

To Improve Students' Listening Skill by Using Animation Video at SMAN 1 Stabat Kabupaten Langkat

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ABSTRACT

Animation video is an alternative media to teach listening at senior high-level students. The purpose of this study to improve the listening skill of eleventh-grade students at SMA Negeri 1 Stabat at Kabupaten Langkat in the academic year 2024/2025. This study used a classroom action research method by applying animation video as an alternative teaching media. The population of this study is the eleventh-grade students consists of ten classes with a total number is 351 students. The sample of this study is 36 students (XI IPA 1). The researchers used purposive sampling to achieve the aim of study. To collect the data the researchers distributed multiple choice of listening test. The finding of this research showed that in pre-test, the students got mean score 43,75. In cycle 1, the mean score is 48,6. In cycle 2, the mean score is 60,5 or categorized moderate. In post-test, the mean score is 75,8 categorized good. So, it can be concluded that the use of animation video improved the eleventh-grade students' listening skill at SMA Negeri 1 Stabat Kabupaten Langkat.

Keywords: *Improving, Listening Skill, Animation Video*

1. Introduction

Listening is one of the language skills. It is an essential part of the telecommunication process that should be mastered by the students (Afriyuninda & Oktaviani, 2021). Listening is an important English skill in studying English as a foreign language in Indonesia because it can help students understand the material provided by the teacher. People need listen to different types of English repeatedly if they want communicate correctly, meaningfully, and naturally (Rohmah & Hakim, 2021). Good listening skill enables students to understand information appropriately and interpret messages correctly. The development of effective listening ability in English is an important objective for numerous second and foreign-language learners. Mastering listening skills is considered to be difficult by L2 learners because lack of practice opportunities and the impracticality of textbooks for enhancing listening skill. Listening is a complex speech-mental activity. It is based on a natural ability that improves with the individual development of a person and provides an opportunity to understand information by ear, store it in memory, and select and evaluate it according to interests or assigned tasks. The material basis of listening is audio text (Ikanova, 2020). As the primary setting in which English as a Foreign Language (EFL) students cultivate their linguistic abilities, the classroom must be an interactive environment that encourages students to generate and negotiate meaning (Ding, 2021).

As in many other secondary schools, listening skill is considered important element in the educational curriculum. This is mainly because this skill is not only has an impact on students' academic achievements but also on their readiness to face challenges in the real world, of course also in Indonesia. Listening is difficult because pupils are expected to give their whole attention to a sound; to put it another way, it does not have anything to do with the attention of the ear or the intellect (Thir, 2023). From the explanation, it can be said that the importance of listening skill in English education for Indonesian high school students under the Merdeka curriculum acknowledges the challenges students face in learning this skill, especially if they don't live in English-speaking

environments. Overall, the curriculum aims to prepare students for success in both academic and real-world contexts through comprehensive language learning and skill development.

In the context of classroom learning, listening skill is the basis for students to succeed in various subjects. For example, in English lessons, good listening skill helps students understand reading texts or conversations. Outside the classroom, listening skill is also needed in everyday social interactions and in the workplace. Therefore, schools need to pay adequate attention to developing students' listening skill. Listening comprehension is a crucial element of oral communication that serves as the foundation for the development of other speech skills and cognitive growth (KOKROKO & DUMENYAH, 2020). By enhancing this skill, we do not only help students to succeed in their education, but also equip them with the abilities necessary to succeed in their future personal and professional lives. In the educational setting it is vital that student motivation is fostered, and that good performance is ensured (Andres, 2019). Consequently, the importance of updating teaching methodologies has frequently been addressed. One of the relatively recent methods in teaching the listening skill is using the teaching media (Aruan et al., 2020). By employing new multimedia technologies it is possible to update teaching methodologies and explore their effect on performance and motivation (del Río Guerra et al., 2020). Several new multimedia technologies emerged following the digital boom. These technologies ranged from videos and animations (Sugiyanto & Setiawan, 2018). Using appropriate media is one of the keys to success in learning in the class room, one example is the use of animation videos.

The use of animation videos in education offers a multifaceted approach to enhancing students' listening and speaking abilities, animation is one form of media that contributes engaging content to the educational process (Uktolseja et al., 2021). An animation video refers to a form of digital video content that incorporates moving images, colors, and visual effects to create a captivating and engaging visual experience for viewers (Darici, n.d.). At present, learning media plays a crucial role in the realm of education; both instructors and learners have incorporated media into their classrooms, the utilization of animation videos in education is strategically chosen to enhance students' listening skill due to several compelling advantages (Laksmi et al., 2021). Firstly, animation videos possess a high visual appeal, captivating students' attention and fostering engagement with the content being presented. The dynamic and colorful nature of animations tends to be more enticing than traditional instructional materials, thus encouraging active participation and retention of information. Secondly, animation videos excel in simplifying complex concepts and topics, making them more accessible and comprehensible to students. Through visually stimulating animations, abstract ideas can be visually represented and broken down into digestible segments, aiding students in grasping difficult concepts more effectively (Buehring & Vittachi, 2020). Animation videos can be utilized in teaching and learning activities to increase students' interest in learning English vocabulary and facilitate their comprehension of information, including vocabulary (Dzebeq & Gunawan, 2020). This visual aid helps reinforce understanding and facilitates the development of listening skill by providing a clear framework for discussion and expression.

