Mean Score	61,47	61,76