The most common way of listening to music and noises nowadays is through speakers or headphones (Chraca, 2019). In an era dominated by multimedia and digital technologies, many students are accustomed to consuming information through visual media. The integration of technological advancements into the field of education can serve as an effective learning medium, potentially leading to enhanced academic achievements among students. A moving image is incorporated into an animated video to increase its appeal to students, by aligning instructional materials with students' preferences and habits, animation videos cater to their needs and create a more conducive learning environment (Eleaser et al., 2023). This alignment enhances students' motivation and willingness to engage with the learning material, thereby facilitating the improvement of their listening and speaking skills. By leveraging the visual appeal, simplification of complex content, and alignment with students' preferences, animation videos serve as powerful tools for promoting active learning and skill development in the classroom.

At SMAN 1 Stabat, several problems related to students' listening skill occurred. A lack of focus on oral learning could be a major issue, with schools prioritizing written skills over the oral skills that are important for everyday communication. Apart from that, limited resources and facilities, such as inadequate textbooks or access to technology to support learning through animated videos, can also be an obstacle. Other problems include a lack of student motivation and engagement

in learning listening skill as well as difficulties in understanding spoken English, especially for students who are not widely exposed to English. Apart from that, limited time and space for listening practice can also hinder the development of students' listening skill.

Based on the results of observations from English language teachers, in carrying out English learning they have not used interactive media as a support for learning activities. Learning is carried out only using lecture methods, whiteboard and powerpoint media, questions and answers, and assignments. Students only act as recipients of the material and are not trained to discuss with each other. Conditions like these make students passive, bored and find it difficult to understand the material, so that some students' test scores are still below the Minimum Completeness Criteria (KKM). The KKM score for English subject at SMAN 1 Stabat is 75. By considering the problem of achieving listening competency at SMAN 1 Stabat, the use of animated video media becomes increasingly relevant as a potential solution. Through the use of animated videos, students can gain a more engaging and interactive learning experience, which can help them overcome challenges in understanding and using language orally, being audio-visual media that incorporate elements of motion, possess the capacity to captivate children's interest and encourage them to engage in educational assignments (Erlyana & Nadya, 2020). Animation has high visual appeal and is able to present complex content in a way that is easy to understand, so it can increase student interest and involvement in learning listening skill.

The significance of this research is based on its ability to shed light on the impact of video animation on student accomplishment, hence providing valuable insights for authors seeking to enhance their understanding in this area. Additionally, they can be utilized to conduct further investigation and discuss the correlation between students' academic knowledge and its practical application in real-world scenarios. The research findings provide insights for anyone interested in the impact of technology education on academic performance. The result could become a new information can then used to improve student achievement. As learning media to expand knowledge and understanding, as well as an overview of the phenomenon of teaching nowadays like online learning, social media use, and student motivation, so that lessons may be learned and actions can be taken to improve student achievement.

The first relevant study was a journal conducted by (Safitri, 2020) (Cut Irma Yunda Ramadhani, Sofyan A. Gani, 2020). This study investigated that pupils' pre-test scores averaged 21 and their post-test scores averaged 41. The research that will be conducted focuses on improving students' listening skill, while previous research emphasized improving speaking skills. This suggests a broader emphasis on developing students' communication skills in research.

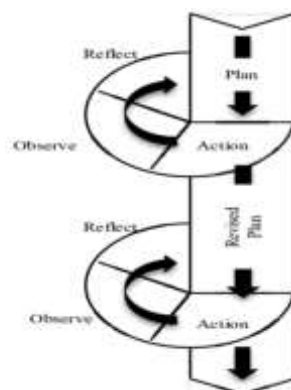
The second relevant study was conducted by (Ayu, 2023). The study found that students' post-test scores were higher than their pre-test scores ($38.21 < 82.50$). Then the researcher determined that video animation improves students' listening. Students responded positively to video animation media in listening learning. According to data analysis, students mostly agree that video animation teaches English, especially listening. The difference with this study is the level of objects and additional competencies expected. The previous research focused on the junior high school students while this research focused on the senior high school students. This shows differences in the educational levels of research subjects. These differences in learning environments may influence the results and generalizability of findings.

The third relevant study is a journal research conducted by Mulyan, 2019 (MULYAN, n.d.). This study showed that there were still challenges in instructing listening skills that could induce tedium in English as Foreign Language learners. The Animation video app has been updated to the present day in order to facilitate and soothe listeners during listening activities. Although both focus on the use of animated video applications in learning listening skills in English as a foreign language, the research in this study places emphasis on improving listening skill, while previous research only discusses how the Animation Video app affects the instruction of English as a Foreign Language (EFL) listening skill.

There is a new phenomenon in the background of the problem regarding "Does the use of animation video significantly improve students' listening skill at SMAN 1 Stabat?" in the background of the planned research problem provides an important new dimension. This allows research to explore the effectiveness of using animated videos in developing English listening skill. This research can provide a more comprehensive understanding of how animation videos can improve students' listening skills and provide more comprehensive insight into the influence of this media in the learning context at SMAN 1 Stabat.

2. Method

The research employed the methodology of classroom action research. Classroom action research as a research endeavor conducted within the classroom setting with the aim of addressing students' issues (Nanda et al., 2021). Classroom Action Research begins with the teacher's concern and is carried out with corrective action to overcome the problem (Hyun et al., 2020). The research conducted in some cycles. In the event of the initial cycle's failure, the researcher would proceed with subsequent cycles as revision cycles, starting with the second cycle and continuing accordingly. The purpose of this would be to address the issues that students face when learning English listening, with the ultimate goal of improving their ability to communicate in English orally. Kemmis and McTaggart's model of classroom action research is the one that the researcher would utilize to conduct their study (Kemmis et al., 2014), look at the picture below. The picture explains the class action research model which is divided into 4 stages, namely plan, action, observe and reflect. These stages cycle until the expected goal is achieved.



Picture 1. Kemmis and McTaggart's model (Kemmis et al., 2014)

This research was conducted on class XI IPA 1 of students at SMAN 1 Stabat Kabupaten Langkat North Sumatra. The total number of students is 351 class XI students. The researcher chose class XI IPA 1 totaling 36 students. The researcher chose this class because students in this class had low abilities in listening skill in English lessons in class. This research tested in two cycles. The KKM score for English subject at SMAN 1 Stabat is 75.

The researcher made a plan for the first cycle before using the Animation Video Media teaching method to teach and learn English in the classroom. One way to get ready for the study that will be used to come up with a solution to the teaching problems is to plan. In the planning stage, the researcher would use video media as a way to teach English so that students could improve their listening and speaking skills. The researcher also makes lesson plans, English tools, and media that will be used when Animation Video Media Teaching is put into practice in the classroom for teaching and learning. Besides that, the expert would also choose what would constitute success.

The researcher tried the approach after making sure everything was ready in planning. Researchers used this method to see how well it helps students who are having trouble listening English while they were being taught and learning in the classroom. While testing animated video teaching media, researchers saw how well the strategy worked by keeping track of how many problems students had while doing teaching and learning tasks in the classroom. Once the researchers had all the information they needed, they used set success criteria to see how well the animated video teaching media method could help students.

This research instrument related to the research procedures above. This instrument consists of several stages to answer the research questions contained in the introductory chapter. The tests used each consist of 10 listening questions with a score range of 0-100. A research instrument is a data collection tool used to measure observed natural and social phenomena (Sugiyono, 2019). To assess the level of student success, researchers used several instruments in the research, namely the test aimed to get information about students' improvement after teaching learning process by using animation videos. The test carried out by referring to the listening rubrics. The listening test consisted

of ten multiple-choice questions. Students listen to a dialogue about inviting someone to a party and select the correct responses based on the dialogue content. This test evaluates students' listening comprehension skills, assessing their ability to understand spoken English dialogue.

1) Classifying the students' Test score

Table 1. Classifying score (PANJAITAN, 2019)

Scores	Category
90 – 100	Very Good
80 – 89	Good
60 – 79	Moderate
Less than 59	Low

3. Result/s and Discussion

The result of this research described that students had improved their listening skill. In pre-test, they got a mean score 43,75 and in post-test they got 75,8.

Table 2. Result of study

	Cycle I		Cycle II	
	Pre test	Post test	Pre-test	Post test
Mean of Score	43,75	48,6	60,5	75,8

It means that there is a significant difference between pre-test and post-test. Beside of that, the treatment in two cycles showed the students' improvement in their motivation. They were very enthusiast during learning listening by animation video. A pre-test was given before doing the treatment. The pre-test was to know students' ability in listening skill. It consisted of 10 items of multiple choice. In this test, an animation video was played in class by using in-focus and the students have to answer the question while watching the video. The test given was the same with the post-test. The result of pre-test shows that the students' mean score was 43,75. It means that the students' listening skill was still low. Most of them got score under 60. Only one student got moderate score, fives students were failure, and the others got low score. During pre-test, the researcher also observed students' attitude in answer the question. They enjoyed the test given but they were still confused in answering the questions. From the observation and the students' score in pre-test, it indicated that listening by using animation video could create the students' motivation. It was a successful effort, but it still needed the treatment of suitable animation video activity in order to get the higher score.

The data from pre-test was taken to arrange a plan in cycle 1. In this stage, the researcher discussed with an English teacher of SMA Negeri 1 Stabat Kabupaten Langkat about what should be done in action 1. After identifying the problems in pre-test, the animation video "Inviting someone to a party" is chosen for the material in action 1. The reason of choosing this video was based on the criteria of video selection; the video had clear and understandable dialogue, and it was suitable level difficulty. In the action section, it was divided into 3 steps; pre-listening, while-listening, and post listening. In pre-listening the research warmed the students up by asking them questions; what they know about inviting someone. Then the researcher explained about the procedure of listening activity. The papers materials were given to the students. The students were given several minutes to read the material and guess the answer. After listening, the answers were gone over with class. In post-listening section, students watched the video and answered the question. The video was played once, and asked the students whether they need to watch the video again or not. If they do, the video was played one more time. In the observation section, during the action, the researcher observed the students' activity when they were learning listening. The researcher found the students enjoyed the material given. Some of them asked some and answer the questions. But the other students were still confused to follow the activity, and they were talking with their next. In reflection, to know how far the students' achievement in cycle 1, the researcher did an evaluation by giving the students a test. The test was summary from material in action 1. It consisted of 10 items. The result of the test had mean score 48,6. It's known that mean score of the students was still low, only 48,6.

However, it had improved from the pre-test. The failure students were decreased from five students became three students. Even though, the next cycle was still needed to get a better result.

In cycle 2, like planning in cycle 1, the data in cycle 2 was taken from reflection of the last action. From cycle 1, the researcher discussed about what the weakness of action 1. The problem such as there were some students still did not focus, and difficult to identifying the words. So, the researcher prepared another animation video. The material was adopted from the same source with the material in action 1.

From the action 2, the researcher found that all of students were enthusiast in learning listening. They were also being active listeners. If they had problem, they asked directly. They were not talking with their friend during the lesson. They were full attention and enjoyed the materials. The data by observation showed that students have higher motivation than before. It indicated that students interest and enthusiast to the material. However, it is still needed the quantitative data to know students' improvement in listening skill. So, the next evaluation was given again to the students. The test was summary from material in action 2. It consisted of 10 items. The result of the test had mean score 60,5 (moderate). It was a good result; there was no a failure student in this cycle. There was also one student got very good score and two students got good score. The next cycle wouldn't be done because the moderate score was enough to do a post-test.

A post-test was given to know students' achievement during the treatment. It consisted of 10 items of multiple choices. The test given was the same with the pre-test. In this section the students were got mean score 75,8 (good). So, there was a significant different between the score of students' listening skill in pre-test and post-test. Based on the score from pre-test, two cycles and post-test, the researcher could analyze them to look for the result of this research. First, the researcher analyzed the students' scores categories from the five scales interval. See below

Table 3. The students' score Improvement

	Cycle I	Cycle II	Percentage of Improvement
Mean Score	48,6	75,8	82%

From the table above, the mean score of students increased. The students' score were better from the last. The percentage of improvement the students got from the cycle 1 to cycle 2 was 82%. In additional, the result could be seen by analyzing the score of each test. We could compare them to know whether the score was increasing or not.

Table 4. The comparing score

	Mean Score	Note
Pre-Test	43,75	Low
Cycle-1	48,6	Low
Cycle-2	60,5	Moderate
Post-Test	75,8	Good

The table above shows that the mean score was increasing in each test. In pre-test they got low score, in cycle 1 they were still low, in cycle 2 they got moderate, and in post-test they got good score. The students' improving could be seen in the chart below. It is shown the students always had improvement in listening skill, from low score to good score. The score indicates that the use of animation video can improve the students' listening skill. Furthermore from the observation in two cycles, the students looked enjoy the material, they were enthusiast, and it made them motivated in learning listening.

4. Conclusion

This study examined the impact of animated videos on improving students' listening skill, revealing that these videos are a valuable educational tool. The results indicated a substantial improvement in students' speaking skills, with average scores surpassing the KKM standard by Cycle 2. This enhancement was attributed to the engaging nature of the videos combined with interactive

activities such as role-plays and debates, which effectively addressed areas of weakness like vocabulary and pronunciation. This study concludes that the use of animation video in the classroom motivates the students to attend lessons and pay attention in class. Animation videos are also easily available, they present new vocabularies and expressions in context, through animation videos students become familiar with the pronunciation of native speaker, it provides topics for discussion, and finally most students enjoy listening and analyzing it. It shows that the students' listening skill have improved in each test and cycle. In other hand, the use of animation could improve the students' listening skill.

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